Kentucky WORKFORCE INNOVATION BOARD

Administrative Office of the Courts
Frankfort, KY

1:30 **CALL MEETING TO ORDER**

Minutes of November 2017 KWIB Meeting...*Hugh Haydon, Chairman*
Kentucky Bioprocessing, Inc. of Owensboro

1:35 **PRESENTATION, DISCUSSION AND ACTION**

Education and Workforce Cabinet Updates..*Hal Heiner, Secretary and Member*
Education and Workforce Development Cabinet

System Transformation Updates...*Beth Kuhn, Commissioner*
Department of Workforce investment

1115 Medicaid Waiver Implementation Rollout...*Kristi Putnam, Program Manager*
Cabinet for Health and Family Services

WorkReady Certifications Update..*Micheal Hale, Judge*
Barren County

Career Center Certification Process...*David Boggs, Member and President and CEO*
Opportunity for Work and Learning

Business and Education Alignment Committee
Career Technical Education Certifications...*Jason Luring, Area HR Director*
Catalent Pharma Solutions

Perkins Leadership Funds...*Scott Pierce, Member*
IOUE Local 181

Laura Arnold, Associate Commissioner
Kentucky Department of Education - CTE

The Commonwealth's STRATEGIC PLAN – An Urgent Call to Action

3:50 **OTHER BUSINESS / DISCUSSION**

4:00 **ADJOURNMENT**

MEMBERS PRESENT: Laura Arnold for Commissioner Stephen Pruitt, Josh Benton for Secretary Terry Gill, David Boggs, Lt. Janeen Hampton for Governor Bevin, Hugh Haydon, Secretary Hal Heiner, Adam Hinton, Torsten Langguth, Amy Luttrell, Heidi Margulis, Kim Menke, Bernard Miles, Deputy Secretary Mike Nemes for Derrick Ramsey, Scott Pierce, Terry Sexton, Kevin Smith, Rob Southard, Dr. Aaron Thompson, Carla Webster and Danette Wilder

CABINET STAFF PRESENT: Melissa A. Aguilar, Kim Brannock, Jessica Fletcher, Commissioner Beth Kuhn, Deputy Secretary Brad Montell, Holly Neal

CALL TO ORDER

Swearing in of New Board Members
Judge George Lusby swore in Judge Buchanon, Danette Wilder, Torsten Langguth, Bernie Miles and Dr. Aaron Thompson.

Pamela Hatcher, Dean of Academics and Workforce Development, welcomed the KWIB to the Advanced Manufacturing Center saying that they are honored to be a part of the meeting.

Minutes of (Date) KWIB Meeting
> **ACTION:** A motion was made by Heidi Margulis to approve the May 18, 2017 minutes. Scott Pierce seconded. Motion carried.

PRESENTATION, DISCUSSION AND ACTION:

Education and Workforce Cabinet Updates
Secretary Heiner thanked everyone for attending. He said that there is no more important issue to the future of Kentucky than workforce. He explained Kentucky has several strategic positives to attract businesses such as location and low cost of business. There are an unlimited number of jobs that could come to Kentucky, but the single factor that could prevent them is workforce. The KWIB is an advisory board to the Governor and of the 400 or so boards in existence, there is no there that is more important. Heiner introduced Ray Leathers who will work on monthly 99-hour basis. Leathers is a former CEO or Rollforming Corporation in Shelby Co and will be a direct liaison to the 10 local workforce boards. Additionally in the future, Heiner explained there would be a changing of culture in the delivery of services. In the past, overall 70-80% of the effort in the career centers has been on the benefits / unemployment side. We will be changing the focus of all of the field offices to re-employment.

1115 Medicaid Waiver Overview
Chair Hugh Haydon introduced Kristi Putnam to give a presentation on the 1115 Medicaid Waiver Overview.

Putnam explained how excited Health and Family services are at the prospect of having the Medicaid Waiver approved soon. We now know that we are in the final stretch working with CMS for approval. Currently, Medicaid is not producing the outcomes we want for our health metrics for our overall health and well-being. Therefore, it is important to a person's health and well-being that they be connected in some meaningful way through work, volunteerism, education & training. There are many challenges facing Kentucky. We MUST try something different as a state.

WorkReady Communities Certifications

Judge Michael Hale, Chair of the WorkReady Communities committee explained the committee had been reviewing the criteria, which was established over five years ago. The newly modified criteria suggests engagement of greater percentages of people into the workforce. It also heightens the bar for education goals. All current percentages were reviewed ahead of time to ensure the bar was not raised to the point that the majority could not attain the goals. Hugh Haydon asked for a motion to approve. Scott Pierce made the motion and Rob Southard seconded. All voted in favor of the motion to approve the new criteria.

STRATEGIC PLANNING

Strategic Planning Lab Review and Recommendations

Melissa Aguilar was asked to begin the conversation on reviewing the status of the Strategic Planning lab. She explained the draft objectives and goals as presented in the handout and handed the floor over to Deloitte for a facilitated session of input for continued discussion.

Both the Board and the audience were able to participate in a session to begin the process of more so defining the objectives and goals. Continued work occur to ensure creation of the draft plan through input of all stakeholders and by way of the Strategic Planning Steering Committee.

OTHER BUSINESS / DISCUSSION

No other business was presented.

ADJOURNMENT

With no further business, the meeting adjourned at 3:40 pm.

Work Ready Communities Update

Kentucky's WorkReady Communities
Shared Partnership between EWDC and CED

Education and Workforce Development Cabinet (KWIB)

(WRC Final Approval – Administered and Staffed by CEWD)

➢ *Send out communication to WRC Steering Committee*
➢ *Receive county applications and log*
➢ *Complete first initial review of county applications*
➢ *Assign WR applications to members for review*

WRC Steering Committee

(WRC recommendations to KWIB – Administered by CEWD and CoStaffed by CEWD [KWIB Director] and CED [Workforce Director])

Cabinet for Economic Development

(Provides Director and Field Staff for WRC Support)

➢ *Communicate with County Leads and Teams*
➢ *Provide assistance with completing applications*
➢ *Review applications before submittal*

WRC Initiatives

(Grassroots Initiatives)

Proposed Work Ready Communities Steering Review Committee

- Torsten Langguth, Dr. Schneider Company (Employer)

- Beth Davisson, Kentucky Chamber Foundation

- Cody Davidson, Kentucky Adult Education

- Jeremy Faulkner, TENCO Workforce Board

- Josh Benton, Cabinet for Economic Development

- Vicki Steigleder, Maysville-Mason County Area Chamber of Commerce

- Mary Taylor, Kentucky Department of Education CTE

Career Center Certification Process

Required WIOA Career Services

New to WIOA, One-Stop Center services must now include career services. No longer are there separate core and intensive services. Additionally, Centers must expand their labor exchange services to meet in-demand industry sectors and occupations and include information on non-traditional employment. Centers must identify other business services available for employers (including small businesses).

Labor exchange services must also provide labor market information to the individuals seeking services. The information must be accurate and include information on local, regional and national labor market areas such as:
- Job vacancies in labor market areas
- Information on job skills necessary to obtain the jobs
- Local, in-demand occupations and related earning potential
- Opportunities for advancement in those occupations

All One-Stops must provide the following career services:
- Outreach, intake and orientation
- Initial assessment
- Labor exchange services
- Eligibility for services
- Referrals to programs
- Performance and cost information
- Information on unemployment insurance
- Financial aid information
- Follow-up services

Additionally, One-Stops and partners must provide appropriate services for individuals to obtain or retain employment. These services include, but are not limited to:
- Individual Employment Plan (IEP)
- Career planning and counseling (no longer called case management)
- Comprehensive assessment
- Short-term prevocational services
- Internship and work experience including transitional jobs and industry partnerships
- Workforce preparation
- Out-of-area job search
- English language acquisition
- Financial literacy

Kentucky Career Center
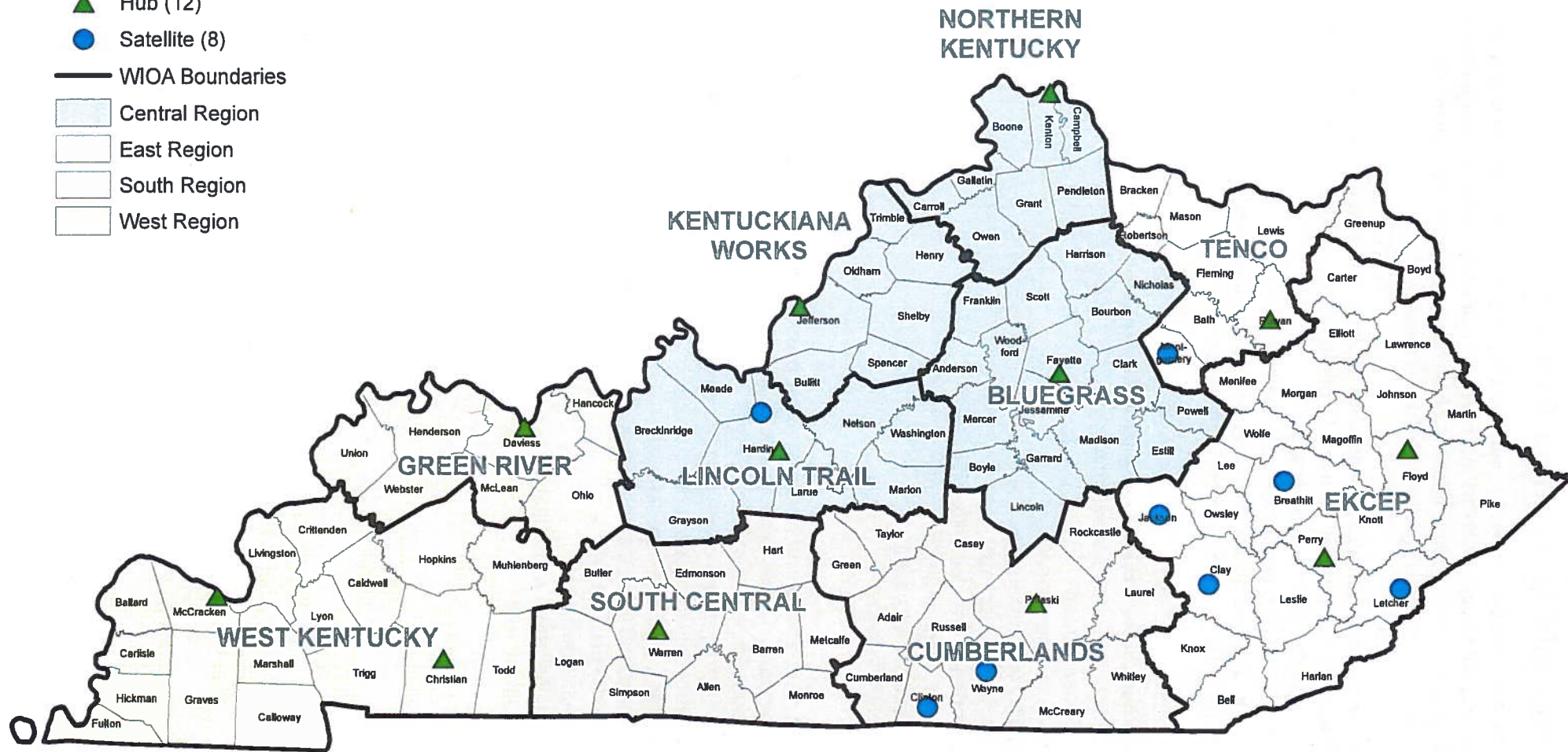
Kentucky Career Centers

- ▲ Hub (12)
- ● Satellite (8)
- — WIOA Boundaries
- Central Region
- East Region
- South Region
- West Region

NORTHERN KENTUCKY

KENTUCKIANA WORKS

TENCO

BLUEGRASS

GREEN RIVER

LINCOLN TRAIL

EKCEP

WEST KENTUCKY

SOUTH CENTRAL

CUMBERLANDS

Counties:
Boone, Kenton, Campbell, Gallatin, Grant, Pendleton, Bracken, Mason, Lewis, Greenup, Carroll, Trimble, Owen, Harrison, Robertson, Fleming, Carter, Boyd, Henry, Oldham, Scott, Nicholas, Bath, Elliott, Lawrence, Shelby, Franklin, Bourbon, Jefferson, Woodford, Spencer, Anderson, Fayette, Clark, Menifee, Morgan, Johnson, Martin, Meade, Bullitt, Jessamine, Powell, Breckinridge, Nelson, Mercer, Madison, Estill, Lee, Wolfe, Magoffin, Hardin, Washington, Garrard, Owsley, Breathitt, Floyd, Pike, Henderson, Daviess, Boyle, Lincoln, Jackson, Knott, Union, McLean, Ohio, Larue, Marion, Rockcastle, Clay, Perry, Leslie, Letcher, Webster, Grayson, Taylor, Casey, Laurel, Crittenden, Hopkins, Muhlenberg, Hart, Green, Adair, Russell, Knox, Harlan, Livingston, Caldwell, Butler, Edmonson, Whitley, Bell, Ballard, McCracken, Lyon, Warren, Barren, Metcalfe, Cumberland, Wayne, McCreary, Carlisle, Marshall, Logan, Simpson, Allen, Monroe, Clinton, Hickman, Graves, Trigg, Todd, Christian, Calloway, Fulton

Kentucky Career Center

Application/Review Form

Comprehensive Career Center

2018

WIOA outlines the criteria as the following:

- physical and programmatic accessibility;
- effectiveness; and
- continuous improvement.

Evaluations of physical and programmatic accessibility must include how well the Kentucky Career Center (KCC) ensures equal opportunity for individuals with disabilities to benefit from KCC services.

Evaluations of effectiveness examine the extent to which the KCC integrates available services and meets the needs of local employers and job seekers.

Continuous improvement requires the KCC network to collect, analyze, and use multiple data resources including the negotiated levels of performance from its performance measures.

Business/Employer Services

Physical and Programmatic Accessibility

a. The Local Workforce Development Board (LWDB) has established a Business/Employer Services Team (BEST), whose members are one-stop partners that administer programs, services and activities through the Workforce Innovation and Opportunity Act (WIOA), which include but are not limited to:

    _____1. WIOA Title I - Adult, Dislocated Worker and Youth formula programs

    _____ 2. WIOA Title II - Adult Education and Literacy programs

    _____ 3. WIOA Title III, Wagner-Peyser Act - Office of Employment and Training (OET)

    _____ 4. WIOA Title IV, Rehabilitation Act - Office of Vocational Rehabilitation (OVR) & Office for the Blind (OFB)

    _____5. Other (please list):_____

Please describe: _____

_____

_____

_____b. The BEST consists of dedicated staff, center and/or partners in the Local Workforce Development Area (LWDA) to include a local team leader, appointed by the LWDB after consultation with local partner agency managers.

Please describe: _____

_____

_____

_____c. The BEST provides services to employers through outreach, on site at a Kentucky Career Center (KCC) location, and/or by direct linkage through technology.

Please describe: _____

_____

_____

Effectiveness

_____a. In order to initiate, establish and grow relationships with industries and employers, the local team leader is the single point of contact of the BEST. The team leader establishes goals and coordinates the assignment of members to target industry sectors. Each industry sector has an expert identified that is available to assist the team with sector related resources.

Please describe: _____

_____

_____

_____b. The BEST has the capacity to connect employers to timely, extensive, comprehensive, customized solutions. This includes, but is not limited to, candidate screening, referral to job openings, recruitment activities, and events. The BEST has appropriate technology for interacting with employers (e.g. business phone, laptop, Smartphone, etc.).

Please describe: _____

_____

_____

_____c. The BEST communicates employer-driven information to front line staff in the Kentucky Career Center(s) to improve demand-driven services provided to job seekers and employers.

Please describe:

_____

_____

_____

_____d. Reception staff are aware of the BEST and refer employer customers to partner staff appropriately and efficiently.

Please describe: _____

_____

_____

_____e. The local team leader maintains monthly internal team communication, as well as regular communication and recruitment/outreach with external partners, stakeholders, LWDB or other designated entities.

Please describe: _____

_____

_____

_____f. The BEST shows evidence of business partner relationships.

_____1. Attends Chamber of Commerce meetings.

_____2. Establishes partnerships with local Economic Development entities.

_____3. Attends human resources meetings.

_____4. Publishes articles about the BEST in newsletters or local newspapers.

_____5. Utilizes local cable stations for outreach.

_____6. Posts relevant information on social media and local websites.

_____7. Holds community-based events.

_____8. Other (please list): _____

Please describe: _____

_____

_____

_____g. The BEST consults with businesses and employers to determine their needs in order to assess, inform, guide, and measure critical elements such as delivery processes, staff responsiveness, customer service, and quality of services. The BEST analyzes feedback and improves, changes, and diversifies employer services, resources and processes.

_____ 1. Utilizes surveys and other assessment tools.

_____ 2. Creates focus groups.

_____3. Other (please list): _____

Please describe: _____

_____

_____

_____h. All members of the BEST ensure and provide responsive business solutions and record them through descriptive Salesforce (or state approved data management system) entries. Salesforce tracks repeat business customers, new employer engagement, market penetration and other elements gauging employer use. The data is used to improve consistency and quality of employer contacts, improve relationships, and build new ones.

Please describe: _____

_____

_____

Continuous Improvement

_____a. The BEST holds periodic (monthly, quarterly) coordinated meetings to share information related to employers' needs and challenges, responsive improvements and solutions. The team produces and distributes minutes. Meetings may be scheduled in the following ways:

_____1. In-person

_____2. Conference call

_____3. Webinar

_____4. Other (please list): _____

Please describe: _____

_____

_____

_____b. The BEST participates in training/continuing educational opportunities at least once a year, to improve team and team-member skills, and to gain knowledge. Training includes overview and orientation for new members on their functions and expectations in their positions.

Please describe: _____

_____

_____

Job Seeker Services

Physical and Programmatic Accessibility

_____a. Job seekers have multiple avenues to access one-stop partner services through the local workforce system.

        _____ 1. In-person at the Comprehensive Career Center

        _____ 2. Direct linkage through technology

        _____ 3. Phone

        _____ 4. Affiliate Career Centers or Access Points

        _____ 5. Other (please list):_____

Please describe: _____

_____

_____

Effectiveness

_____a. The Center has a seamless identifiable communications process in place for job seeker services.

        _____ 1. Customer flow chart

        _____ 2. Standard operating procedures

        _____ 3. Other (please list):_____

Please describe: _____

_____

_____

_____b. A seamless customer flow process is integrated across all partners through activities including:

        _____ 1. Welcome, intake, and orientation

        _____ 2. Management of the resource room

        _____ 3. Workshops

        _____ 4. Individual Employment Plans (IEP)

        _____ 5. Assessments

        _____ 6. Customer follow-up

        _____ 7. Referrals

        _____ 8. Other (please list): _____

Please describe: _____

_____

_____

_____c. All customers are provided/offered alternative activities or options during wait times at the Center.

        _____ 1. Watch the Kentucky Career Center orientation on resource room computers or lobby monitor.

        _____ 2. Watch the e-billboard/videos for upcoming events, jobs, job fairs, and resource fairs.

        _____ 3. Access Focus Career in the resource room.

_____ 4. Update resume in the resource room.
_____ 5. Review printed materials in the resource room.
_____ 6. Conduct online job search in the resource room.
_____ 7. Other (please list):_____

Please describe: _____

_____

_____

_____d. Customers are provided with an orientation/assessment and informed of all available resources and services at the Center to meet customers' needs and goals.

_____ 1. Workshops and resources on issues supporting job readiness and career development
_____ 2. Staff assisted job search support, including labor market information
_____ 3. Information on and assistance with accessing training and education
_____ 4. Information on and assistance with accessing financial aid and scholarships
_____ 5. Option to meet with a career coach for case management services
_____ 6. Integrated case management system (EKOS/KEE Suite)
_____ 7. Other (please list): _____

Please describe: _____

_____

_____

_____e. The Center has a greeter/receptionist (dedicated or rotating) who is cross-educated to be aware of the services and resources available in the Center and through partner agencies.

_____ 1. Customers are welcomed in a timely, friendly, and professional manner.
_____ 2. Receptionist communicates clearly with customers about wait times.
_____ 3. Receptionist has the ability to provide initial assessment for needed services.
_____ 4. Other (please list): _____

Please describe:_____

_____

_____

_____f. The Center has resource room staff (dedicated or rotating) that are cross-educated to be aware of the services and resources available in the Center and through partner agencies.

Please describe: _____

_____

_____

Continuous Improvement

_____a. Center staff are trained to provide seamless customer service and to match job seeker needs with employer demands.

        _____ 1. Customer service training
        _____ 2. Employability skills training
        _____ 3. Cross-education on career center partners' programs, services and resources
        _____ 4. EKOS and Kentucky Health/KEE Suite training (if applicable)
        _____ 5. Focus Career, Focus Assist, and Focus Talent training
        _____ 6. Kentucky labor market information training
        _____ 7. Salesforce training (if applicable)
        _____ 8. Other (please list): _____

Please describe: _____

_____

_____

_____b. The Center has a dedicated process that measures customer satisfaction and quality of services, including wait times, to ensure that customer's outcomes, needs, and goals are met. The Center uses at least two methods for collecting this information.

        _____ 1. Personally administered surveys
        _____ 2. Online surveys
        _____ 3. Personal interviews (open-ended)
        _____ 4. Focus groups
        _____ 5. Suggestion box
        _____ 6. Other (please list): _____

Please describe: _____

_____

_____

Center Management

Physical and Programmatic Accessibility

_____a. The following one-stop partners administer the six core programs through the Workforce Innovation and Opportunity Act (WIOA), and maintain a primary office and schedule within the Comprehensive Career Center. Other required one-stop partners outlined in the law must provide access to programs, services, and activities at the Center, either on site or through direct linkage.

_____1. WIOA Title I - Adult, Dislocated Worker and Youth formula programs

_____2. WIOA Title II - Adult Education and Literacy programs

_____3. WIOA Title III, Wagner-Peyser Act - Office of Employment and Training (OET)

_____4. WIOA Title IV, Rehabilitation Act - Office of Vocational Rehabilitation (OVR) & Office for the Blind (OFB)

_____5. Other (please list):_____

Please describe: _____

_____

_____

_____ b. The Center is accessible and compliant with the Americans with Disabilities Act (ADA) so that all customers can fully utilize services and resources, evidenced by the following documentation:

_____1. ADA compliance letter

_____ 2. Accessibility checklist

_____ 3. Other (please list): _____

Please describe: _____

_____

_____

_____ c. The Center has addressed and offers all of the following components of physical infrastructure and accessibility:

_____1. Adequate free parking, including designated spaces for individuals with disabilities

_____2. Up-to-date and fully functioning assistive technology, with required cross education for staff

_____3. Convenient and central location, with clear American Job Center (AJC) and KCC exterior signage

_____4. Accommodations for customers that have language and/or literacy barriers

_____5. Flexible scheduling for job seekers' needs; open for 37.5 or more hours per week

_____6. Timely access for customers to staff and services via in-person, or direct linkage through technology (phone, email, internet, and Skype)

_____Other (please list):_____

Please describe: _____

_____

_____

_____ d. The Center has a professional and welcoming appearance including:

_____ 1. Clean and well-maintained furnishings

_____ 2. Professional and appropriately dressed staff, with guidance in local written policies

_____ 3. American Job Center/Kentucky Career Center name badges for staff

_____ 4. Clean and well-maintained restrooms

_____ 5. Clean and well-maintained exterior

_____ 6. Other (please list): _____

Please describe: _____

_____

_____

_____ e. The Center design includes space and capacity appropriate for customer needs, traffic and functions including:

_____ 1. Adequate private office space for privacy and confidentiality, when needed

_____ 2. Adequate classroom and/or training space

_____ 3. Adequate computer resources or lab space for training and testing

_____ 4. Adequate conference room space for workshops, meetings and employer events

_____ 5. Sufficient modular/multi-purpose space adaptable to meet changing needs

_____ 6. Current and adequate technology for training, video conferencing and other services

_____ 7. Fully equipped resource room

_____ 8. Well-designed layout for clear navigation and smooth customer flow with appropriate interior signage

_____ 9. Other (please list): _____

Please describe: _____

_____

_____

11

_____ f. The Center has implemented policies and procedures that create a safe and secure environment for customers and staff including:

_____1. Clearly communicated, written emergency response plan outlining evacuation procedures

_____2. Documentation of regularly scheduled safety/emergency drills

_____3. Effective security design appropriate to facility and location, with written policies that are clearly communicated to staff

_____4. Staff guidelines for handling sensitive, confidential information (paper and electronic)

_____5. Orientation training on safety and security policies and procedures for all new staff

_____6. Other (please list):_____

Please describe: _____

_____

_____

Effectiveness

_____a. The following functions are integrated and delivered to customers by all on-site partners at the Center.

_____1. Reception - This function is funded and/or staffed by on-site partners as outlined in the Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA); professional staff is required and must be trained.

_____2. Resource room - This function is funded and/or staffed by on-site partners as outlined in the MOU/IFA; professional staff are required and must be trained.

_____3. Single calendar of events

_____4. Shared infrastructure items

_____5. Common break room for partner staff

_____6. Other (please list):_____

Please describe: _____

_____

_____

_____b. The Center is organized and labeled by function rather than by program/partner. Examples of functional teams include job seeker services, business/employer services, and career center management.

_____c. Partner staff are assigned to each functional team according to the activities and services they provide, as well as their expertise.

_____d. Local partner supervisors/managers are members of the career center management team.

_____e. Each functional team leader is a member of the career center management team.

_____f. The One-Stop Operator (OSO) is a member of the career center management team.

_____g. Functional teams have been created for the Center; each has a team leader. Please list them below:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Please describe: _____

_____

_____

_____h. The career center management team leader is designated/approved by the LWDB and is responsible for:

1. _____Maintenance and janitorial services
2. _____Safety and emergency procedures
3. _____Security
4. _____Equipment, including computers
5. _____Parking
6. _____Keys
7. _____Facility renovation, as needed
8. _____Leadership for the center management team and other functional teams at the Center
9. _____Oversight of customer flow
10. _____Oversight of the monthly calendar of job seeker and employer activities at the Center
11. _____Oversight of an integrated schedule for on-site partner staff
12. _____Communication with partner staff about meeting schedules at the Center
13. _____Other (please list):_____

Please describe: _____

_____

_____

_____i. Information regarding the Center's management structure and the individuals responsible for all activities are communicated regularly to all partner staff. New hires receive this information.

Please describe: _____

_____

_____

Continuous Improvement

_____a. The Center has instituted a formal communication plan. Please list the frequency of meetings below:

_____1. Regular functional team meetings_____

_____2. Regular partner staff meetings_____

_____3. Regular career center management team meetings_____

_____4. Other (please list):_____

Recommended: Functional team meetings-weekly; partner staff meetings-monthly; management team meetings-monthly.

_____b. Regular meetings are held either in person or virtually that involve all Centers in each Local Workforce Development Area. This could be an annual meeting (minimum), training retreats, or more frequent meetings.

Please describe: _____

_____

_____

_____c. The Center has a well-designed process for staff to communicate suggestions and concerns to management.

Please describe: _____

_____

_____

_____d. The Center provides staff development that is appropriate for each individual's function as well as for general staff development, as needed.

Please describe: _____

_____

_____

_____e. The Center has comprehensive, integrated staff development plans that are created with input from staff.

Please describe: _____

_____

_____

_____ f. The Center supports staff in pursuing recognized credentials related to their particular disciplines and recognized by the LWDB.

Please describe: _____

_____

_____

_____ g. The Center arranges for team building training for all partner staff.

Please describe: _____

_____

_____

_____ h. The Center tracks job seeker customer activity including customer volume in each activity, wait time and referrals to partner services.

Please describe: _____

_____

_____

_____ i. The Center tracks job seeker data by customer group, including veterans, individuals with disabilities, education, and age.

Please describe: _____

_____

_____

_____ j. The Center tracks business/employer customer activity, including number of job orders received, the number of referrals for these job orders, and obtained employment.

Please describe: _____

_____

_____

_____ k. The Center breaks business/employer customer activity tracking into specific categories, such as sector and employer size.

Please describe: _____

_____

_____

_____ l. The Center collects feedback from job seekers and employer customers to gauge the customer experience.

Please describe: _____

_____

_____

_____ m. The One-Stop Operator (OSO) and/or the career center management team leader provides regular reports to the LWDB on the data/information collected in order to improve the quality of services and utilize resources most effectively.

Please describe: _____

_____

_____

Kentucky Career Center

Application/Review Form

Affiliate Career Center

2018

WIOA outlines the criteria as the following:

- physical and programmatic accessibility;
- effectiveness; and
- continuous improvement.

Evaluations of physical and programmatic accessibility must include how well the KCC ensures equal opportunity for individuals with disabilities to benefit from KCC services.

Evaluations of effectiveness examine the extent to which the KCC integrates available services and meets the needs of local employers and job seekers.

Continuous improvement requires the KCC network to collect, analyze, and use multiple data resources including the negotiated levels of performance from its performance measures.

Business/Employer Services

Physical and Programmatic Accessibility

_____a. Kentucky Career Center (KCC) staff provides services to employers through outreach, on site at the Center and/or by direct linkage through technology.

Please describe: _____

_____

_____

Effectiveness

_____a. The staff has the capacity to connect employers to timely, extensive, comprehensive, customized solutions. This includes, but is not limited to, candidate screening, recruitment activities, and events. The Center has appropriate technology for interacting with employers (e.g. business phone, laptop, Smartphone, etc.).

Please describe: _____

_____

_____

_____b. The Business/Employer Services Team (BEST) communicates employer-driven information to front line staff in the Center in order to improve demand-driven services provided to job seekers and employers.

Please describe: _____

_____

_____

_____c. Reception staff are aware of the BEST and route employer customers appropriately and efficiently, if needed.

Please describe: _____

_____

_____

_____d. Affiliate Center staff who are members of the BEST ensure and provide responsive business solutions and record them through descriptive Salesforce (or state approved data management system) entries. Salesforce tracks repeat business customers, new employer engagement, market penetration and other elements gauging employer use. The data is used to improve consistency and quality of employer contacts, improve relationships, and build new ones.

Please describe: _____

_____

_____

Continuous improvement

_____a. Affiliate Center staff who are members of the BEST participate in training/continuing educational opportunities at least once a year, to improve team and team-member skills and to develop new knowledge. Training includes overview and orientation for new members on their functions and expectations in their positions.

Please describe: _____

_____

_____

Job Seeker Services

Physical and Programmatic Accessibility

_____a. Job seekers have multiple avenues to access one-stop partner services through the local workforce system.

        _____ 1. In-person at Affiliate Career Centers
        _____ 2. Direct linkage through technology
        _____ 3. Phone
        _____ 4. Comprehensive Career Center, or Access Points
        _____ 5. Other (please list): _____

Please describe: _____

_____

_____

Effectiveness

_____a. The Center has a seamless identifiable communications process in place for job seekers services.
        _____ 1. Customer flow chart
        _____ 2. Standard operating procedures
        _____ 3. Other (please list): _____

Please describe: _____

_____

_____

_____b. A seamless customer flow process is integrated across all partners through activities including:
        _____ 1. Welcome, intake, and orientation
        _____ 2. Management of the resource room
        _____ 3. Workshops
        _____ 4. Individual Employment Plans (IEP)
        _____ 5. Assessments
        _____ 6. Customer follow-up
        _____ 7. Referrals
        _____ 8. Other (please list): _____

Please describe: _____

_____

_____

_____c. All customers are provided/offered alternative activities or options during wait times at the Center.

        _____ 1. Watch the Career Center Orientation on resource room computers or lobby monitor.
        _____ 2. Watch the e-billboard/videos for upcoming events, jobs, job fairs, and resource fairs.

_____ 3. Access Focus Career in the resource room.

_____ 4. Update resume in the resource room.

_____ 5. Review printed materials in the resource room.

_____ 6. Conduct online job search in the resource room.

_____ 7. Other (please list):_____

Please describe: _____

_____

_____

_____d. Customers are provided with an orientation/assessment and informed of all available resources and services in the Center to meet customers' needs and goals.

_____ 1. Workshops and resources on issues supporting job readiness and career development

_____ 2. Staff assisted job search support, including labor market information

_____ 3. Information on and assistance with accessing training and education

_____ 4. Information on and assistance with accessing financial aid and scholarships

_____ 5. Option to meet with a career coach and receive case management services on site or by direct linkage through technology

_____ 6. Integrated case management system (EKOS/KEE Suite)

_____ 7. Other (please list):_____

Please describe: _____

_____

_____

_____e. The Affiliate Center has a greeter/receptionist who is cross-educated to be aware of the services and resources available in the Center and through partner agencies. Partner staff may rotate to fill this role in smaller centers.

_____ 1. Customers are welcomed in a timely, friendly, and professional manner.

_____ 2. Staff communicates clearly with customers about wait times.

_____ 3. Staff has the ability to provide initial assessment for needed services.

_____ 4. Other (please list):_____

Please describe: _____

_____

_____

_____f. The Affiliate Center has resource room staff (dedicated or rotating) that are cross-educated to be aware of the services and resources available in the Center and through partner agencies.

Please describe: _____

Continuous Improvement

_____a. Affiliate Center staff are trained to provide seamless customer service to job seekers and to match job seeker needs with employer demands.

     _____ 1. Customer service training
     _____ 2. Employability skills training
     _____ 3. Cross-education on Career Center partners' programs, services, and resources
     _____ 4. EKOS and Kentucky Health/KEE Suite training (if applicable)
     _____ 5. Focus Career, Focus Assist, and Focus Talent training
     _____ 6. Kentucky Labor Market Information training
     _____ 7. Salesforce training (if applicable)
     _____ 8. Other (please list):_____

Please describe: _____

_____

_____

_____b. The Affiliate Center has a dedicated process that measures customer satisfaction and quality of services, including wait times, to ensure that customer's outcomes, needs, and goals are met. The Center uses at least two methods for collecting this information.

     _____ 1. Personally administered surveys
     _____ 2. Online surveys
     _____ 3. Personal interviews (open-ended)
     _____ 4. Focus groups
     _____ 5. Suggestion box
     _____ 6. Other (please list):_____

Please describe: _____

_____

_____

Career Center Management

Physical and Programmatic Accessibility

_____a. At least one or more of the following one-stop partners through the Workforce Innovation and Opportunity Act (WIOA) maintains a primary office and schedule within the Affiliate Center to provide their program(s), services and activities to job seekers and employers:

_____1. WIOA Title I - Adult, Dislocated Worker and Youth formula programs

_____2. WIOA Title II - Adult Education and Literacy programs

_____3. WIOA Title III, Wagner-Peyser Act - Office of Employment and Training (OET)

_____4. WIOA Title IV, Rehabilitation Act - Office of Vocational Rehabilitation (OVR) & Office for the Blind (OFB)

_____5. Other (please list):_____

Please describe: _____

_____

_____

_____b. The Affiliate Center is accessible and compliant with the Americans with Disabilities Act (ADA) so that all customers can fully utilize services and resources, evidenced by the following documentation:

_____1. ADA compliance Letter

_____2. Accessibility checklist

_____3. Other (please list):_____

Please describe: _____

_____

_____

_____c. The Affiliate Center has addressed and offers all of the following components of physical infrastructure and accessibility:

_____1. Adequate free parking, including designated spaces for individuals with disabilities

_____2. Up-to-date and fully functioning assistive technology, with required cross training for staff

_____3. Convenient and central location, with clear American Job Center (AJC) and Kentucky Career Center (KCC) exterior signage

_____4. Accommodations for customers that have language and/or literacy barriers

_____5. Flexible scheduling for job seekers' needs; open for 30 or more hours per week (as determined through partner MOU negotiations at the local level)

_____ 6. Timely access for customers to staff and services via in-person, or direct linkage through technology (phone, email, internet, and Skype)

_____ Other (please list): _____

Please describe: _____

_____

_____

_____ d. The Affiliate Center has a professional and welcoming appearance including:

_____ 1. Clean and well-maintained furnishings

_____ 2. Professional and appropriately dressed staff, with guidance in local written policies

_____ 3. American Job Center/Kentucky Career Center name badges for staff

_____ 4. Clean and well-maintained restrooms

_____ 5. Clean and well-maintained exterior

_____ 6. Other (please list): _____

Please describe: _____

_____

_____

_____ e. The Affiliate Center design includes space and capacity appropriate for customer needs, traffic and functions including (check all that apply):

_____ 1. Adequate private office space for privacy and confidentiality, when needed

_____ 2. Adequate classroom and/or training space

_____ 3. Adequate computer resources or lab space for training and testing

_____ 4. Adequate conference room space for workshops, meetings and employer events

_____ 5. Sufficient modular/multi-purpose space adaptable to meet changing needs

_____ 6. Current and adequate technology for training, video-conferencing, and other services

_____ 7. Fully equipped resource room

_____ 8. Well-designed layout for clear navigation and smooth customer flow, with appropriate interior signage

_____ 9. Other (please list): _____

Please describe: _____

_____ f. The Affiliate Center has implemented policies and procedures that create a safe and secure environment for customers and staff including:

_____1. Clearly communicated, written emergency response plan outlining evacuation procedures

_____2. Documentation of regularly scheduled safety/emergency drills

_____3. Effective security design appropriate to facility and location, with written policies that are clearly communicated to staff

_____4. Staff guidelines for handling sensitive, confidential information (paper and electronic)

_____5. Orientation training on safety and security policies and procedures for all new staff

_____6. Other (please list):_____

Please describe: _____

_____

_____

Effectiveness

_____a. The following functions are integrated and delivered to customers by all on-site partners at the Affiliate Center (check all that apply):

_____1. Reception - This function is funded and/or staffed by on-site partners as outlined in the Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA); professional staff is required and must be trained.

_____2. Resource room - This function is funded and/or staffed by on-site partners as outlined in the MOU/IFA; professional staff are required and must be trained.

_____3. Single calendar of events

_____4. Shared infrastructure items

_____5. Common break room for partner staff

_____6. Other (please list):_____

Please describe: _____

_____

_____

_____b. The Affiliate Center is organized and labeled by function rather than by program/partner. Examples of functional teams include job seeker services, business/employer services, and career center management (functional team development will vary depending upon the size of the Center).

_____c. Partner staff are assigned to each functional team according to the activities and services they provide, as well as their expertise (functional team development will vary depending upon the size of the Center).

_____d. Local partner supervisors/managers are members of the career center management team (functional team development will vary depending upon the size of the Center).

_____e. Each functional team leader is a member of the career center management team (functional team development will vary depending upon the size of the Center).

_____f. The One-Stop Operator (OSO) is a member of the career center management team, if appropriate.

_____g. Functional teams have been created for the Center; each has a team leader. Please list them below, if applicable:

1. _____

2. _____

3. _____

Please describe: _____

_____

_____

_____h. The career center management team leader is designated/approved by the LWDB and is responsible for the following, if applicable:

1. _____Maintenance and janitorial services
2. _____Safety and emergency procedures
3. _____Security
4. _____Equipment, including computers
5. _____Parking
6. _____Keys
7. _____Facility renovation, as needed
8. _____Leadership for the center management team and other functional teams at the Center
9. _____Oversight of customer flow
10. _____Oversight of the monthly calendar of job seeker and employer activities at the Center

11. _____Oversight of an integrated schedule for on-site partner staff

12. _____Communication with partner staff about meeting schedules at the Center

13. _____Other (please list):_____

Please describe: _____

_____

_____

_____f. Information on the management structure and the individuals responsible for all activities are communicated regularly to all center staff. New hires receive this information.

Please describe: _____

_____

_____

Continuous Improvement

_____a. The Affiliate Center has instituted a formal communication plan. Please list the frequency of meetings below, as applicable:

_____1. Regular functional team meetings_____

_____2. Regular partner staff meetings_____

_____3. Regular career center management team meetings_____

_____4. Other (please list):_____

Recommended: Functional team meetings-weekly; partner staff meetings-monthly; management team meetings-monthly.

_____b. Regular meetings are held either in person or virtually that involve all Centers in each Local Workforce Development Area. This could be an annual meeting (minimum), training retreats, or more frequent meetings.

Please describe: _____

_____

_____

_____c. The Affiliate Center has a well-designed process for staff to communicate suggestions and concerns to management.

Please describe: _____

_____

_____

_____d. The Affiliate Center provides staff development that is appropriate for each individual's function as well as for general staff development, as needed.

Please describe: _____

_____

_____

_____e. The Affiliate Center has comprehensive, integrated staff development plans that are created with input from staff.

Please describe: _____

_____

_____

_____ f. The Affiliate Center supports staff in pursuing recognized credentials related to their particular disciplines and recognized by the LWDB.

Please describe: _____

_____

_____

_____g. The Affiliate Center arranges for team building training for all partner staff, if applicable.

Please describe: _____

_____

_____

_____ h. The Affiliate Center tracks job seeker customer activity including customer volume in each activity, wait time and referrals to partner services, if applicable.

Please describe: _____

_____

_____

_____ i. The Center tracks job seeker data by customer group, including veterans, individuals with disabilities, education, and age, if applicable.

Please describe: _____

_____

_____

_____ j. The Center tracks business/employer customer activity, including number of job orders received, the number of referrals for these job orders, and obtained employment, if applicable.

Please describe: _____

_____ k. The Center breaks business/employer customer activity tracking into specific categories, such as sector and employer size, if applicable.

Please describe: _____

_____

_____

_____ l. The Center collects feedback from job seekers and employer customers to gauge the customer experience, if applicable.

Please describe: _____

_____

Kentucky Career Center

Application/Review Form

Access Point

2018

An Access Point is a physical location where job seekers and employers can receive information on how to access programs, services and activities of the required one-stop partners' programs. One-stop partner staff may also utilize an Access Point to meet with customers, as needed.

In order to supplement and ensure physical and programmatic accessibility effectiveness and continuous improvement of our workforce services network, the following are minimum standards for the identified Access Points:

_____a. An Access Point will have one designated point of contact. An Access Point will, at a minimum, have qualified individual(s) cross-educated in all six Workforce Innovation and Opportunity Act (WIOA) core programs and will refer job seekers and employers to partner staff at Comprehensive and/or Affiliate Career Centers.

Please describe:_____

_____

_____b. An Access Point will provide current information (e.g. posters, flyers, pamphlets, binders, etc.) on the six core programs (and may include other required one-stop partners' programs) to job seekers and employers. Materials will be reviewed quarterly to ensure that information is current.

Please describe: _____

_____

_____c. The point of contact at an Access Point will be required to participate in regular partner staff meetings to maintain current knowledge for appropriate information and referrals for job seekers and employers (e.g. in-person or conference call).

Please describe: _____

_____

_____d. To ensure continuous improvement, the point of contact and/or other qualified individuals will participate in training or educational opportunities offered through the workforce system.

Please describe: _____

_____

_____e. At a minimum, an Access Point will have computer and internet access available to customers.

Please describe: _____

_____

Business and Education Alignment Committee

Meeting – February 15, 2018

Kentucky
WORKFORCE
INNOVATION BOARD

Charter

Identify and implement comprehensive strategies to align education (supply) with industry needs (demand).

The committee will focus on:

➢ Working specifically with Career and Technical Education Leadership Funds

➢ Building regional linkages between education and growth / demand industry sectors

➢ Creating opportunities for all students to receive nationally recognized, industry-valued certifications / credentials

➢ Expanding work-based education opportunities for all learners

➢ Providing recommendations on specific areas where there are opportunities to directly align education with industry

Sectors Approved by KWIB

➢ **Healthcare**

➢ **Advanced Manufacturing**

➢ **Business / IT**

➢ **Transportation / Logistics**

➢ **Construction**

Approved November 2016

Committee's Charge as Related to Certifications

➢ If certification offerings do not align with the "demand" based on the Sector Strategy data and employer feedback, there should be a formal recommendation to the Business and Education Committee to realign / eliminate / phase out those certifications.

➢ Recommend a "core" set of Certifications and Career Pathways to be offered across the state in each school district but ensure appropriate regional nuances are met based on Sector Strategy data.

➢ Annual review process
  ▪ First Review Took Place February 2017 for the 2017-2018 School Year

Industry Certification Review Process

Step 1

Local Workforce Investment Boards are provided labor market data from the Kentucky Center for Education and Workforce Statistics (KCEWS) to use in determining recommendations for industry certifications.

Step 2

Local Workforce Investment Boards provide recommendations to the Kentucky Department of Education. Once a recommendation is made, the Kentucky Department of Education consultant reviews the industry certification information and provides to the CTE business and education taskforce.

Step 3

The CTE business and education taskforce assists KDE consultants in aligning the recommendations to secondary programs of study.

Step 4

If the CTE business and education taskforce OR local workforce investment board recommends, the industry certification is presented to KWIB Business & Education Alignment Committee.

Step 5

The KWIB reviews the Business & Education Alignment Committee's recommendation and makes final approval to KDE.

Senate Bill 1

Senate Bill 1 Excerpt - **158.6455 School accountability system -- List of certifications, licensures, and credentials ......**

(c) Based on data from the Kentucky Center for Education and Workforce Statistics, each local workforce investment board, in conjunction with local economic development organizations from its state regional sector, shall annually compile a list of industry-recognized certifications, licensures, and credentials specific to the state and regional workforce area, rank them by demand for the state and regional area, and provide the list to the Kentucky Workforce Innovation Board. The Kentucky Workforce Innovation Board, in conjunction with the Kentucky Department of Education, may revise the lists before the Kentucky Department of Education disseminates the lists to all school districts to be used as postsecondary readiness indicators.

Recommendation

Certifications:

*1 – There was no consistent validation process for local boards to follow. Therefore, **we recommend that we work on a valid process for local workforce board certification recommendations and have this process in place by late Summer 2018** to start the following year of recommendations.*

*2 – Low demand certifications: Should these certification be approved? Because there was no consistency in validation, do we know in fact that the certifications marked as "low demand" are true? Because there are time restrictions associated with getting the list to the school districts, **we would like to propose the committee in partnership with KDE- OCTE review "low demand certifications" once more** after the February KWIB meeting for data as related to indeed validate the low demand **and act on behalf of the KWIB for approval after the validation occurs.***

*3 - Additionally, we believe the KCEWS data, as mandated in Senate Bill 1, should be the guiding post for the validation of demand certifications. **Employer participation of validating the KCEWS data MUST also be maximized to validate the demands** as well. Both of these will be added to the proposed creation of the validation process for local boards.*

Business and Education Alignment

Senate Bill 1 Excerpt

158.6455 School accountability system -- List of certifications, licensures, and credentials -- Reimbursement for assessment -- Consequences for schools that fail to exit support status -- Components of accountability system -- Appeals of performance judgments.

It is the intent of the General Assembly that schools succeed with all students and receive the appropriate consequences in proportion to that success.

(1) (a) The Kentucky Board of Education shall create an accountability system to classify districts and schools in accordance with the academic standards and student assessment program developed pursuant to KRS 158.6453.

(b) The accountability system shall include:

    1. An annual overall summative performance evaluation of each school and district compared to goals established by the Kentucky Department of Education. The evaluation for each school and district shall:

        a. Not consist of a single summative numerical score that ranks schools against each other; and

        b. Be based on a combination of academic and school quality indicators and measures, with greater weight assigned to the academic measures;

    2. Student assessment results;

    3. Progress toward achieving English proficiency by limited English proficiency students;

    4. Quality of school climate and safety;

    5. High school graduation rates;

    6. Postsecondary readiness for each high school student, which shall be included as an academic indicator, and shall be measured by:

        a. Meeting or exceeding a college readiness benchmark score on the college admissions examination used as the statewide assessment in KRS 158.6453(5)(b)5. The college readiness benchmark score shall be established by the Council on Postsecondary Education; or

        b. Achievement of college credit, postsecondary articulated credit, apprenticeship time toward a credential or associate degree, or any industry-recognized certifications, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures, or credentials identified as high demand in accordance with the process described in paragraph (c) of this subsection. Eligible industry-recognized certifications, licensures, or credentials shall not be limited to those earned in conjunction with a minimum sequence of courses. Each high school shall publicly report the credits, hours, and credentials on an annual basis; and

    7. Any other factor mandated by the federal Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor.

(c) Based on data from the Kentucky Center for Education and Workforce Statistics, each local workforce investment board, in conjunction with local economic development organizations from its state regional sector, shall annually compile a list of industry-recognized certifications, licensures, and credentials specific to the state and regional workforce area, rank them by demand for the state and regional area, and provide the list to the Kentucky Workforce Innovation Board. The Kentucky Workforce Innovation Board, in conjunction with the Kentucky Department of Education, may revise the lists before the Kentucky Department of Education disseminates the lists to all school districts to be used as postsecondary readiness indicators.

(d) 1. The Kentucky Department of Education shall pay for the cost of an assessment taken by a high school student for attaining an industry-recognized certification, credential, or licensure if the student consecutively completes at least two (2) related career pathway courses approved by the department prior to taking the assessment.

2. If a high school student has not completed the two (2) course requirement described in subparagraph 1. of this paragraph but meets performance-based experience eligibility and passes an assessment, the department shall provide a weighted reimbursement amount to the school district for the cost of the assessment based on the level of demand of the certificate, credential, or license earned. The Kentucky Board of Education shall promulgate regulations establishing the performance-based experience eligibility requirements and weighted reimbursement amounts.

(e) Prior to promulgating administrative regulations to revise the accountability system, the board shall seek advice from the School Curriculum, Assessment, and Accountability Council; the Office of Education Accountability; the Education Assessment and Accountability Review Subcommittee; and the National Technical Advisory Panel on Assessment and Accountability.

(2) A student's test scores shall be counted in the accountability measure of:

    (a) 1. The school in which the student is currently enrolled if the student has been enrolled in that school for at least a full academic year as defined by the Kentucky Board of Education; or

    2. The school in which the student was previously enrolled if the student was enrolled in that school for at least a full academic year as defined by the Kentucky Board of Education; and

    (b) The school district if the student is enrolled in the district for at least a full academic year as defined by the Kentucky Board of Education; and

    (c) The state if the student is enrolled in a Kentucky public school prior to the beginning of the statewide testing period.

(3) After receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education shall promulgate an administrative regulation in conformity with KRS 158.6471 and 158.6472 and KRS Chapter 13A to establish more rigorous action, intervention, and appropriate consequences for schools that fail to exit comprehensive support and improvement status described in KRS 160.346. The consequences shall be designed to improve the academic performance and learning environment of identified schools and may include but not be limited to:

    (a) A review and audit process to determine the appropriateness of a school's or district's classification and to recommend needed assistance;

    (b) School and district improvement plans;

    (c) Eligibility to receive Commonwealth school improvement funds under KRS 158.805;

    (d) Education assistance from highly skilled certified staff; and

    (e) Observation of school personnel.

(4) All students who drop out of school during a school year shall be included in a school's annual average school graduation rate calculation.

(5) After receiving the advice of the Education Assessment and Accountability Review Subcommittee, the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education may promulgate by administrative regulation, in conformity with KRS 158.6471 and 158.6472 and KRS Chapter 13A, a system of district accountability that includes establishing a formula for accountability, goals for improvement over a three (3) year period, rewards for leadership in improving teaching and learning in the district, and consequences that address the problems and provide assistance when one (1) or more schools in the district fail to exit comprehensive support and improvement status after three (3) consecutive years of implementing the turnaround intervention process described in KRS 160.346.

(6) After receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education shall promulgate administrative regulations in conformity with KRS 158.6471 and 158.6472 and KRS Chapter 13A, to establish a process whereby a school shall be allowed to appeal a performance judgment which it considers grossly unfair. Upon appeal, an administrative hearing shall be conducted in accordance with KRS Chapter 13B. The state board may adjust a performance judgment on appeal when evidence of highly unusual circumstances warrants the conclusion that the performance judgment is based on fraud or a mistake in computations, is arbitrary, is lacking any reasonable basis, or when there are significant new circumstances occurring during the three (3) year assessment period which are beyond the control of the school.

Programs of Study & Industry Certification Review Process

Step 1
Local Workforce Investment Boards are provided labor market data from the Kentucky Center for Education and Workforce Statistics (KCEWS) to use in determining recommendations for industry certifications.

Step 2
Local Workforce Investment Boards provide recommendations to the Kentucky Department of Education. Once a recommendation is made, the Kentucky Department of Education consultant reviews the industry certification information and provides to the CTE business and education taskforce.

Step 3
The CTE business and education taskforce assists KDE consultants in aligning the recommendations to secondary programs of study.

Step 4
If the CTE business and education taskforce OR local workforce investment board recommends, the industry certification is presented to KWIB Business & Education Alignment Committee.

Step 5
The KWIB reviews the Business & Education Alignment Committee's recommendation and makes final approval to KDE.

Programs of Study Alignment

Forty-nine (49) CTE programs of study will completely phase out at the end of next school year due to no alignment to Labor Market Information (LMI) or feedback from business and industry groups. Five (5) additional CTE programs of study will begin the phase out process next year due to no alignment to Labor Market Information (LMI) or feedback from business and industry groups.
One hundred and nine (109) programs of study align to high-demand, high-wage sectors.
Twenty (20) programs of study align to support sectors.

Program of Study- a rigorous, non-duplicative sequence of, ideally, at least four CTE credits aligned with college-ready academic courses. This sequence should offer students the opportunity to earn postsecondary credits while in high school, lead to industry-recognized credentials, certificates, or degrees, and feature work-based learning experiences.

Industry Certification Alignment

Twenty-Two (22) industry certifications will begin a one-year phase out due to no recommendations from the Local Workforce Investment Boards and/or the CTE business and education taskforce.
Two-Hundred Eight-One (281) items submitted by the Workforce Investment Boards were not industry certifications, but will be used in determining future curriculum development work.
Twenty (20) new Industry certifications are being proposed for addition due to recommendations from Local Workforce Investment Boards.

Business and Education Alignment Committee Recommendation to KWIB

It was the intent of the committee to recommend approval of the 2018-2019 certifications as attached, but this decision was solely based on time constraints and having the decision made before the May KWIB meeting.

Thoughts / Questions we would pose to the KWIB:

1 – There was no consistent validation process for local boards to follow. Therefore, we recommend that we work on a valid process for local workforce board certification recommendations and have this process in place by late Summer 2018 to start the following year of recommendations.

2 – Low demand certifications: Should these certification be approved? Because there was no consistency in validation, do we know in fact that the certifications marked as "low demand" are true? Because there are time restrictions associated with getting the list to the school districts, we would like to propose the committee in partnership with KDE- OCTE review "low demand certifications" once more after the February KWIB meeting for data as related to indeed validate the low demand and act on behalf of the KWIB for approval after the validation occurs.

3 - Additionally, we believe the KCEWS data, as mandated in Senate Bill 1, should be the guiding post for the validation of demand certifications. Employer participation of validating the KCEWS data should also be maximized to validate the demands as well. Both of these will be added to the proposed creation of the validation process for local boards.

2018-2019

Recommended CTE Certifications

Kentucky WORKFORCE INNOVATION BOARD

Agriculture Education
Agriculture Career Pathways lead to multiple occupations in our top 5 industry sectors as well as occupations in our support sectors

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Monsanto
Kentucky Poultry Federation
Hinton Mills
Barren County Farm Bureau
Farm Credit Mid-America
Alltech
Kentucky Department of Agriculture

Programs of Study
Agribiotechnology Systems
Agribusiness Systems
Agricultural Power, Structural, Technical Systems
Animal Science Systems
Environmental Science/Natural Resources Systems
Food Science and Processing Systems
Horticulture and Plant Science Systems

Education Partners:
Harrison County High School
Western Kentucky University
LaRue County High School
North Laurel High School

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Agriculture	AWS - Sense Certification	TENCO	High	No	
Agriculture	Certified Production Technician (CPT)	Lincoln Trail, Cumberlands, South Central, TENCO	High	No	
Agriculture	Elanco Fundamentals of Animal Science	TENCO	Low	No	
Agriculture	Equipment and Engine Training Council Four Stroke	Bluegrass, TENCO, NKWIB	High	No	
Agriculture	Equipment and Engine Training Council Two Stroke	Bluegrass, TENCO, NKWIB	High	No	
Agriculture	iCEV Bayer Crop and Plant Science	TENCO	Low	No	
Agriculture	Must Complete 1 of 5: KY Department of Agriculture Pesticide Operator Certification; Category 1A - Agricultural Pests Category 2 - Forest Category 3 - Turf and Ornamental Plants Category 18 - Golf Course Category 19 - Interior Plantscape Category 20 - Athletic Turf	NKWIB	Low	No	
Agriculture	Veterinary Assisting Certification	TENCO	Low	No	

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Agriculture	iCEV American Meat Science Association Food Safety and Science	Low	No	
Agriculture	iCEV Equipment and Engine Training Council Principles of Small Engine Technology	Low	No	
Agriculture	iCEV Elanco Veterinary Medical Applications	Low	No	

STEM

STEM Career Pathways lead to multiple occupations in our top 5 industry sectors as well as occupations in our support sectors

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Kentucky Transportation Cabinet
Aerotek - on contract at Link-Belt Cranes
Kentucky Engineering Center
City of Henderson
Toyota Motor Manufacturing Kentucky
Mason & Hanger
Kentucky Transportation Cabinet, Division of Materials
Strand Associates, Inc.
H.W. Lochner, Inc.

Programs of Study
Aerospace Engineering
Aircraft Maintenance Technician
Civil Architecture and Construction Technology
Civil Engineering
Electrical/Electronics Engineering
Energy Management
Flight and Aeronautics
Industrial/Mechanical Engineering
Engineering Technology Design
Graphic and Digital Communications
Manufacturing Engineering Technology
Natural Gas Pipeline
Robotics and Automation
Sustainability and Energy Application Technician

Education Partners:
Bullitt County Public Schools
University of Louisville
University of Kentucky

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Engineering	Adobe Certified Associate - Dreamweaver	TENCO	Low	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate - Flash	TENCO	Low	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate – Illustrator	TENCO	Medium	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate - Photoshop	Lincoln Trail, TENCO, WKWIB	High	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate - Premiere Pro	TENCO	Medium	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate in multiplatform animation using Adobe Animate CC	TENCO	Low	Yes	Any Other Adobe Listed (2 total)
Engineering	Adobe Certified Associate in Print & Digital Media Publication using Adobe InDesign	TENCO	Medium	Yes	Any Other Adobe Listed (2 total)
Engineering	Autodesk AutoCAD Certified User	TENCO, WKWIB	High	No	
Engineering	Autodesk Inventor Certified User	NKWIB	Low	No	
Engineering	Autodesk Revit Certified User	NKWIB	Low	No	
Engineering	Certified Solidworks Associate	TENCO, WKWIB	High	No	
Engineering	Energy Industry Fundamentals Certificate	TENCO	Medium	No	
Engineering	FAA – Airframe and Power Plant General Written Exam	NKWIB	Very High	No	
Engineering	FAA - Private Pilot Written Exam	NKWIB	Low	No	
Engineering	FCR-O1 FANUC Certified Robot Operator-1	Lincoln Trail, Cumberlands	Very High	No	
Engineering	MasterCAM Associate Level Certification	TENCO, WKWIB	Low	No	
Engineering	MSSC - Certified Production Technician (CPT)	Cumberlands, Lincoln Trail, TENCO, WKWIB, KentuckianaWorks	High	No	
Engineering	NOCTI CAD 1 Certificate	TENCO, WKWIB	Low	No	
Engineering	REC - Foundation Pre-Engineering Certification	TENCO, WKWIB	Low	No	
Engineering	REC - Foundation Robotics Certification	WKWIB	Low	No	

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Engineering	Autodesk Fusion 360 Certified User Exam	Low	No	

Engineering	FAA - Remote Pilot Certificate	Low	No	
Engineering	FAA - Recreational Pilot Written Exam	Low	No	
Engineering	WCA Woodwork Career Alliance (Green Credential)	Low	Yes	REC Pre-Engineering

Business and IT Services Industry Sector

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Class Act Federal Credit Union
Bellarmine University
Cecilian Bank
Visually Imparied Preschool Services
Fowler Durham CPAs & Advisors, PLLC
Kentucky Retail Federation
Kitestring
Kentucky Network for Development, Leadership and Engagement (KYNDLE)
The Cecilian Bank
Kentucky Humane Society
Sullivan University
Bowling Green Area Chamber of Commerce
IAAP - International Association of Administrative Professionals
Visum Healthcare Solutions
Kentucky Society of CPAs
AAF - American Advertising Federation
Kentucky Society of CPAs

Education Partners:
Henderson County Schools
Kenton County Schools
Pendleton County Schools

Programs of Study
Accounting
Administrative Support
Business Management - High School of Business
Computer Programming
Computer Programming Blended Hybrid
Computer Science
Cyber Engineering
Digital Design and Game Development
E-Commerce
Financial Services
Global Logistics
Hospitality, Travel, Tourism & Recreation
Informatics
Information Support and Services
Management Entrepreneurship
Marketing
Network Administration
Network Security
Retail Services
Web Development/Administration

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Business and Marketing	Adobe Certified Associate: Animate	TENCO	Low	Yes	Multiple options
Business and Marketing	Adobe Certified Associate: Dreamweaver	TENCO	Low	Yes	Multiple options
Business and Marketing	Adobe Certified Associate: Flash	TENCO	Medium	Yes	Multiple options
Business and Marketing	Adobe Certified Associate: Illustrator	TENCO	Medium	Yes	Multiple options
Business and Marketing	Adobe Certified Associate: InDesign	TENCO	Medium	Yes	Multiple options
Business and Marketing	Adobe Certified Associate: Photoshop	TENCO, WKWIB	High	Yes	Multiple options
Business and Marketing	Assessment of Skills and Knowledge for Business (ASK) - Concepts of Finance	WKWIB	Medium	Yes	Multiple options
Business and Marketing	Assessment of Skills and Knowledge for Business (ASK) - Fundamental Business Concepts	WKWIB	Medium	Yes	Multiple options
Business and Marketing	Assessment of Skills and Knowledge for Business (ASK) - Fundamental Marketing Concepts	WKWIB	Medium	Yes	Multiple options
Business and Marketing	Microsoft Office Specialist (MOS) Access	Lincoln Trail, Cumberlands, TENCO, NKWIB, WKWIB	High	Yes	Multiple options
Business and Marketing	Microsoft Office Specialist (MOS) Excel	Lincoln Trail, Cumberlands, TENCO, NKWIB, WKWIB	High	Yes	Multiple options
Business and Marketing	Microsoft Office Specialist (MOS) Outlook	Lincoln Trail, Cumberlands, TENCO, NKWIB, WKWIB	High	Yes	Multiple options
Business and Marketing	Microsoft Office Specialist (MOS) PowerPoint	Lincoln Trail, Cumberlands, TENCO, NKWIB, WKWIB	High	Yes	Multiple options
Business and Marketing	Microsoft Office Specialist (MOS) Word	Lincoln Trail, Cumberlands, TENCO, NKWIB, WKWIB	High	Yes	Multiple options

Business and Marketing	NHA - Certified Medical Administrative Assistant	TENCO	Medium	Yes	Multiple options
Business and Marketing	QuickBooks Certified User	EKCEP	Medium	Yes	Assessment of Skills and Knowledge for Business (ASK) - Concepts of Finance
Business and Marketing	The Project Management Professional (PMP)	NKWIB, KentuckianaWorks	Low	no	
Information Technology	Adobe Dreamweaver	TENCO	Low	Yes	Multiple options
Information Technology	Adobe FlashAnimate	TENCO	Low	Yes	Multiple options
Information Technology	Adobe Illustrator	TENCO	Medium	Yes	Multiple options
Information Technology	Adobe Photoshop	Lincoln Trail, TENCO, WKWIB	High	Yes	Multiple options
Information Technology	Certiport Digital Literacy IC3	WKWIB	Medium	Yes	Multiple options
Information Technology	Cisco Certified Entry Network Technician (CCENT)	NKWIB	Low	no	
Information Technology	Cisco Certified Network Associate (CCNA)	NKWIB, KentuckianaWorks	Low	No	
Information Technology	CompTIA A+	Bluegrass, KentuckianaWorks	Low	No	
Information Technology	CompTIA IT Fundamentals	Bluegrass	Low	Yes	Microsoft Technology Associate: Security Fundamentals
Information Technology	CompTIA Network+	Bluegrass, NKWIB, KentuckianaWorks	Low	No	
Information Technology	CompTIA Security+	Bluegrass, KentuckianaWorks	Low	No	
Information Technology	CompTIA Server+	NKWIB	Low	No	
Information Technology	Help Disk Institute : Customer Service Representative	WKWIB	Very High	Yes	Multiple options
Information Technology	Help Disk Institute: Knowledge Center Support Principle	WKWIB	High	Yes	Multiple options
Information Technology	Help Disk Institute: Support Center Analyst	WKWIB	High	Yes	Multiple options
Information Technology	Help Disk Institute: Support Center Director	WKWIB	High	Yes	Multiple options

Information Technology	Help Disk Institute: Support Center Manager	WKWIB	High	Yes	Multiple options
Information Technology	Help Disk Institute: Support Center Team Lead	WKWIB	High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: Cloud Fundamentals	WKWIB	Very High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: Database Fundamentals	WKWIB	Very High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: HTML5 App Development Fundamentals	WKWIB	Very High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: Introduction to Programming Using Block-Based Languages (Touch Develop)	WKWIB	Very High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: Mobility and Device Fundamentals	WKWIB .	Very High	Yes	Multiple options
Information Technology	Microsoft Technical Associate: Software Development Fundamentals	WKWIB	Very High	Yes	Multiple options
Information Technology	Oracle Certified Associate: Database 12c	South Central	Medium	No	
Information Technology	Oracle Certified Associate: Java SE 7 Programmer	South Central	Medium	No	
Information Technology	Testout Network Pro	WKWIB	Medium	Yes	Multiple options
Information Technology	Testout PC Pro	WKWIB	Medium	Yes	Multiple options
Information Technology	Unity Certified Developer	WKWIB	Medium .	No	

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Business and Marketing	Certified Hospitality & Tourism Management Professional (CHTMP)	Low	No	
Business and Marketing	CUNA (Credit Union National Association)	Low	No	
Information Technology	Microsoft Technology Associate: Windows Operating System Fundamentals	Low	Yes	Multiple options
Information Technology	Microsoft Technology Associate: Windows Server Administration Fundamentals	Low	Yes	Multiple options

Information Technology	Microsoft Technology Associate: Network Fundamentals	Low	Yes	Multiple options
Information Technology	Microsoft Technology Associate: Security Fundamentals	Low	Yes	Multiple options
Information Technology	Microsoft Technology Associate: Introduction to Programming Using Python	Low	Yes	Multiple options
Information Technology	Microsoft Technology Associate: Introduction to Programming Using JavaScript	Low	Yes	Multiple options
Information Technology	Microsoft Technology Associate: Introduction to Programming Using HTML and CSS	Low	Yes	Multiple options
Information Technology	Testout Network Pro	Low	Yes	Multiple options
Information Technology	Testout Routing Pro	Low	Yes	Multiple options
Information Technology	Testout Switching Pro	Low	Yes	Multiple options
Information Technology	Testout Security Pro	Low	Yes	Multiple options
Information Technology	CIW Site Development Associate	Low	Yes	Multiple options
Information Technology	SkillsUSA Proficiency Assessments 3D Visualization & Animation	Low	Yes	Multiple options
Information Technology	Autodesk 3ds Max	Low	yes	Multiple options
Information Technology	Autodesk Maya	Low	yes	Multiple options
Information Technology	Oracle Junior Associate: Java Foundations	Low	Yes	Multiple options

Construction Industry Sector

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
AmTech
IEC Lexington
Builders exchange of KY
AGC of Kentucky
IKORCC
Messer Construction
AGC of WKWIB
East and Westbrook Construction

Education Partners:
Bluegrass CTC
Southside Technical Center
Nelson Co. ATC
Bullitt Co. ATC

Programs of Study
Environmental Control System Technician
Heavy Equipment Sciences
Industrial Electrician Assistant
Plumber Assistant
Pre-Apprenticeship TRACK
Residential Maintenance Carpenter Assistant
Residential Carpenter Assistant
Skilled Trades Apprenticeship TRACK (Carpentry, Electricity, Masonry)

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Construction	CDL	Cumberlands. South Central, Bluegrass, NKWIB, Green River, KentuckianaWorks	Very High	No	
Construction	EPA Section 608 Certification	NKWIB, TENCO, KentuckianaWorks	High	No	
Construction	KY Journeyman HVAC Mechanic	TENCO	Medium	No	
Construction	National Center for Construction Education Research (NCCER) – Plumbing Level 1	Green River	High	Yes	NCCER Core
Construction	National Center for Construction Education Research (NCCER) – Construction Carpentry Level 1	Green River	High	Yes	NCCER Core
Construction	National Center for Construction Education Research (NCCER) – Heavy Equipment Operations Level 1	Green River	High	Yes	NCCER Core
Construction	National Center for Construction Education Research (NCCER) – Masonry Level 1	Green River	High	Yes	NCCER Core
Construction	NCCER - HVAC Level 1	TENCO	High	Yes	NCCER Core
Construction	NCCER Core Curriculum	TENCO, KentuckianaWorks	High	Yes	NCCER Level 1
Construction	NCCER Electrical Tech Level 1	TENCO, KentuckianaWorks	High	Yes	NCCER Core
Construction	OSHA 10	Lincoln Trail, Cumberlands, EKCEP, KentuckianaWorks	High	Yes	NCCER

Industry Certifications Proposed by Business/Education Taskforce:
There were no additional additions in Construction.

Advanced Manufacturing

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Jackson Welding
Marzetti
Commonwealth Machining
GE Appliances
KentuckianaWorks

Education Partners:
Breckinridge Co. ATC
Caverna Independent
Garrard Co. Schools
Harrison Co. ATC
Jefferson Co. Schools
Jefferson CTC
KCTCS
Lincoln Co. Schools
Monroe Co. Schools
Somerset CC
Woodford Co. Schools

Programs of Study
Computer Aided Drafting
Computerized Manufacturing and Machining
Electronics Technology
Industrial Maintenance Technician
Metal Fabrication
Pre-Apprenticeship TRACK
Skilled Trades Apprenticeship TRACK (Welding/Pipefitters)
Welding
Wood Manufacturing

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Manufacturing	2-F (AWS) Welding	KentuckianaWorks, TENCO, WKWIB	High	No	
Manufacturing	Autodesk AutoCAD Certified User	TENCO, WKWIB	High	No	
Manufacturing	Automotive Manufacturing Technical Education Collaborative (AMTEC)	Lincoln Trail, Cumberlands, Bluegrass, NKWIB	Very High	No	
Manufacturing	AWS - Sense Certification	Lincoln Trail, Cumberlands, Bluegrass, NKWIB	High	No	
Manufacturing	Certified Solid Works Associate	TENCO	High	No	
Manufacturing	EPA-Section 608	TENCO, NKWIB, KentuckianaWorks	High	No	
Manufacturing	FANUC Certified Robot Operator-1	Lincoln Trail, Cumberlands	Very High	Yes	Stack with any other stand-alone certification listed for the same pathway
Manufacturing	KY Department of Transportation 3-G	TENCO	High	No	
Manufacturing	MasterCam CNC Certification	TENCO	Low	No	
Manufacturing	MSSC - Certified Production Technician (CPT)	Lincoln Trail, Cumberlands, South Central, TENCO, KentuckianaWorks	High	No	
Manufacturing	NCCER - Electrical	TENCO	High	No	
Manufacturing	NCCER - HVAC	TENCO	High	No	
Manufacturing	NCCER - Industrial Maintenance Electrical and Instrumentation	TENCO	High	No	
Manufacturing	NCCER - Industrial Maintenance Mechanic	TENCO	High	No	
Manufacturing	NCCER Sheet Metal (Level 1)	TENCO	Low	No	
Manufacturing	NIMS Machine Tool Certification	EKCEP	High	No	
Manufacturing	NIMS-Industrial Maintenance	EKCEP	High	No	
Manufacturing	NOCTI CAD 1 Certificate	TENCO	Low	No	
Manufacturing	OSHA 10	Lincoln Trail, Cumberlands, South Central, NKWIB, KentuckianaWorks	High	Yes	Stack with any other stand-alone certification listed for the same pathway

Manufacturing	OSHA 30		Lincoln Trail, Cumberlands, South Central, NKWIB	High	Yes	Stack with any other stand-alone certification listed for the same pathway

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Manufacturing	Autodesk Fusion 360 Certified User Exam	Low	No	
Manufacturing	WCA - Woodwork Career Alliance	Low	No	
Manufacturing	Autodesk Inventor	Low	No	
Manufacturing	Autodesk Revit	Low	No	

Healthcare and Social Services

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Appalachian Regional Hospital
Baptist Hospital East
Division of Child Care
Child Development Association
Kentucky One Health
Norton Healthcare
Kentucky Association of Healthcare Facilities

Education Partners:
Campbellsville University
Galen College of Nursing
KCTCS
Rockcastle County Schools
Spencerian College
Western Kentucky University

Programs of Study
Allied Health
Consumer and Family Management
Dental Assisting
EKG Technology/Technician
Emergency Medical Technician
General Biomedical
Medical Administrative Assisting
Patient Care Technician
Pharmacy Technician
Phlebotomy Technician
PLTW Biomedical Sciences
Pre-Nursing
Veterinary Assistant
Early Childhood Education
Pre-Apprenticeship TRACK (Early Childhood, Healthcare)

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Family and Consumer Sciences	AAFCS Pre-PAC Early Childhood Ed	TENCO	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Family and Community Services	WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Personal and Family Finance	WKWIB	Low	No	
Family and Consumer Sciences	Child Development Associate	TENCO, NKWIB, Green River	Low	No	
Family and Consumer Sciences	KY Early Care and Education Orientation	TENCO, WKWIB	Medium	Yes	Commonwealth Child Care Credential - Certificate of Eligibility and the Pediatric Abusive Head Trauma certificate
Health Science	Certified Coding Specialist	Lincoln Trail, NKWIB, KentuckianaWorks	High	No	
Health Science	CERTIFIED DENTAL ASSISTANT	NKWIB, KentuckianaWorks	Low	No	
Health Science	Certified Nurse Assistant (C.N.A.; SRNA)	EKCEP, South Central, TENCO, Bluegrass, NKWIB, Green River, WKWIB, KentuckianaWorks	Very High	No	
Health Science	Certified Pharmacy Technician	Cumberlands, TENCO, NKWIB, KentuckianaWorks	High	No	
Health Science	Certified Phlebotomy Technician	Lincoln Trail, TENCO, NKWIB	High	No	
Health Science	EMT - Basic National Certification	TENCO, KentuckianaWorks	Medium	No	
Health Science	FIRST AID CPR AED	NKWIB	High	No	
Health Science	NHA - Certified Medical Administrative Assistant	TENCO	Medium	No	
Health Science	NOCTI Biotechnology	TENCO	Low	No	
Health Science	NOCTI Healthcare Core	TENCO	Low	No	
Health Science	Patient Care Technician/Assistant	NKWIB	High	No	
Health Science	Pharmacy Technician	WKWIB, KentuckianaWorks	High	No	

Health Science	Veterinary Assisting Certification	TENCO	Low	No	
Law and Public Safety	EMERGENCY MEDICAL TECHNICIAN (EMT)	NKWIB, Green River	Medium	No	

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Family and Consumer Sciences	Commonwealth Child Care Credential - Certificate of Eligibility	Low	Yes	KY Early Care and Education Orientation Certificate and the Pediatric Abusive Head Trauma certificate
Family and Consumer Sciences	Pediatric Abusive Head Trauma	Low	yes	KY Early Care and Education Orientation Certificate and the Commonwealth Child Care Credential - Certificate of Eligibility
Health Science	EKG	Low	No	

Other Certifications Embedded in Curriculum of one course:

Program Area	Industry Certification Name
Health Science	American Heart Association Certificate
Health Science	Basic Cardiac Life Support Certification

Transportation, Distribution, and Logistics

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Byerly Ford
Whayne Supply Company/Caterpillar
State Farm Insurance Companies
Oxmoor Auto Group Representative

Education Partners:
Bullitt County ATC

Programs of Study
Automotive Collision and Repair
Automotive Technology
Diesel Technology
Motorcycle Maintenance and Repair
Outdoor Power Equipment and Small Engine Mechanic
Pre-Apprenticeship TRACK

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Transportation	ASE Automatic Transmission	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Automotive Maintenance and Light Repair	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Automotive Service Technology	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Brakes	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Diesel Brakes	Bluegrass, TENCO, NKWIB, KentuckianaWorks	High	No	
Transportation	ASE Diesel Electrial Electronic Systems	Bluegrass, TENCO, NKWIB, KentuckianaWorks	High	No	
Transportation	ASE Diesel Suspension and Steering	Bluegrass, TENCO, NKWIB, KentuckianaWorks	High	No	
Transportation	ASE Electrical/Electronic Systems	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Engine Performance	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	ASE Heating and Air Conditioning	Bluegrass, TENCO, NKWIB, KentuckianaWorks	High	No	

Transportation	ASE Manual Transmissions and Transaxles	Bluegrass, TENCO, NKWIB, KentuckianaWorks	High	No	
Transportation	ASE Suspension and Steering	Bluegrass, TENCO, NKWIB, West Kentucky, KentuckianaWorks	High	No	
Transportation	Automotive Student Certification: Collision Repair	West Kentucky	High	No	
Transportation	Equipment and Engine Training Council Electrical	Bluegrass, TENCO	Medium	No	
Transportation	Equipment and Engine Training Council Four Stroke	Bluegrass, TENCO	High	No	
Transportation	Equipment and Engine Training Council Two Stroke	Bluegrass, TENCO	High	No	
Transportation	I-CAR	NKWIB	Medium	No	

Industry Certifications Proposed by Business/Education Taskforce:
There were no additional additions in Construction.

The role of the KDE Business and Education task force was to align industry certifications submitted by the WIBs to the appropriate secondary program of study and to identify certifications that cannot be earned while in high school.

Business and Industry Partners:
Ad Federation of Louisville
Extension Agent
Kentucky Department of Financial Institutions
Food Service Director
KET
Kentucky Restaurant Association
Quad Graphics

Education Partners:
Applied Science Department Chair Western Kentucky University
Bellevue Independent Schools
Boone County Schools
Bourbon County High School
EPSB
Fayette County Schools
Hope Street Group
Kenton County Schools
Kentucky Education Association
Kentucky State University
Laurel Co. Center for Innovation
Leslie Co. ATC
Murray Independent Schools
Murray State University
Northern Kentucky University
Pleasure Ridge Park HS
Thomas More
University of Kentucky
University of Louisville

Programs of Study
Cinematography and Video Production
Corrections
Culinary and Food Services
Emergency Fire Management Services
EMT Fire Rescue
Fashion and Interior Design
Fire Protection and Safety Technology
Food Science & Dietetics
Fundamentals of Teaching
Graphic Design
Homeland Security
Interactive Media
Law Enforcement Services
Pre-Law Studies
Teaching & Learning

Industry Certification Submissions from the Workforce Investment Boards:

Program Area	Industry Certification Name	WIB(s) That Recommended	Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Family and Consumer Sciences	AAFCS Pre-PAC Fashion, Textiles, Apparel	TENCO, WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Culinary Arts	WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Interior Design Fundamentals	WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Food Science Fundamentals	WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Nutrition, Food and Wellness	WKWIB	Low	No	
Family and Consumer Sciences	AAFCS Pre-PAC Education Fundamentals	WKWIB	Low	No	
Family and Consumer Sciences	ProStart Certificate of Achievement	WKWIB	Medium	No	
Family and Consumer Sciences	ServSafe Food Handler Certification	WKWIB	High	Yes	ServSafe Food Manager's Credential
Family and Consumer Sciences	SERVSAFE Food Manager's Credential	NKWIB, WKWIB	Very High	Yes	ServSafe Food Handler Certification
Law and Public Safety	Fire and Rescue Certification	Green River	Medium	no	
Law and Public Safety	First Responder State Certification	NKWIB	Low	no	
Law and Public Safety	Kentucky Certified Firefighter	NKWIB	Low	No	
Media Arts	Adobe FlashAnimate	TENCO	Low	No	
Media Arts	Adobe Illustrator	TENCO	Medium	No	
Media Arts	Adobe InDesign	TENCO	Medium	No	
Media Arts	Adobe Photoshop	Lincoln Trail, TENCO	High	No	
Media Arts	Adobe Premiere Pro	TENCO	Medium	No	

Industry Certifications Proposed by Business/Education Taskforce:

Program Area	Industry Certification Name	Level of Demand	Should This Be Stacked With Another Certification?	Stacked Industry Certification
Media Arts	Autodesk 3ds Max	Low	No	
Media Arts	Autodesk Maya	Low	No	
Media Arts	Unity Certified Developer	Low	No	

Postsecondary Certifications

Certifications Recommended by the WIBs that are Postsecondary Certifications:

Program Area	Industry Certification Name	Origination	WIB(s) That Recommended	Level of Demand
Business and Marketing	SERIES 24	WIB	NKWIB	Low
Business and Marketing	SERIES 6	WIB	NKWIB, KentuckianaWorks	Medium
Business and Marketing	SERIES 63	WIB	NKWIB	Low
Business and Marketing	SERIES 65	WIB	NKWIB	Low
Business and Marketing	SERIES 66	WIB	NKWIB, KentuckianaWorks	Low
Business and Marketing	SERIES 7	WIB	NKWIB, KentuckianaWorks	Medium
Business and Marketing	SERIES 9	WIB	NKWIB	Low
Construction	NICET (National Institute for Certification in Engineering Technologies) Certification	WIB	EKCEP	Medium
Construction	BICSI (Building Industry Consulting Service International) Certification	WIB	EKCEP	Medium
Construction	CFOT (Certified Fiber Optic Technician) Exam	WIB	EKCEP	Medium
Construction	40 Hour OSHA Certification (HAZWOPER)	WIB	Green River	High
Construction	REFRIGERATION TECHNICIAN CERTIFICATION (E.G. CFC TYPE 2)	WIB	NKWIB	Low
Family and Consumer Sciences	FOOD SERVICE CERTIFICATION (E.G. FMP)	WIB	NKWIB	Low
Health Science	CCA Certificate American Health Information Management Association (AHIMA)	WIB	EKCEP	High
Health Science	Certified Medical Assistant (AAMA)	WIB	EKCEP	High
Health Science	Certified Professional in Healthcare Quality	WIB	Lincoln Trail	High
Health Science	Certified Professional in Patient Safety(CPPS)	WIB	Lincoln Trail	High
Health Science	Certified Surgical Technologist	KentuckianaWorks	Medium	No
Health Science	Limited Medical Radiology License (LMR)	WIB	Lincoln Trail	High
Health Science	PTA	WIB	South Central	High

Health Science	UK Rural Health Industry Certification	WIB	EKCEP	Medium
Health Science	ADVANCED CARDIAC LIFE SUPPORT (ACLS) CERTIFICATION	WIB	NKWIB	Medium
Manufacturing	ALLEN BRADLEY CERTIFICATE	WIB	NKWIB	Low
Manufacturing	AMERICAN SOCIETY FOR QUALITY (ASQ) CERTIFICATION	WIB	NKWIB	Low
Manufacturing	Certified Welding Inspector (CWI)	WIB	Green River	High
Manufacturing	Six Sigma	WIB	NKWIB	Medium
Manufacturing	Six Sigma Green Belt	WIB	NKWIB, KentuckianaWorks	Medium
Manufacturing	Six Sigma Master Black Belt	WIB	NKWIB	Low
Manufacturing	Six Sigma Yellow Belt	WIB	NKWIB	Low
Manufacturing	ALLEN BRADLEY CERTIFICATE	WIB	NKWIB	
Manufacturing	AMERICAN SOCIETY FOR QUALITY (ASQ) CERTIFICATION	WIB	NKWIB	
Manufacturing	Certified Welding Inspector (CWI)	WIB	Green River	High
Transportation	CHRYSLER CERTIFIED	WIB	NKWIB	Low

Certifications Recommended by the WIBs that were not aligned to a currently existing Secondary Program of Studies:

Industry Certification Name	Origination	WIB(s) That Recommended	Level of Demand
ME22 Concepts of Entrepreneurship/Management	WIB	TENCO	Medium
Cisco Certified Internetwork Expert (CCIE)	WIB	NKWIB	Low
Cisco Certified Network Professional (CCNP)	WIB	NKWIB, KentuckianaWorks	Low
CompTIA Project+	WIB	NKWIB	Low
Microsoft Certified Professional (MCP) – Multiple Exams	WIB	NKWIB	Medium
National Career Readiness Certificate	WIB	Lincoln Trail	Medium
Ky Career Readiness Certification Adult Ed Soft Skills Certificate	WIB	EKCEP	High
Ky Employability Skills Certification Adult Ed Soft Skills Certificate	WIB	EKCEP	High
SANS/GIAC Certification	WIB	NKWIB	Low
Small UAS Safety Certification	WIB	EKCEP	Very High

Perkins Leadership Funds

KWIB Business Education Alignment Committee - PERKINS LEADERSHIP

The committee will discuss proposals and the required uses of the Leadership Funds as related to:

- An assessment of the career and technical education programs;
- Developing, improving, or expanding the use of technology in career and technical education;
- Professional development programs for CTE teachers, faculty, administrators, and career guidance and academic counselors;
- Support career and technical education programs that improve the academic skills of students;
- Providing preparation for non-traditional fields in current and emerging professions;
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations;
- Serving individuals in State institutions, such as State correctional institutions that serve individuals with disabilities; and
- Support for programs for special populations that lead to high skill, high wage, or high demand occupations.
- Provide preparation for non-traditional fields in current and emerging professions.

The committee members will have the opportunity to ask questions about allocations. The Committee will then present their recommendations and explanation to the KWIB for approval.

Specific Questions on Perkins Funding:

1 - Do you fund the same projects over and over at the same amounts?

Kentucky's allocation for Carl D. Perkins funds has remained the same for five years. As a result, partners request funds based on similar amounts when planning projects and submitting proposals; however, they do fluctuate each year, but remain close.

2 - What return on investment is projected by each project?

In regards to ROI, I provided brought numbers of those benefiting from the funds in the original handout. What other specifics are needed? Please keep in mind you are reviewing one year of data.

3 - What's the criteria for the RFPs?

A state agency that is eligible for Perkins funds and that can provide services statewide.

4 - Who selects the winners?

This is not a completive application. The KWIB approves allocations based on requirements of Carl D. Perkins.

5 - Do funds have to be spent within a year?

Yes. Funds are available for July 1 to June 30.

6 - Do funds disbursement come upfront or performance based?

Funds are disbursed on a reimbursement basis. Each recipient signs a contract with KDE and provides updates and invoices based on deliverables.

Perkins 2018 Leadership Request

| Agency	KDE Recommendation 2018-19	Project Description
Office of Career and Technical Education (OCTE)	$200,000	Curriculum Development-- standards, curriculum & resource development (Will create rigorous, current, and relevant career and technical education (CTE) curriculum resources that align to KY's Perkins Plan, NSFY initiative and state accountability.)
OCTE	$100,000	Professional Development (PD)—provides Professional development for teachers and program consultants.
OCTE	$260,000	Assessment—Kentucky Occupation Skills Standards Assessment and industry certifications—Continuous Improvement and Technical Assistance visits
OCTE	$36,065	Occupation Safety and Health Administration (OSHA) Training
OCTE	$60,000	Technical Up-grade Training—PD for the required training for occupational based teachers. (25 hours of technical up-grade training is required of occupation-based teachers.)
OCTE	$4,000	NOCTI—Specialized tests for Occupation-based teacher certification
OCTE	$60,000	Non-Traditional—Summer camps that focus on nontraditional occupations. (Perkins defines nontraditional as occupations that have 25% or less of one gender. Perkins requires that between $60,000 and $150,000 be budgeted for nontraditional activities.
Youth Development Center	$20,000	Required (Perkins requires that up to 1% of the Leadership Funds be used for 'students in institutions.") (Required-Equipment and professional development for CTE staff.)
KY School for the Blind	$11,200	Required –Equipment and professional development for CTE staff.
KY School for the Deaf	$27,300	Required- Equipment and professional development for CTE staff.
Corrections	$80,000	Required-Professional development for CTE staff.
OCTE	$200,000	New Teacher Institute-Provides training and support to new occupation-based teachers for three years. Pays for training and on-site visits.
Eastern KY University	$16,500	Professional development for 11 CTE instructors
Western KY University	$7,500	Professional development for 5 CTE instructors
Murray State University	$7,500	Professional development for 5 CTE instructors
Morehead State University	$6,000	Professional development for 4 CTE instructors
University of Louisville	$1,500	Professional development for 1 CTE instructor
University of Kentucky	$3,000	Professional development for 2 CTE instructors
Kentucky Community and Technical College System (KCTCS)	$240,000	Standards, curriculum & resource development to be current with business and Industry needs by completing curriculum and program reviews. Funds will be used for travel to program sites and for out-of-state travel for instructors to review up-to-date information on new and emerging fields.
KCTCS	$155,000	System level PD to include on-line opportunities—Developing in-house PD opportunities and a system to track the available PD for facility and staff.
KCTCS	$45,000	Selection and development of assessment tools that meet industry needs. The project will focus on key activities to gain industry input and utilize the information to build or revise strong CTE programs.
Adult Education	$160,000	PD and curriculum development. Project includes a staff person to coordinate regional PD and technical assistance. All directors, assistance directors and KY Adult Education Skills U staff will attend National Career Pathway Conference.
Educational and Professional Standards Board	$90,000	Funds will be used to pay teacher educators and mentors for 60 CTE teachers to implement Kentucky Teacher Internship Program (KTIP). (Current Program Existence?)
TOTAL	**$1,790,565**	

WorkReady Metric Dashboard Reporting

Measure	Goal	Baseline	Increase / Decrease										
			Oct-18	Dec-18	Mar-19	Jun-19	Oct-19	Dec-19	Mar-20	Jun-20	Oct-20	Dec-20	Etc.
Employer Metrics													
Employer Penetration Rate	20% of Employers in Kentucky	6%											
Business Retention and Expansion (BRE) Employer Feedback													
Number of Apprenticeships and Licensures													
Number of Employer-Driven Work-Based Learning Programs													
Statewide Employer Survey Results													
TPM Consortiums													
Education Metrics													
Educational Attainment Level of Working Age Population													
Credential Rate													
Population with Kentucky Essential Skills Certificates, Career Readiness Certificates or Equivalent													
Rate of enrollment in STEM and other market-relevant P-12 electives and postsecondary programs													
Employer Penetration Rate													
Rate of Employer Placement for CTE, "Earn-and-Learn," KCTCS, and ACTS programs**													

DRAFT

WorkReady Metric Dashboard Reporting

Measure	Goal	Baseline	Increase / Decrease										
			Oct-18	Dec-18	Mar-19	Jun-19	Oct-19	Dec-19	Mar-20	Jun-20	Oct-20	Dec-20	Etc.
Workforce Participation													
Labor Force Participation Rate													
Labor Force Participation Rate by Demographic Groups													
Statewide and Local Unemployment and Underemployment Rates													
Number of People Served by Employment Assistance Programs													
Rate of Program-to-Employer Placements for Priority Populations in Employment Assistance Programs													
Number of GED / technical training completions occurring in correctional facilities													
Number of Employer Tax Deductions Claimed for Hiring Long-Term Unemployment (UI) Recipients													
Alignment													
Statewide Workforce Development Expenditures													
Local Workforce Development Expenditures													
Aggregate Statewide Employment, Median Hourly Wages and/or Median Salary													
ROI for Workforce Development													
Throughput of Workforce Development Programs													

*Breakdown Statewide, Regional, Local, Partner, Program, Etc

Work Ready

Strategic Plan

Kentucky
WORKFORCE
INNOVATION BOARD
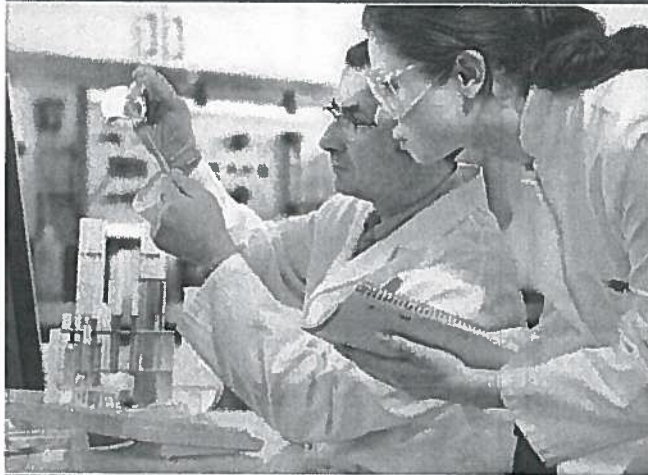
Environmental Scan of Kentucky's Workforce Development Landscape

November 8, 2017

Agenda / Contents

- Overview of the Environmental Scan

- Background: Why Focus on Workforce?

- Environmental Scan: Summary of Findings

  - Overview of the Workforce Lifecycle

  - Early Childhood / P-12 Education

  - Postsecondary Credentials

  - Steady State Workforce

  - Life Events / Special Populations

  - Encore Careers and the Retirement-Aged Workforce

  - Areas Within the Non-Participating Workforce for Focused Inquiry

  - Summary of Leading Practices in Workforce Development

  - Observations on Administrative Resource Allocation for Workforce Development

  - Qualitative Findings from Kentucky Stakeholder Interviews

- Next Steps: Refine Strategic Considerations for Inclusion in Strategic Plan

The Environmental Scan analyzes the current state of the Kentucky labor market and the operating environment of the KWIB, identifying areas for opportunity and improvement.

- As workforce development becomes increasingly critical to keep pace with the technological and industrial transformations impacting society, the KWIB has taken on more responsibility for ensuring the Commonwealth has a strategic vision and plan to prepare and improve Kentucky's workforce system.

- KWIB is now developing a strategic plan for workforce development, with actionable objectives to address the delivery of services and benefits for which it is now responsible.

- To support the formulation of a strategic plan and implementation roadmap, an Environmental Scan was conducted to provide an assessment of both the internal environment at KWIB and external factors that impact or drive programs and operations at KWIB.

- This document summarizes the high-level findings of the Environmental scan, and provides structure for more in-depth conversations around the Commonwealth's strategic priorities.

EXTERNAL ENVIRONMENT

What macro trends in workforce development are relevant to KWIB? What socioeconomic factors are driving programmatic needs and spending? What are peer states doing to drive positive outcomes?
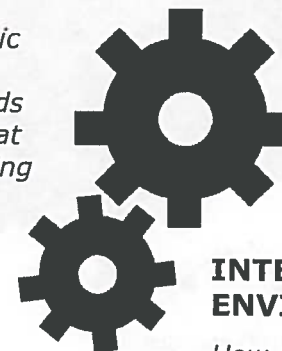
INTERNAL ENVIRONMENT

How are KWIB's priorities reflected within the Commonwealth today? How have KWIB's responsibilities and budget changed over time and where are those funds allocated? What programs does KWIB support and where is there overlap within the established partnerships?

> ## Why focus on workforce? The U.S. industrial landscape is rapidly evolving – simultaneously altering the future of work

In the past two decades, the nation's industrial base has shifted dramatically from a production and goods-based economy anchored by manufacturing and retail, to a services-based economy, focused on health care and social assistance.

Industries with Highest Employment (1990)

Manufacturing
Retail trade
Accommodation and food services
Professional and technical services

Source: Bureau of Labor Statistics

Industries with Highest Employment (2015)
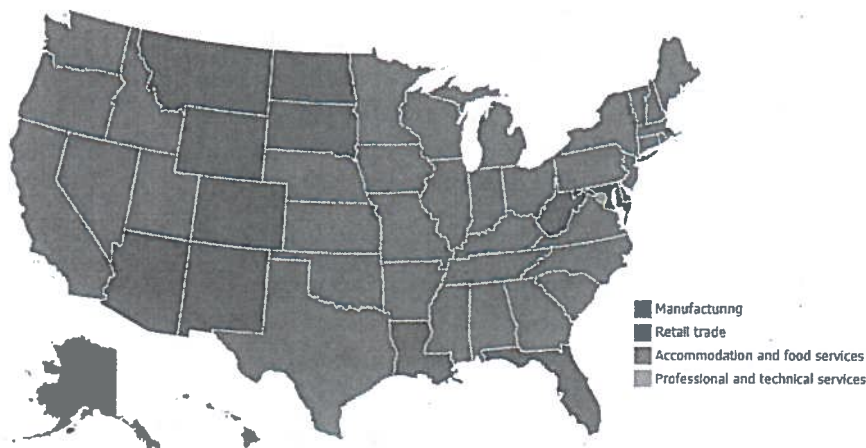
Health care and social assistance
Retail trade
Manufacturing
Accommodation and food services
Professional and technical services

This shifting industrial mix necessitates new skills from workers and an emphasis on knowledge over physical labor; Kentucky's largest employers, a concentration of health care, advanced manufacturing, and professional services, require an "upskilling" of the labor shed to meet their human capital needs.
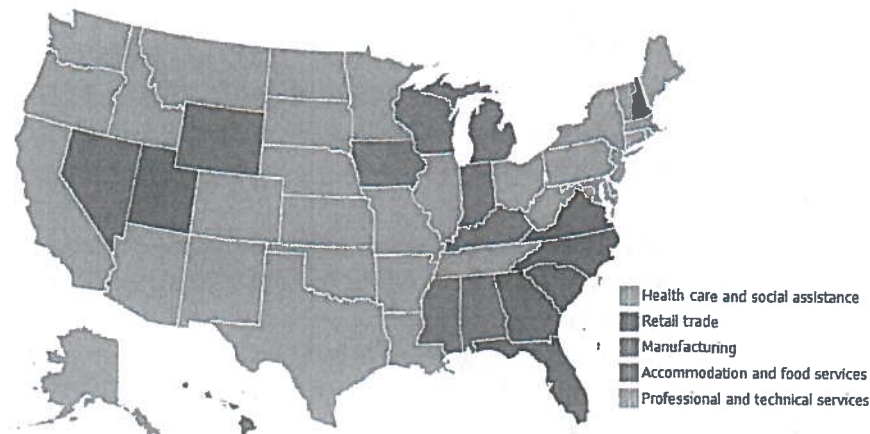
Kentucky's Top Employers (2015)

United Parcel Service (UPS)	12,961
Humana	12,500
CVG International Airport	8,500
Toyota Motor Manufacturing	8,200
Ford Kentucky Truck Plant	7,850
St. Elizabeth Healthcare	7,000
UK Chandler Hospital	6,192
GE Appliances	6,000
Ford Louisville Assembly Plant	4,960
Lexmark International	4,300

Source: US Department of Labor, Career One Stop (2015); KY Cabinet for Economic Development

3

Although labor force participation rate (LFPR) has been falling steadily nationwide, Kentucky continues to be below the national average.

- As of September 2017, Kentucky's LFPR is 59.2% – meaning that out of the 2,061,437 available civilian workers aged 16 and older, 1,220,371 are currently working or seeking work, with the remaining 841,066 out of the labor force.

- Although the Commonwealth's workforce participation does not deviate substantially from comparable geographies, an additional 165,000 workers would need to re-engage to meet the national average.

- While not all out-of-labor-market individuals are able to work (some are enrolled in school, disabled, etc.), it is likely that enough individuals to close this gap could potentially re-engage through targeted policy and programs designed to identify and re-skill disenfranchised workers.

Labor Force Participation Rate (2000-2016)

—National —Kentucky

67.3%
63.7%
62.7%
57.6%

70% 68% 66% 64% 62% 60% 58% 56% 54% 52%

'00 '01 '02 '03 '04 '05 '06 '07 '08 '09 '10 '11 '12 '13 '14 '15 '16
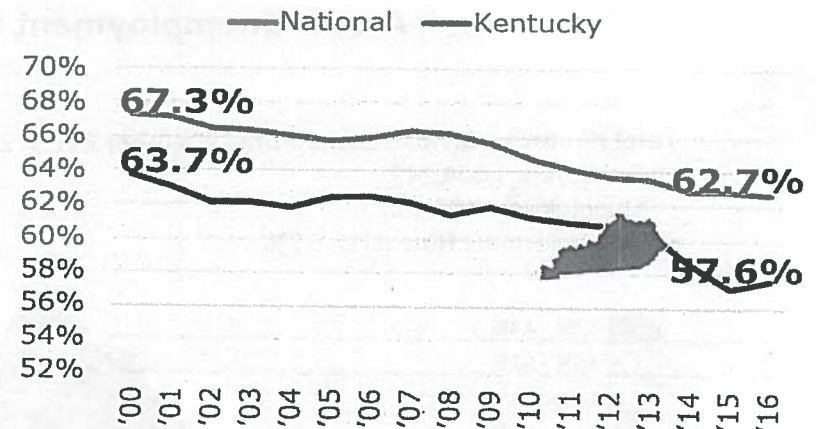
Labor Force Participation Rates: Comparative BLS Geographies (as of September 2017)

Kentucky: 59.2%

The South: 61.5%

U.S.: 63.1%

Macroeconomic focus on the low national unemployment rate masks larger issues of underemployment, low workforce participation, regional economic disparities, and a growing skills gap between what the workforce currently possesses, and what is demanded by the jobs of the future.

A Low Unemployment Rate Does Not Equate to "Full Employment"

Total Kentucky Civilian Labor Force (October 2017): 2,061,437
- Employed: 1,954,242
- Unemployed: 107,195
- Unemployment Rate (U3): 5.2%

Legend:
- 3.2% - 4.4%
- 4.5% - 5.3%
- 5.4% - 6.1%
- 6.2% - 8.6%
- 8.7% - 18.8%

+ Working Part Time For Economic Reasons

+ Marginally Attached Workers

+ Discouraged Workers

+ Unemployed 5.2% 107,195

5.7% 117,501

6.3% 129,870

9.4% 193,775

841,066 OUT OF THE LABOR FORCE
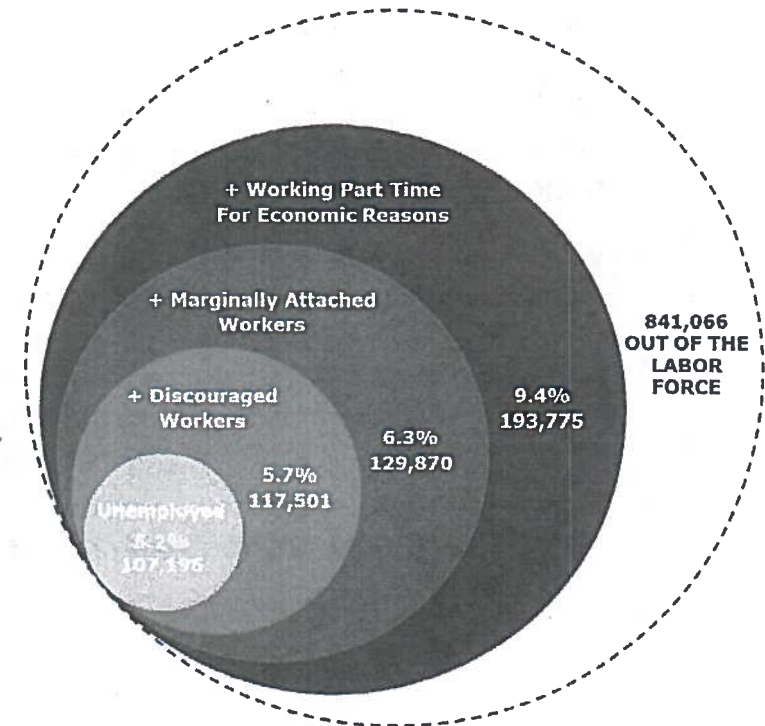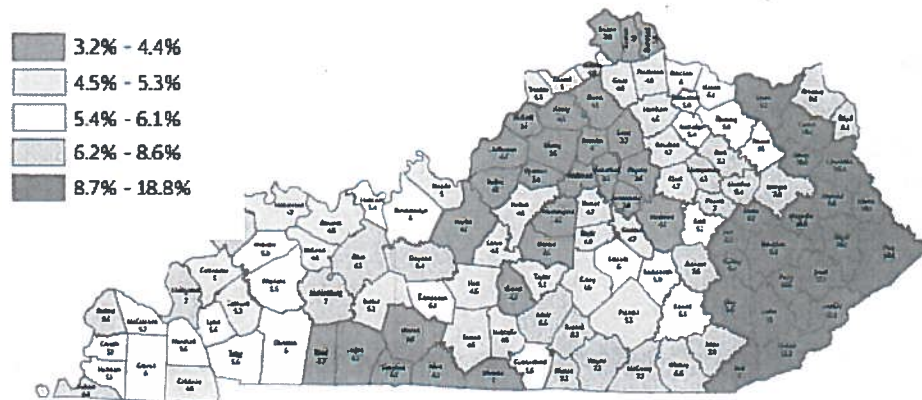
Source: Bureau of Labor Statistics – Seasonally Adjusted – (10/20/2017); KCEWS, 2016 Unemployment Rates by County

Why focus on workforce? The companies Kentucky hopes to attract, retain, and grow expect a high quality labor market

As Kentucky markets its economic assets to the business community and plans for future growth, the availability of highly skilled labor has consistently risen to the top of site selection factors for companies looking to relocate or expand their business.

- Kentucky's employment is expected to grow by 15.2% through 2024, creating over 326,000 new jobs, at least 1/3 of which will be in fields that increasingly demand post-secondary credentials of their workers

- Kentucky's priority industries (Advanced Manufacturing, Business Services and IT, Construction Trades, Health Care, Transportation and Logistics) will also largely demand skilled labor to attract new business, as well as retain and grow existing firms

- Industry's focus on labor quality and availability (over cost) has made workforce the top site selection factor for economic development; companies look not only for a supply of workers, but for evidence of a pipeline for future talent

- While Kentucky's workforce development efforts are gaining recognition, much remains to be done to compete for the business of tomorrow's employer

Site Selectors Seek Evidence of Workforce Capacity and Investment

SITE SELECTION MAGAZINE

"What Matters Most":
SITE SELECTORS'
MOST IMPORTANT
LOCATION CRITERIA
(November 2016)

1. Workforce skills
2. Incentives
3. State and local tax scheme
4. Transportation infrastructure
5. Land/building prices and supply
6. Workforce development
7. Utilities (cost and reliability)
8. Higher education resources
9. Ease of permitting and regulatory procedures
10. Quality of life

AREADEVELOPMENT

Critical Site Selection Factor #1:
Availability of Skilled Labor

It pretty much goes without saying that any operation will need an adequate supply of workers who have whatever skills are required to do the job well.

Kentucky State Rankings		
Publication	Category	Rank
2016 CNBC "Best States for Business"	Workforce	46 out of 50 states
2016 Site Selection Workforce Development Rankings	Workforce Development	#1 in the South Central region
Chief Executive "Best and Worst" Rankings	Workforce Quality	5.88 / 10

<u>Source:</u> Site Selection Magazine; Area Development Magazine; CNBC; Chief Executive Magazine   6

Viewing Kentucky's 2 million workers through the rough lens of typical milestones experienced in the course of a working lifetime provides a "bird's eye view" of the labor force today, as well as the workforce of the future.

- As demonstrated by the lifecycle chart, many diverse pathways exist for Kentucky workers to achieve occupational success from early childhood through their retirement years

- Three specific areas are highlighted to emphasize their unique value in supporting and maintaining a strong Kentucky labor force:

  - Formative / Foundational Education: Early childhood and P-12 education lays the groundwork for essential skills development and lifelong learning. Investments made during this early stage have a rate of return as high as $8:$1

  - Post-Secondary Credentials: Augments workers' skill sets and knowledge beyond the high school level to permit access to competitive opportunities in growing industry sectors with sustained demand for skilled labor

  - "Life Events": Either planned or unplanned, these events have the potential to destabilize an otherwise productive worker and often require remediation to regain productivity

The Workforce Lifecycle Depicts Common Pathways and Milestones to Support Strategic Analysis of the Kentucky Labor Shed

Post-Secondary Credentials: Augment Skills to Add Value

Formative Foundational Education: Invest Early to Achieve Lifelong ROI

Life Events: Help Citizens Recuperate, Redirect, and Regain Momentum
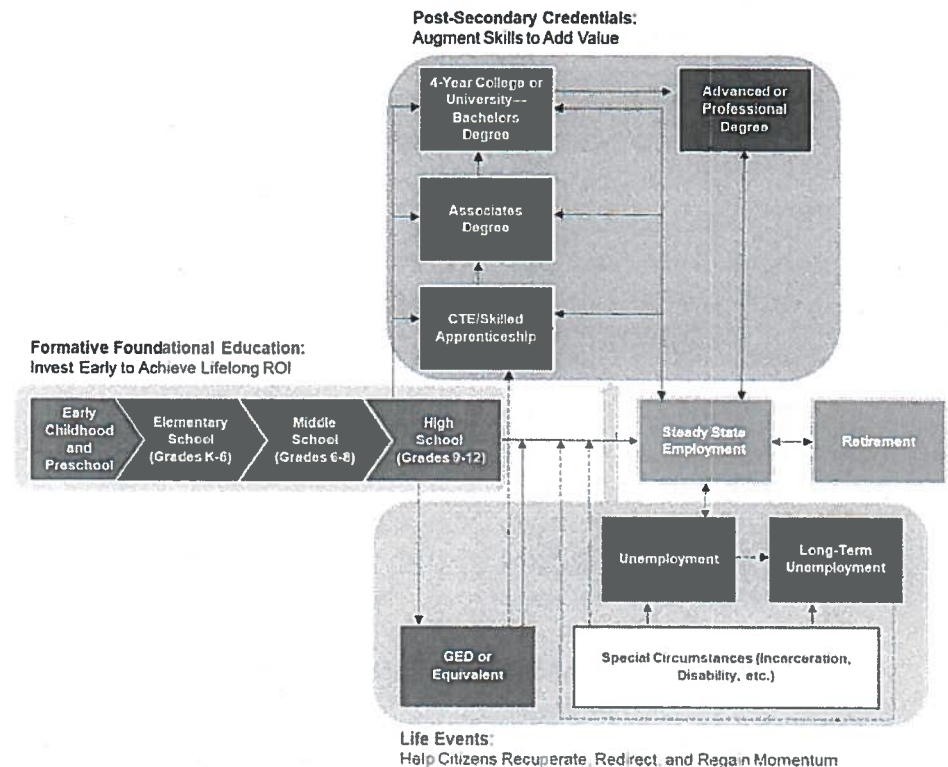
Foundational Education: Early childhood and K-12 education are early determinants of Kentucky's future workforce quality

Given declining fertility rates (US: 3.7 births per female in 1960 to 1.8 in 2015) and neutral in/out migration, Kentucky's economy depends on an increasingly smaller number of citizens to support large historic levels of growth and innovation in a highly technical environment.

- While this cohort (ages 3-18) is at present in the earlier stages of skill formation (the youngest members will reach peak working age in 2039), the world of work they enter will likely be vastly different from that of today's labor force

- Though the Commonwealth has quality programs to give young Kentuckians a head start towards their future, 58.4% of pre-school aged children do not participate in early childhood education, creating a learning gap from which many do not recover

- Educational challenges experienced early in life persist through high school, where student achievement on ACT testing lags national norms, and 31.5% of students graduate neither college nor work ready, despite higher-than-national-average state graduation rates of 85%

- Six years after high school, 73.9% of all Kentucky high school seniors lack a postsecondary credential critical to success in today's economy. While approximately 55% matriculate, the prevalence of remedial education at the postsecondary level, and employer feedback on "essential skills" indicates that as many as 1/3 lack the capabilities required to succeed.
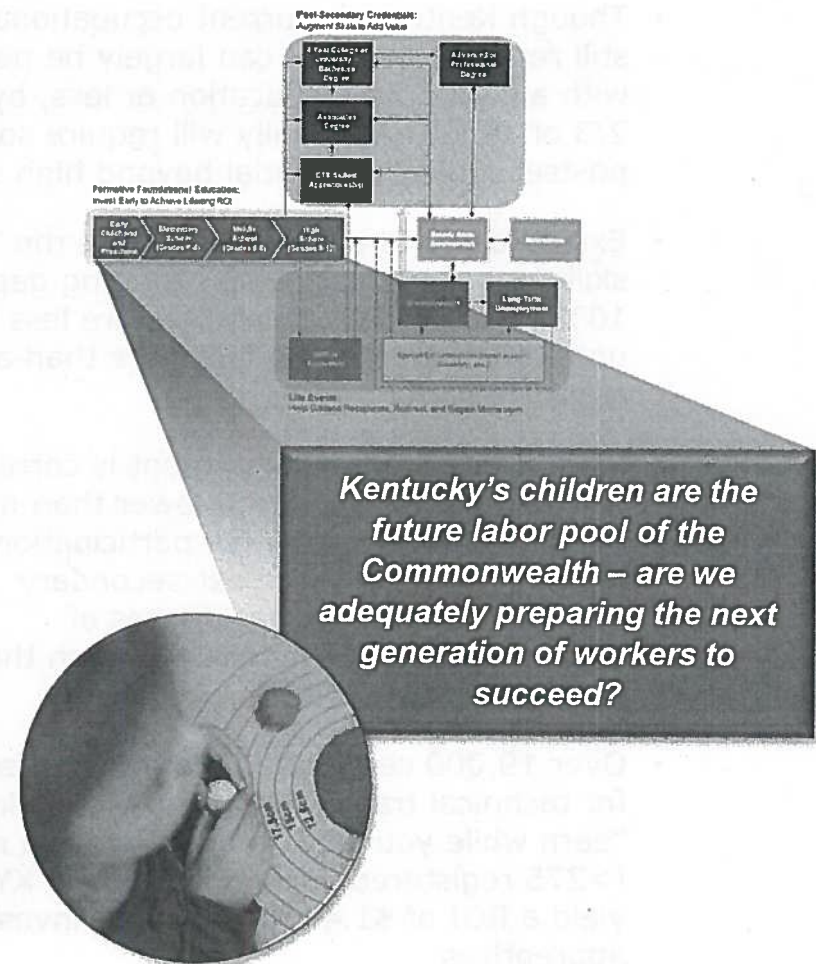
Kentucky's children are the future labor pool of the Commonwealth – are we adequately preparing the next generation of workers to succeed?

8

Despite recent improvements, Kentucky has a historically low educational attainment level while the economy previously supported family-sustaining wage jobs with only a high school diploma, further education is fast becoming a non-negotiable for achieving a "living wage" income.

- Though Kentucky's current occupational mix still retains work that can largely be performed with a high school education or less, by 2020, 2/3 of all jobs nationally will require some postsecondary credential beyond high school

- Excess demand currently exists in the "middle skills" labor market, where a hiring gap of 10% exists and most jobs require less than an undergraduate degree but more than a high school diploma

- Lack of educational attainment is correlated with lower wages (26.4% lower than national average), lower workforce participation (20% lower than those with post-secondary degrees), and higher incidences of unemployment (2x more likely than those with postsecondary degrees)

- Over 19,000 certificates are awarded annually for technical training statewide, combined with "earn while you learn" apprenticeship models (>275 registered apprenticeships in KY) that yield a ROI of $1.47 for every $1 invested in apprentices
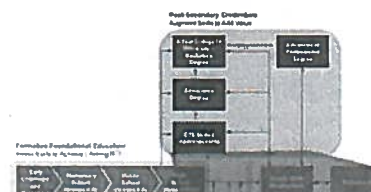
How will Kentucky encourage more residents to pursue postsecondary credentials at the levels demanded by industry?

Steady State Employment: Kentucky's workforce currently resembles its economic past more than its emerging future

Kentucky's history as a manufacturing, mining, and construction center yielded a wealth of sustaining, "family wage" jobs requiring little more than a strong work ethic and a high school education. As these industries were disrupted (through offshoring and technology), the jobs that backfilled vacancies were mostly service industry jobs paying significantly lower wages than before.

- Lack of workforce participation, often a leading indicator of future economic growth, is a significant concern, particularly for specific demographic groups

- Today, the occupations with the largest employment statewide represent largely low-wage service sector work, requiring little formal education

- Given the state's economic development priorities and industry growth projections (heavily weighted towards healthcare), it is doubtful whether the existing labor shed has the right mix of education and skills to meet the needs of industry

- For employees lacking a postsecondary credential or certification, even full-time employment will likely enable only entry-level jobs and not provide the economic means to support a family without public assistance

- Upskilling represents an opportunity to advance Kentucky's steady state workforce to a higher level of productivity and earnings
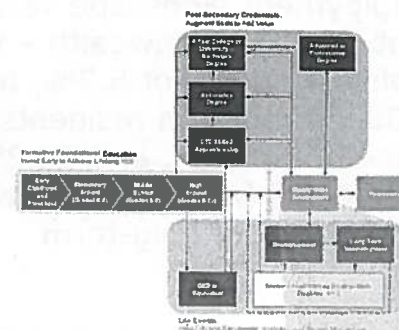
How will Kentucky help its current workforce adapt to the shifting labor force demands of the knowledge economy?

Life Events: Citizens who suffer life's downturns often struggle to regain their footing

At some point, a majority of Americans find themselves in at least one of several potentially destabilizing situations, such as a temporary or protracted period of unemployment, becoming disabled, receiving a criminal conviction, or other life-impacting event.

- Kentucky's unemployment landscape varies widely throughout the Commonwealth – with a statewide unemployment rate of 5.2%, only 21,000 of 107,000 unemployed residents currently claim unemployment, and 30.2% exhaust their UI benefits before finding work, which places them at risk of long-term unemployment

- Over 8.1% of Kentucky citizens receive disability benefits, at a rate almost two times the national average – over 2/3 of Kentucky residents with disabilities suffer from mental health or musculoskeletal injuries that inhibit their ability to work

- While the Commonwealth has implemented measures to reduce its incarcerated population, the introduction of formerly institutionalized populations to the labor force without sufficient workforce training can negatively impact labor force participation, and criminal backgrounds possessed by nearly 1/3 of the adult working population can create additional barriers to employment

How can Kentucky residents effectively recover from life's setbacks, regain productivity, and contribute to economic growth?

Retirement-Aged Workers: As Kentucky's population ages, the workforce faces both a large-scale loss of institutional knowledge, as well as an opportunity to retain needed human capital

Today, approximately 1 in 7 Kentucky residents is 65 or older – by 2030, that number will increase to 1 in 4 individuals – almost a quarter of the Commonwealth's population.

- "Rising Retirees" (ages 55-64) and retirement-aged individuals (age 65+) represent a fast-growing proportion of Kentucky's population

- Older Kentucky workers enjoy relatively lower levels of unemployment (3.1%); however, advanced career individuals in Kentucky demonstrate a lower level of workforce participation (15.3%) than their national counterparts (18.6%)

- Regarded as a low-cost state with generous retirement income tax deductions, Kentucky residents tend to retire earlier on average (at age 62) than most other Americans, though post-Recession, many may need to continue working for economic reasons

- Sectors suffering skills gaps may need to rely on retaining retirement-aged individuals longer to sustain operations, preserve institutional knowledge, and train the next-generation workforce
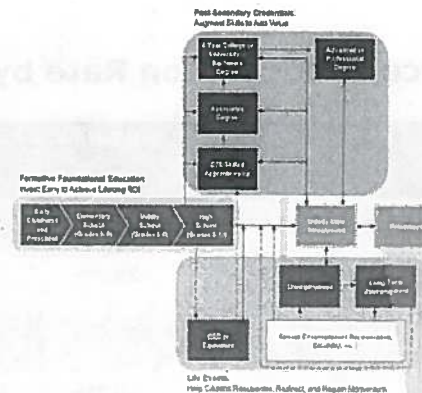
How does Kentucky plan to harness the productivity of its older workers to enrich the next generation and support economic growth?

While demographics and structural economic shifts explain some of the decline in workforce participation over time, significant discrepancies (≥5%) were observed between Kentucky's labor force participation and that at the national level. Variances were observed with respect to the following areas:

KY vs. U.S. Labor Force Participation Rate by Age

2015 Census ACS		KY Population	KY LFPR	US LFPR	KY UR	US UR
Total		3,493,098	59.6%	63.7%	8.4%	8.3%
Early Careerists	16 to 19 years	228,618	41.4%	37.5%	23.9%	25.1%
	20 to 24 years	309,264	75.8%	73.7%	14.0%	14.2%
"Prime Age" Workers	25 to 29 years	280,666	79.4%	82.1%	10.8%	9.3%
	30 to 44 years	285,283	78.9%	82.1%	8.8%	7.8%
	35 to 44 years	564,344	78.6%	82.4%	7.2%	6.6%
	45 to 54 years	619,749	73.2%	80.2%	5.7%	6.2%
Rising Retirees	55 to 59 years	303,308	63.0%	72.2%	4.8%	5.9%
	60 to 64 years	268,891	46.0%	55.2%	5.0%	5.6%
Encore Careers, Lifelong Workers and Retirees	65 to 74 years	369,111	20.9%	25.4%	3.6%	5.4%
	75 years and over	263,864	5.5%	6.1%	3.9%	4.9%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Variances of ≥5% from US LFPR

- Age – workers in the latter half of their career (ages 45-74), despite lower relative levels of unemployment within the age cohort

- Disability Status – any form of disability (41.1% US participation compared to 32.5% KY)

- Poverty Status – those living below the poverty line (52.2% US participation compared to 45.5% KY)

- Educational Attainment – no educational attainment beyond the high school level

  - Less than HS: 60.6% US participation compared to 44% KY

  - HS Diploma or Equivalent: 72.9% US participation compared to 67.7% KY

Leading practices in workforce development focus attention at all nodes within the workforce development lifecycle

Recognizing that workforce development operates much like an investment portfolio, leading practices in this field tend to focus on a combination of both short-term, bold plays to narrow the immediate skills gap, combined with long-term, systemic investments in tomorrow's workers to re-engineer the Commonwealth's labor force.

Early Childhood:

Universal Pre-K programs engage students academically earlier in life, focus on behavioral and developmental skills that prepare students to be productive in a K-12 setting, and provide daytime care that permits both parents to work full-time. Such investments can yield a ROI of up to $8 for every $1 invested.

K-12 Education:

Exposure to STEM applications and careers as early as elementary school, along with consistent and widespread efforts to dispel negative perceptions around technical education foster the student engagement critical to pursuing career pathways in high-demand, "middle skill" occupations.

Post-Secondary Credentialing:

"Earn while you learn" apprenticeship / internship / externship models not only attract students who would otherwise not pursue education beyond high school, but also address many of the affordability issues of higher learning.

Steady State Workforce:

Consistent, sustained dialogue with sector employers to understand skills gaps with specificity, upskilling incumbent workers, emphasis on retaining transitioning military service members in-state, and adoption of "skills-based hiring" to remove barriers to job mobility focuses stakeholders on the essential skills needed to grow the regional economy.

Managing Life Events:

Predictive identification of risk factors and behavioral nudges to avoid negative life events, coupled with structuring programs to provide a smooth transition back to steady state employment and economic self-sufficiency reduce barriers to employment and recidivism for preventable occurrences.

Retirement-Age Workers:
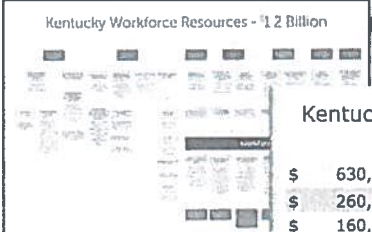
Recruiting "rising retirees" in industries with shallow labor pools for encore careers or to help train and transition the next generation of workers not only provides them with supplemental retirement income, but also smooths the transition of the generational workforce and preserves institutional knowledge.

14

Although almost $1.2 Billion was appropriated in the FY17 for education and workforce development, budget documentation does not track programmatic spend at a level that is meaningful to assess program outcomes, alignment to strategic priorities or value for spend.

- The Lt. Governor's Office has worked over the past 18 months to collect spend data on workforce development, employing a "bottom-up" data collection approach at the agency level, but the results provide only an order of magnitude of spending, dissociated from the specific programs funded or outcomes

- Reviews of both the FY17 appropriations bill and operating budget yielded a level of detail too high to assess programmatic spend on workforce programs.

- Funding detail is generally categorized by source or high-level administrative line item, but lacks specificity regarding specific programs funded and at what levels

- No documentation was identified regarding dollars spent on delivery of programmatic mission or services versus administrative spend, or on performance measures of output, efficiency, or outcome

Kentucky Workforce Resources - $1.2 Billion

Kentucky Workforce Resources 2016-17 - $1.2 Billion
(as identified by Lt. Governor's Office)

$	630,700,000	KY Community & Technical College System (KCTCS)
$	260,600,000	Kentucky Cabinet for Health & Family Services
$	160,500,000	Education and Workforce Development Cabinet
$	83,900,000	Kentucky Department of Education
$	30,200,000	Council on Postsecondary Education
$	8,800,000	Cabinet for Economic Development
$	5,300,000	Kentucky Labor Cabinet
$ 1,180,000,000		

Commonwealth of Kentucky
2016 - 2018
Budget of the Commonwealth
Volume I

Education and Workforce Development

	Actual FY 2014	Actual FY 2015	Revised FY 2016	Enacted FY 2017	Enacted FY 2018
EXPENDITURES BY UNIT					
General Administration and Program Support	10,559,741	9,854,143	12,524,500	13,203,900	21,831,400
Commission on Proprietary Education	145,258	113,884	209,000	286,500	288,600
Deaf and Hard of Hearing	1,575,880	2,265,841	1,952,700	1,972,500	1,983,500
Kentucky Educational Television	14,400,257	14,301,865	14,100,000	15,265,300	15,374,200
Environmental Education Council	213,180	348,103	221,300	211,900	188,700
Libraries and Archives	15,991,695	17,120,987	16,168,700	17,119,900	17,175,300
Office for the Blind	9,210,156	9,541,403	11,079,500	10,530,100	10,595,200
Employment and Training	723,595,937	475,400,322	710,808,600	707,598,800	716,541,900
Vocational Rehabilitation	58,038,046	64,269,190	60,262,700	60,924,200	61,037,200
Education Professional Standards Board	7,126,505	9,375,581	9,039,100	8,377,200	8,397,400
TOTAL EXPENDITURES	840,856,834	602,590,899	836,366,100	835,488,300	853,413,400

Regional interviews and focus groups provide additional qualitative data and context to focus the planning discussion

The following themes arose from one-on-one and small group interviews with 50+ Kentucky workforce development organizations and 100+ Kentucky workforce development leaders to gain insights on the current workforce system's strengths, challenges and improvement priorities:

THEME 1: Enhancing and building on the current K-12 and postsecondary education system in Kentucky

Review of the current education system, with the goal of identifying ways to enhance existing infrastructure to better support the workforce system.

- Promote Earlier & Continuous Education
- Integrate Career & Technical Education
- Continually refresh education and training continuum

THEME 2: Increasing employer and business leadership and engagement in workforce development

Increase employer leadership throughout the workforce development system, establish and promote a business services point-of-contact at the state and local levels.

- Increase Employer Leadership and Engagement
- Consider Both Current and Future Workforce Needs
- Expand Apprenticeships & Internships

THEME 3: Improving alignment and collaboration of state and local workforce development efforts

Remove silos and build alignment amongst workforce developers, creating a true "one voice" and "one mission" that speaks for the entire system holistically

- Increase Alignment and Resource Sharing
- Improve System Oversight and Accountability
- Define and Support the True End Customer
- Promote the Resources and Tools Available

The strategic objectives and priorities agreed-to during today's working session will be reviewed by the KWIB and inserted into the KWIB Strategic Plan. Those priorities will then in turn drive the creation of an Implementation Plan that supports the strategic plan efforts.

Kentucky Workforce Innovation Board
Strategic Planning Process

November 2017

October 2017

December 2017

Kentucky WIB Environmental Scan

KWIB Strategic Planning

Kentucky WIB Strategic Plan

KWIB Strategic Planning

Kentucky WIB Implementation Plan

KWIB Strategic Planning

Through internal and external research and analysis, assess current conditions and operating environment of Kentucky's workforce development system

Facilitate a strategic planning retreat to identify and formalize strategic objectives and priorities for Kentucky

Establish performance metrics for each of the strategic priorities and define key actions required to achieve the strategic objectives outlined in the Strategic Plan

Kentucky
Work Ready>

An Urgent Call to Action
Strategic recommendations for the
Commonwealth to meet the workforce
needs of the future

FEBRUARY 2018

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An Urgent Call to Action

Foreword from the KWIB Chair

Over the past few months, the Kentucky Workforce Innovation Board (KWIB) has led a rigorous process to identify challenges that may be limiting the ability of our employers, communities and citizens to reach their potential. The challenges presented in this document represent a direct threat to the health, wellbeing and future economic development of the Commonweath. To address these challenges, we have suggested a series of steps that will require a sustained commitment from state and local policymakers along with the support of Kentucky's business community.

More than ever, people and their skills, talents, intellect and ambition propel our modern economy. The quality and availability of educated and skilled people is the single biggest factor driving business growth and expansion. To meet the needs of both business and our citizens, we must redefine the workforce development system to include not only our network of Kentucky Career Centers, but also career and technical education, as well as our primary, secondary and postsecondary institutions. The recommendations presented in this Work Ready Kentucky plan are meant to align to our collective education, workforce, and economic development efforts to provide both employers and job seekers with the support necessary to create healthy, prosperous communities and sustainable economic growth.

Using input from hundreds of individual interviews and focus groups with a wide variety of businesspeople, job seekers, educators, and policymakers, we have proposed steps to lead to a greater level of employer engagement in our workforce development system. The strategies outlined in this document will bridge talent gaps, mitigate employment barriers, encourage workforce participation, and reduce service delivery inefficiencies to make Kentuckians more productive.

As with any investment portfolio, we should insist on a return on our investment. While we have proposed specific measurements and timelines for our suggested action steps, our larger return should be measured in positive economic growth, stable employment at competitive wage levels that encourage Kentuckians to embrace work, and reduced reliance on public assistance. Successful implementation of this plan will also require increased participation and effort by employers in helping us to help them remain nationally and internationally competitive.

In creating the KWIB, Governor Bevin clearly communicated the great opportunity that he sees ahead for Kentucky. With this Work Ready Kentucky plan, we send the message that to achieve the greatness that is within our reach, **we must act, we must act boldly, and we must act now**. On behalf of the KWIB and its members, we offer our appreciation to all who have provided input and helped to develop this plan. We look forward to working with all parties to bring this vision to life.

Respectfully,

Hugh Haydon
Chair, Kentucky Workforce Innovation Board,
President/CEO of Kentucky Bioprocessing, Inc.

Kentucky Workforce Innovation Board (KWIB) Members

Governor Matt Bevin
Governor
Commonwealth of Kentucky

Senator Jimmy Higdon
District 14
Kentucky State Senate

Representative Jim DeCesare
District 21
Kentucky House of Representatives

Hugh Haydon, KWIB Chair
President/CEO
Kentucky Bioprocessing, Inc.

Kim Menke
State Government Liaison
Toyota Motor Manufacturing

Carla Webster
HR Program Manager
Conduent

Chris Reinersman
Senior Talent Acquisition Specialist
DHL

Peter Feil
Vice President/General Manager
Stober Drives

Heidi Margulis
Senior Vice President, Corporate Affairs
Humana

Adam Hinton
Vice President
Hinton Mills

Robert Southard
Workforce Excellence Analyst
Southern Star Central Gas Pipeline

Pat Murphy
Workforce Development Manager
United Parcel Services (UPS)

Danette Wilder
President/CEO
SealingLife Technologies

Torsten Langguth
Plant Manager
Dr. Schneider Technologies

Kevin Smith
Vice President, Bourbon Affairs
Beam Suntory (Jim Beam Brands)

Amy Luttrell
President/CEO
Goodwill Industries, Kentucky

David Boggs
President/CEO
Opportunity for Work and Learning

Terry Sexton
Labor Union Representative
Boilermakers Local 105

Scott Pierce
Labor Union Representative
Operating Engineers Local 181

Bernard Miles
Labor Union Representative
Electrical Workers Local 761

Hal Heiner
Secretary
Education and Workforce Development

Terry Gill
Secretary
Economic Development

Derrick Ramsey
Secretary
Labor Cabinet

Michael Buchanon
Judge Executive
Warren County

Thomas Watson
Mayor
Owensboro County

Dr. Stephen Pruitt
Commissioner
Department of Education

Dr. Aaron Thompson
Executive Vice President
Council on Postsecondary Education

Strategic Plan Steering Committee Members

Scott Brinkman
Secretary
Office of the Governor

Adam Meier
Senior Policy Advisor
Office of the Governor

Hugh Haydon, KWIB Chair
President/CEO
Kentucky Bioprocessing, Inc.

Kim Menke
State Government Liaison
Toyota Motor Manufacturing

Amy Luttrell
President/CEO
Goodwill Industries, Kentucky

Pat Murphy
Workforce Development Manager
United Parcel Service (UPS)

David Adkisson
President/CEO
Kentucky Chamber of Commerce

Hal Heiner
Secretary
Education and Workforce
Development

Terry Gill
Secretary
Economic Development

Kristi Putnam
Program Manager
Kentucky HEALTH

Dr. Jay Box
President/CEO
Kentucky Community and Technical
College System (KCTCS)

Dr. Stephen Pruitt
Commissioner
Department of Education

Executive Summary

The Kentucky Workforce Innovation Board (KWIB) is a 27-member, employer-led advisory body that advises the Governor on workforce issues and guides the strategic direction of the Commonwealth's workforce system. The mission of the KWIB is "to be a leader and catalyst in creating a comprehensive, customer-driven workforce development system that meets the changing needs of job seekers, incumbent workers and employers." Through data analysis, policy recommendations, and dialogue at the local, state, and regional levels, KWIB members serve as stewards of workforce development throughout the Commonwealth.

In 2017, responding to concerns over Kentucky's workforce participation rate, educational attainment statistics, and public health indicators, the KWIB revisited its workforce strategy, developing recommendations to support a lifetime continuum of training, preparation, and investment for citizens. The objective of this effort was to create a common direction for workforce development, and align workforce assets across the Commonwealth to support Kentuckians in achieving and sustaining economic self-sufficiency throughout their working lives.

Through an environmental scan of Kentucky's labor market data, over 100 interviews conducted with employers and workforce development leaders across the Commonwealth, and the completion of a day-long planning retreat, the following vision and strategic goals were developed to guide Kentucky's workforce partners:

WORK READY KENTUCKY: VISION AND DESIRED IMPACT

By

"Create a workforce development system that is value driven for employers, aligns education with industry demands, prepares Kentuckians for the future of work and drives economic development."

#1 Employers	#2 Education	#3 Workforce Participation	#4 Organization and Resource Alignment
Goal #1: Actively engage employers to drive Kentucky's workforce development system.	Goal #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.	Goal #3: Increase Kentucky's workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.	Goal #4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.

orienting the workforce system to the skills needed by Kentucky employers, and integrating workforce development into the education and training system at all levels, the Commonwealth seeks to connect meaningful work with a culture of lifelong learning, removing barriers to employment for Kentuckians, while preparing them for the industries of the future. In doing so, KWIB's recommendations aim to continuously improve the Kentucky workforce so that it returns dividends for each taxpayer dollar invested to improve it.

The Work Ready Kentucky Plan further articulates the vision and goals above through actionable supporting objectives and an implementation approach with action steps to suppport workforce system transformation over the short-to-long-term:

HOW KENTUCKY WILL ACHIEVE SYSTEMS CHANGE

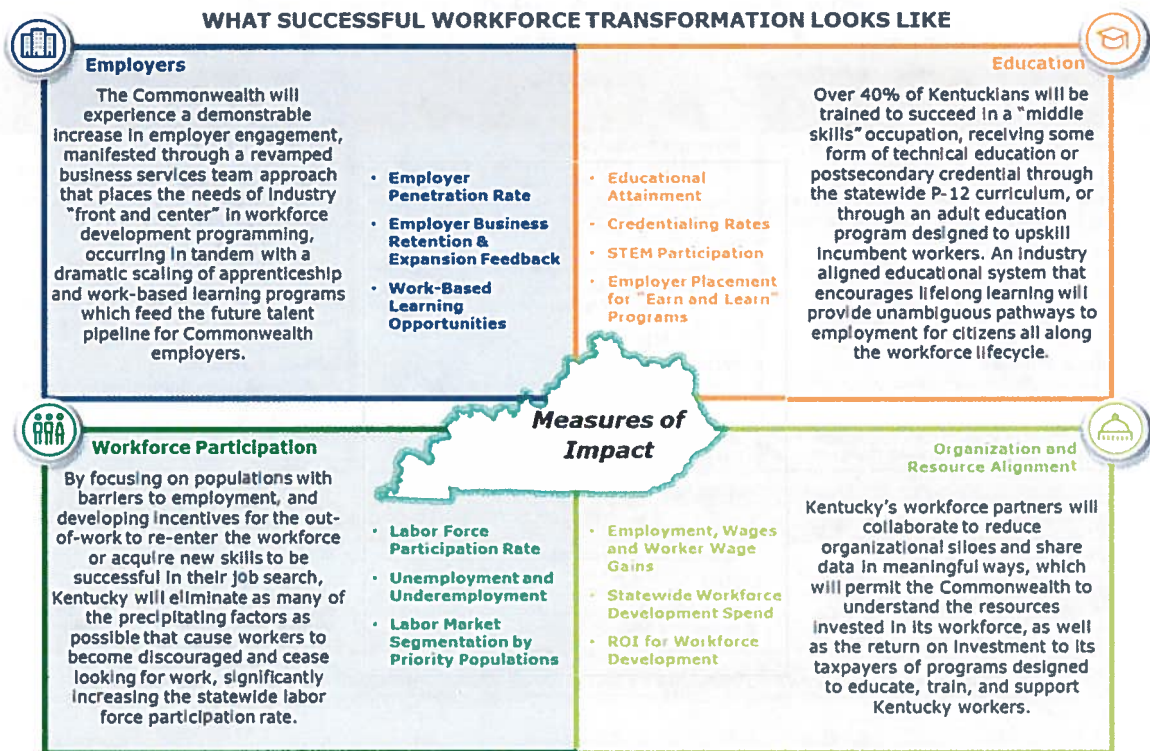**Streamline customer access** ❯ **Measure and invest in what works** ❯ **Coordinate across Cabinets**

EMPLOYERS

WITHIN 12-18 MONTHS:
Align leadership, program operations, and communication channels across Cabinets to eliminate organizational silos and advance the top-line priorities of employers, large and small

WITHIN 18-36 MONTHS:
Recruit employer champions by region and industry to guide changes to training, P-12 curriculum, and workforce program service delivery. Educate the public on the high-quality opportunities available

WITHIN 3-5 YEARS:
Modernize unemployment technology, systematically use intelligence on workforce supply and labor demand to inform program and policy, and provide ombudsman-style coordination of services for employers engaging the system

EDUCATION

WITHIN 12-18 MONTHS:
Address labor shortages in skilled occupations through alignment of P-12 educational assets, adult technical education, and postsecondary programs to documented employer needs

WITHIN 18-36 MONTHS:
Expand capacity of successful training models for incumbent adults and students transitioning into the workforce, and increase awareness amongst parents, teachers, and counselors regarding the criticality of postsecondary credentials

WITHIN 3-5 YEARS:
Integrate education and workforce data to continuously improve training, maintain a balance within the incumbent worker training portfolio, and structure incentives that foster a culture of "lifelong learning" and productivity for Kentuckians

WORKFORCE PARTICIPATION

WITHIN 12-18 MONTHS:
Mitigate disincentives to workforce participation amongst priority populations, and increase employer awareness of existing incentives to hire those with barriers to employment

WITHIN 18-36 MONTHS:
Integrate supports across programs, enhance wraparound services, and establish employer resource networks to increase worker placement and retention in full or part-time employment

WITHIN 3-5 YEARS:
Evaluate outcomes data and adjust programs to enhance efficacy of recruitment, training, placement and retention for priority populations and lower the cost to hire for employers

ORGANIZATION AND RESOURCE ALIGNMENT

WITHIN 12-18 MONTHS:
Address barriers to cross-Cabinet collaboration and develop and deploy "guiding principles" to Commonwealth staff for workforce service delivery

WITHIN 18-36 MONTHS:
Capture a data-driven reflection of taxpayer spend on workforce development, and develop tracking mechanisms to evaluate return on investment on an ongoing basis

WITHIN 3-5 YEARS:
Leverage workforce non-profits and advocates to support continued systems change and capacity building, while continuing to integrate workforce services in a manner that optimizes ROI

Consistently Share the Progress of Workforce Transformation with the Community

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Over the next five years, the Commonwealth will convene a cross-Cabinet team to zero in on the challenges that exist within the workforce development system that impede progress, and remediate those obstacles to success, both for employers who use the system to source talent, as well as for those citizens who engage in employment, training, and employment referral activities to find meaningful work and upgrade their skills.

In this plan, we acknowledge the place in which we stand. We need:

- A systematic change;

- A cultural shift and a different mindset;

- All stakeholders being positive, willful, and proactive chage agents;

- Broken down silos that keeps the customer at the forefront, and;

- An overall transformation that is dependent upon deliverables and metrics.

So what does success look like? Although re-engineering Kentucky's workforce is a long-term proposition, performance targets must be defined and measures assessed to hold the Commonwealth accountable for its progress with respect to workforce system transformation. Through diligent work and cross-sector collaboration, KWIB believes that the Commonwealth could, over the next five years, achieve milestones that include the following outcomes:

WHAT SUCCESSFUL WORKFORCE TRANSFORMATION LOOKS LIKE

Employers

The Commonwealth will experience a demonstrable increase in employer engagement, manifested through a revamped business services team approach that places the needs of industry "front and center" in workforce development programming, occurring in tandem with a dramatic scaling of apprenticeship and work-based learning programs which feed the future talent pipeline for Commonwealth employers.

- **Employer Penetration Rate**
- **Employer Business Retention & Expansion Feedback**
- **Work-Based Learning Opportunities**

- **Educational Attainment**
- **Credentialing Rates**
- **STEM Participation**
- **Employer Placement for "Earn and Learn" Programs**

Education

Over 40% of Kentuckians will be trained to succeed in a "middle skills" occupation, receiving some form of technical education or postsecondary credential through the statewide P-12 curriculum, or through an adult education program designed to upskill incumbent workers. An industry aligned educational system that encourages lifelong learning will provide unambiguous pathways to employment for citizens all along the workforce lifecycle.

Measures of Impact

Workforce Participation

By focusing on populations with barriers to employment, and developing incentives for the out-of-work to re-enter the workforce or acquire new skills to be successful in their job search, Kentucky will eliminate as many of the precipitating factors as possible that cause workers to become discouraged and cease looking for work, significantly increasing the statewide labor force participation rate.

- **Labor Force Participation Rate**
- **Unemployment and Underemployment**
- **Labor Market Segmentation by Priority Populations**

- **Employment, Wages and Worker Wage Gains**
- **Statewide Workforce Development Spend**
- **ROI for Workforce Development**

Organization and Resource Alignment

Kentucky's workforce partners will collaborate to reduce organizational silos and share data in meaningful ways, which will permit the Commonwealth to understand the resources invested in its workforce, as well as the return on investment to its taxpayers of programs designed to educate, train, and support Kentucky workers.

The KWIB is committed to driving impactful initiatives that will transform Kentucky's workforce system. While this Strategic Plan is intended to focus on activities over a 5-year time horizon, it should be viewed as merely a starting point for long-term systems change.

The true keys to successful outcomes in workforce development reside in sustained collaboration by diverse, cross-sector partners over time. Continuous and data-driven refinement of the approaches outlined in this Plan, coupled with strategic investment by workforce stakeholders to build capacity and leverage resources and data in new and different ways will help the Commonwealth anticipate and adapt to the disruptive forces that impact Kentucky's employers and workers, positioning the Commonwealth to achieve positive economic growth in an increasingly dynamic future.

A Commonwealth Workforce in Crisis

Kentucky stands today at the intersection of its economic past and its future. The industrial heritage of agriculture, coal mining, manufacturing, and skilled craftsmanship that shaped the Commonwealth economy and the livelihoods of generations of its citizens is being disrupted by waves of macroeconomic change, which have arrived over the past three decades in the form of offshoring, industrial automation, renewable energy, and decentralized production. The resulting displacement of Kentuckians from industries where generations of their relatives worked has destabilized entire regions of the Commonwealth, and while some localities have been able to harness the momentum of technology and pivot accordingly, a far greater swath of Kentucky is still attempting to re-position itself within the emerging knowledge economy.

Where a strong back and a willing attitude was once sufficient to earn a family-sustaining wage and support a middle-class lifestyle, jobs now increasingly rely on the lifelong acquisition of skills and training. However, in a state where less than half of the population seeks education beyond a high school diploma, the growing gap between the skills that are demanded by Kentucky employers and those supplied by the current labor shed threatens the fortunes of businesses and employees alike, dampening statewide economic growth and stifling prospects for future economic development.

While macroeconomic transitions present new opportunities to re-invigorate the Commonwealth economy, Kentucky must first address a complex set of challenges to position its workforce to take advantage of growth:

Not Enough Working-Age Kentuckians Participate in the Labor Force: Although labor force participation has declined nationwide over the past two decades, Kentucky's labor force participation rate (59.2%) has historically lagged the U.S. average, and currently ranks 43rd lowest in the country[1]. This statistic means that within Kentucky, close to 40% of working-age adults are neither working nor seeking work, a ratio which, if reduced, it would likely spur statewide economic growth. While labor force participation of younger Kentuckians mirrors (and in some cases, exceeds) national averages, beyond age forty-five, Kentucky workers exit the labor market at an accelerated pace, and many retire before age sixty-five. To meet national participation levels, an additional 165,000 citizens must re-engage in work, a frustrating statistic considering the Commonwealth's 200,000 current job vacancies[2].

Kentucky ranks 43rd out of 50 U.S. States in labor force participation – 40% of able-bodied citizens neither work nor seek employment

CHALLENGE: How can we incent more Kentuckians to rejoin the labor market?

For Most Kentucky Students, a High School Diploma is Their "Terminal Degree": Although the Commonwealth maintains a healthy 85% high school graduation rate, less than half of students matriculate to some form of postsecondary study, and of those that do, over 1/3 require remedial education[3]. National statistics and state longitudinal data indicate that postsecondary education is a critical success factor for long-term self-sufficiency, as those who do not seek training beyond the K-12 system experience significantly lower lifetime earnings, higher rates of unemployment, and lower overall participation in the labor market. Kentucky's employment is expected to grow by 15.2% through 2024, creating over 326,000 new jobs, at least 1/3 of which will be in fields that increasingly demand postsecondary credentials of their

Despite an excess supply of "middle skill" jobs, only 30% of Kentuckians obtain a postsecondary credential within six years of graduating high school

CHALLENGE: How can we reinforce that postsecondary achievement is both attainable and necessary?

[1] Source: Bureau of Labor Statistics, Labor Force Participation by State, October 2017. URL: https://www.bls.gov/web/laus/lalfprderr.xlsx
[2] Source: "Workforce Participation in Kentucky." Kentucky State Chamber of Commerce, May 2017. URL: https://www.kychamber.com/sites/default/files/Workforce%20Participation%20Report%20-%20May%202017.pdf
[3] Source: Kentucky Center for Education & Workforce Statistics. Kentucky High School Feedback Report on College Going – High School Graduating Class of 2014. Retrieved from https://kcews.ky.gov/Content/Reports/HSFeedback/HSFRCG2014_FullReport_AllDistricts.pdf

workers[4]; however, the performance of Kentucky's graduates in the intervening years following high school graduation foreshadow that many lack essential skills, leaving them ready for neither work nor further study.

Kentucky's Aging Population Requires New Skills to Succeed in the Workplace of the Future: While nearly 1 in 4 Kentuckians is currently aged fifty-five or older, many of these individuals experience challenges securing and maintaining employment in Kentucky's growth industries due to lack of educational attainment, or the need to re-train or obtain a skilled credential. While older workers have historically battled hiring bias and other obstacles to employment, a survey of Kentucky employers highlighted the value these experienced workers bring to today's communication and leadership-intensive workplace[5], underscoring the need for workforce development programs customized to the specific learning needs of this growing labor force demographic.

Nearly 1 in 4 Kentuckians is 55 or older, yet labor force participation among Kentucky adults aged 45+ is significantly lower than U.S. averages

CHALLENGE: How can we empower older Kentucky workers to succeed in the workplace of tomorrow?

A Significant Number of Kentuckians Are Simply Not "Work Ready": In addition to lacking essential skills such as reading comprehension, critical thinking, mathematics and measurement, many Kentucky employers also note the absence of "essential skills" required to be successful in the modern workplace. More seriously, high rates of disability (17.9% of population - 2/3 of which are due to musculoskeletal or mental health issues), substance abuse, and other barriers to employment create disincentives to work, perpetuating cycles of disengagement from the workforce and intergenerational poverty. Because most work readiness skills are learned experientially "on the job," delayed exposure to the workplace and gaps in employment contribute to a workforce that lacks self-sufficiency and creates an added burden on employers and the surrounding community.

High rates of disability, long-term unemployment, and substance abuse in Kentucky perpetuate disengagement from work and encourage cycles of structural poverty

CHALLENGE: How can Kentucky remove barriers and disincentives to work, and use exposure to the workplace as a tool to increase work readiness?

As thorny as the challenges above may seem, the complexity of the highly matrixed workforce development system designed to address them stymies most policymakers, as well as the employers and citizens who attempt to navigate the maze of agencies and programs established to support them. This diverse ecosystem of workforce providers, educators, and employers, whose collaboration can enable dramatic improvements in citizen outcomes and quality of life, has yet to realize its full potential. In response to the challenges of workforce participation, educational attainment, and public health, and in light of a looming skills gap which threatens employers and workers alike, public and private sector leaders have agreed that the time to enact systems change in workforce development is now.

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[4] Source: Kentucky Center for Education & Workforce Statistics (June 2016), Kentucky Occupational Outlook to 2024. Retrieved from https://kcews.ky.gov/Content/Reports/KYLMI/Employer_Demand/2014-2024%20KY%20Occupational%20Outlook.pdf

[5] Source: "Kentucky's Aging Workforce: Employers' Perspectives on the Benefits, Challenges, and Promising Practices for an Engaged Older Workforce." The Institute for Workplace Innovation, University of Kentucky. URL: https://www.uky.edu/Centers/iwin/workplace_research/AgingWorkforceWhitePaper.pdf

The Role of the KWIB in Workforce Development

The 27 members of the Kentucky Workforce Innovation Board (KWIB) represent a cross-section of industry, labor, and education leaders who advise the Governor on workforce issues and guide the strategic direction of Kentucky's workforce system. The KWIB was authorized under the Workforce Innovation and Opportunity Act of 2014 (WIOA), which requires state workforce boards to be primarily employer-led and challenges them to collaborate across commercial sectors and government agencies to devise innovative approaches that improve the workforce system. As workforce development becomes increasingly critical to keep pace with the technological and industrial transformations impacting society, the KWIB has taken on more responsibility for ensuring the Commonwealth has a strategic vision and plan to prepare and improve Kentucky's workforce system. The KWIB provides the Commonwealth with a vehicle to re-position Kentucky's workforce system and establish a realigned strategic direction for workforce development.

While the concept of workforce development is often viewed in relation to an individual's employment (or lack thereof), the KWIB views the Kentucky workforce system as a holistic "lifecycle," a continuum of ongoing education, training, and services that begins in early childhood and is supplemented and reinforced throughout a working lifetime. Within this workforce lifecycle, Kentuckians of all ages and walks of life receive opportunities to develop their human capital, in academic settings, as well as through on-the-job and continuing education, with a focus on the acquisition of essential skills and a culture of lifelong learning that help workers remain competitive through life's inevitable ebbs and flows, maintaining traction in a dynamic job market over time.

To drive the momentum of the workforce lifecycle model, Kentucky's workforce system engages a diverse array of private, public, and not-for-profit partners, including employers, trade councils, education and training providers, social service organizations, regional workforce boards and areas, and state, regional, and local government agencies, who collectively coordinate available resources to support Kentucky residents throughout their development. By endowing workers with a combination of supports needed to obtain and sustain employment, this network of peer organizations strengthens the resiliency of the Kentucky workforce, which contributes to more robust economic conditions and statewide growth, which in turn provide Kentuckians more and greater opportunities to secure jobs that pay sustainable wages and support economic self-sufficiency.
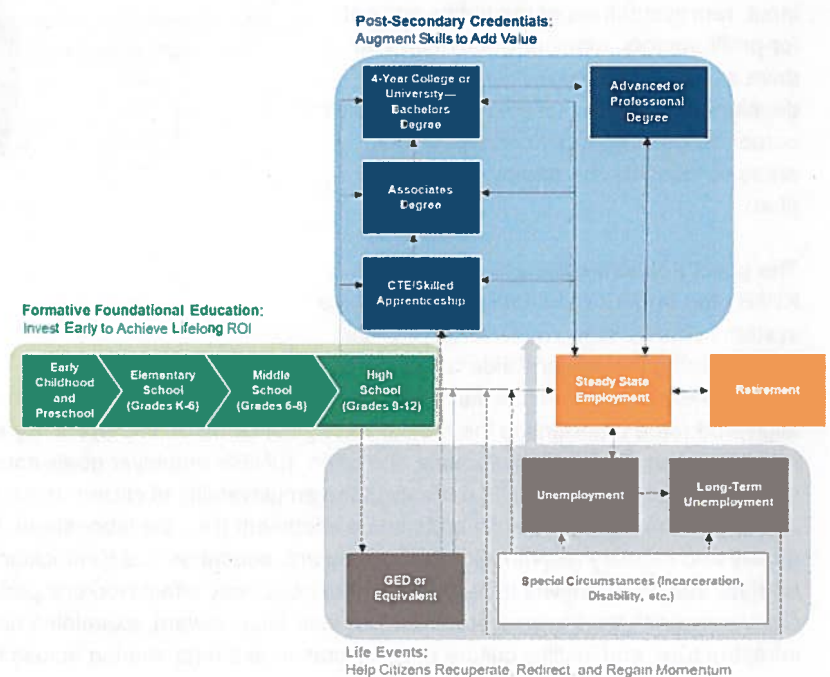
Strategic Plan Overview

Aligned with its mission as "a leader and catalyst in creating a comprehensive, customer-driven workforce development system that meets the changing needs of job seekers, incumbent workers and employers," KWIB has drafted a Commonwealth-wide workforce development strategy that:

- Sets a common strategic direction with an urgent call to action to guide workforce development activities across Kentucky;
- Prioritizes actions that are attainable and measurable through the application of performance metrics;
- Increases and improves communication and collaboration among employers, education and training providers, regional workforce boards and areas, and state and local government organizations; and
- Identifies challenges and opportunities to improve the workforce system through an increase in workforce participation and retention, attainment of wages that promote self-sufficiency, and the provision of high-quality, accessible, and effective workforce training programs targeted to areas of growth within the Commonwealth.

The strategies outlined in this plan were informed through direct dialogue with Kentucky's business community. Companies large and small, located across Kentucky's industry sectors and regions, articulated the workforce challenges they felt they must overcome to sustainably grow their operations into the future. Drawing upon this input, representatives of the public and not-for-profit sectors, many of whom lead and drive assets within the existing workforce development system, worked alongside their corporate counterparts to articulate four areas of focus for this statewide strategic plan:

The goals and strategies articulated in the KWIB plan target accountability for workforce systems change along multiple dimensions. Representing the demand side of workforce development, the Commonwealth plans to align workforce programs to the most pressing concerns of employers. By employing continuous feedback from industry to refine program design and resource allocation, KWIB's employer goals improve accessibility and ease of use of workforce services by businesses, while enhancing the employability of citizen users, and improving the customer experience for both. To support the supply side of workforce development (i.e., the labor shed), the Commonwealth will focus on improving the quality and industry relevance of the training and education that Kentuckians receive, as well as identifying and removing barriers and disincentives to productivity that negatively affect workers' participation in the labor force. Lastly, the leaders of the Commonwealth workforce system will turn their focus inward, examining how to simplify a complex administrative infrastructure, and instill a culture of collaboration and data sharing across the many owners of workforce outcomes.

#1 Employers

#4 Organization and Resource Alignment

Workforce Development Focus Areas

#2 Education

#3 Workforce Participation

"Create a workforce development system that is value driven for employers, aligns education with industry demands, prepares Kentuckians for the future of work and drives economic development."

#1 Employers	#2 Education	#3 Workforce Participation	#4 Organization and Resource Alignment

STRATEGIC GOALS

Goal #1: Actively engage employers to drive Kentucky's workforce development system.	Goal #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.	Goal #3: Increase Kentucky's workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.	Goal #4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.

STRATEGIC OBJECTIVES

1a: Create a workforce development system that is valued by employers. 1b: Establish a clear channel for employer engagement in workforce development services. 1c: Increase the number of employers participating in work-based learning experiences and apprenticeships while also establishing employer champions. 1d: Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and post-secondary. 1e: Leverage employer data on workforce projections and training needs using the talent pipeline management system of the Kentucky Chamber of Commerce and a revamped business service team network.	2a: Increase career exploration opportunities while students are in P-12 and provide all P-12 students an opportunity to earn a certificate(s) or credential(s) prior to graduation, with emphasis on those credentials where dual secondary/post-secondary academic credit is awarded. 2b: Review and adjust the structure (locations, pathways, and resources) of pre-K through postsecondary delivery to identify ways to align and integrate the Commonwealth's educational infrastructure based on employer needs. 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents. 2d: Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions. 2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers in order to provide a range of learning opportunities for growth, upskilling, and adoption to changes in the nature and structure of work. 2f: Encourage the agility, responsiveness and desire for lifelong learning among older Kentucky workers.	3a: Strengthen collaboration across workforce development, social services, employers and non-profits to address barriers to employment for individuals. 3b: Mitigate disincentives to work and explore ways to incentivize workforce participation for individuals currently receiving social services benefits in order to support their transition to sustainable employment. 3c: Embed programs serving specific populations across cabinets to promote workforce participation. Examples of priority populations include veterans, individuals with disabilities, re-entrants from the corrections system, individuals in recovery from substance abuse, young adults transitioning out of foster care and others. 3d: Develop and promote strategies for employers to address employment barriers. 3e: Develop and pursue strategies that increase the number of Kentuckians, work-ready and free from the influence of substance abuse.	4a: Identify and address the organizational and structural changes that should be made to Kentucky's workforce development governance to improve collaboration and accountability. 4b: Develop a framework and supporting goals and metrics for Kentucky's workforce development programs. 4c: Identify gaps in the existing longitudinal data system and determine available sources to close those gaps. 4d: Define and create an effective communication approach for services to ensure a consistent, quality customer experience. 4e: Build a stronger, more coordinated relationship between state government and local governments, institutions and workforce innovation areas.

Based on stakeholder involvement and best practices from within Kentucky and across the United States, KWIB has created a bold strategy that addresses both structural and tactical root cause issues impacting the current workforce system. This plan represents a collaboration of education, workforce and economic development at all geographic levels, and the strategies outlined herein will leverage state, local, and private partnerships to improve workforce outcomes for Kentucky's current and future employers and job seekers.

Strategic Goal #1: Employers

Actively engage employers to drive Kentucky's workforce development system.

As consumers of the Kentucky's workforce and education system's human capital, employers must be deeply invested in the development of training and curriculum that shapes their future employees. The Commonwealth encourages employers (large and small) to assume leadership roles in workforce development programming at all points along the workforce lifecycle, from early childhood education through postsecondary study and upskilling of later-career individuals. The role of the employer may vary across workforce settings, ranging from providing on-site child care for employees with pre-school-aged children, to educating teachers and parents about the opportunities available in advanced industries, to informing technical education curriculum with industry-specific requirements, to employing high school or postsecondary interns and apprentices, to actively recruiting qualified candidates facing barriers to employment. Across all of these activities, consistent industry input and guidance throughout the skills development continuum is essential to align the training of workers to the skills they will need to succeed in the workplace now, and into the future.

Kentucky Fast Facts

Kentucky's high-priority industries include: advanced manufacturing, healthcare, transportation and logistics, and construction -- all of which demand technical skills	The National Skills Coalition projects that in the next four years, Kentucky will need to dramatically increase its supply of middle-skill workers	Over 180 Kentucky employers currently support 275 apprenticeship programs, which return on average $1.47 in productivity for every dollar spent	During the 2016-17 academic year, only 5% of Kentucky's 56,000+ eligible high school students participated in work-based learning programs

Employer engagement in the design and delivery of workforce development programs represents a catalyst for system change, one that is fundamental to the realization of a future in which the Commonwealth workforce system consistently delivers highly trained and flexible workers that create value for employers (as a direct result of their upfront contributions to program design). While a balance must continually be struck between filling immediate vacancies and skills gaps, and preparing the workforce to adapt to the technological disruptions of the future, employers are most qualified to steer the direction of education and training so that workforce programs produce the qualified workers they seek, both now and in the future.

EMPLOYERS: STRATEGIC OBJECTIVES

Objective 1a: Create a workforce development system that is valued by employers.

Objective 1b: Establish a clear channel for employer engagement in workforce development services.

Objective 1c: Increase the number of employers participating in work-based learning experiences and apprenticeships, while also establishing employer champions.

Objective 1d: Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and postsecondary study.

Objective 1e: Leverage employer data on workforce projections and training needs, using the talent pipeline management system of the Kentucky Chamber of Commerce and a revamped business service team network.

WHAT DOES SUCCESS LOOK LIKE?

In five years, successful employer engagement in the workforce system would resemble:

An **increase in employer engagement** in education and workforce development, scaling to 3x current levels and mirroring that of neighboring states

A drastic (5x) **increase in the number of registered apprenticeships and work-based learning opportunities** sponsored by employers

An established **set of best practice industry exposure experiences** aligning P-12 delivery with industry needs in local workforce regions

At least **40% of Kentucky youth participating in work-based learning** during their P-12 years to gain invaluable exposure to workplace skills early in life

Streamlined business services team efforts by workforce region which focus on business retention and expansion (BRE) via quality delivery of workforce services

Establishment of 50 localized statewide talent pipeline management system consortia, which assist in delivery of real-time data, allowing for better alignment of supply and demand in the workforce

Kentucky's employer goals strive to deepen business engagement in workforce development by creating convenient channels for companies to contribute input to workforce program design. By informing workforce programs with practical, industry-driven requirements, employers may subsequently take advantage of the curriculum they have helped to create through apprenticeship and work-based learning programs, generating short-term value within their operations to close skills gaps, while providing hands-on learning and apprenticeship for their pipeline of future employees. To support increased employer engagement, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:

Education & Workforce Development Cabinet

Engaged Stakeholders:

Cabinet for Economic Development

Employers

Kentucky Department of Education

KWIB

Labor Cabinet

Local Economic Development Organizations (EDOs)

Local School Districts

Local Workforce Investment Boards (WIBs)

Regional / Local Chambers of Commerce

State Chamber of Commerce

Workforce Training & Service Providers

On an ongoing basis, we will:

Listen to and understand the workforce priorities of Kentucky's employers

Improve the customer experience for employers to access workforce services

Leverage Kentucky's existing business retention and expansion (BRE) infrastructure to continuously gauge progress towards meeting employer expectations

Recruit more employers to provide work-based learning for Kentucky's students and recruit more Kentucky students to participate

Within 12-18 months, we will:

Create a cross-cabinet team to **unify statewide leadership, eliminate operational siloes, and communicate consistently** with respect to areas of employer need and program service delivery

Advance the top-line priorities of employers (large and small) for the workforce development system as a cross-cabinet initiative

Within 18-36 months, we will:

Provide direction to regional / local business services teams led by economic development to **streamline the level of effort required for employers** to access and acquire workforce services

Recruit regional, sectoral cohorts of "employer champions" from the business community who can collectively influence businesses to participate in work-based learning experiences (through scale, through supply chain, through vendor networks)

Form an outreach campaign that places employers "front and center" to **educate parents, teachers and counselors on industry opportunities** in high-demand fields

Embed assistance for employer champions that helps them direct educational institutions and workforce providers to deliver value-adding workforce services

Align and enhance workforce system performance metrics to reinforce accountability of each workforce partner

Within 3-5 years, we plan to:

Modernize the Commonwealth's Unemployment Insurance (UI) technology systems to increase claims process efficiency and minimize overpayments

Perform a recurring review and analysis of data system intelligence on workforce supply compared to economic growth demands and projections to inform the regional emphasis on specific career pathways and alignment of educational programs

Provide an integrated and valued experience for employers to engage by way of an **ombudsman-style coordination with the workforce development system for businesses**

KWIB proposes measuring progress against employer objectives using a combination of existing sources, as well as new measures proposed by KWIB's Data and Metrics Committee. The metrics below focus both on objective measures of employer workforce development activity (i.e., the number of registered apprenticeships statewide), as well as measures which assess employer engagement with the workforce system, and satisfaction with the provision of workforce services overall. By leveraging existing forms of outreach, including through the economic development-driven BRE feedback process, the Commonwealth can not only strengthen an existing program to support local businesses, but can also use BRE tools to understand the quality of workforce services and the extent to which those services are translating into hiring and industry growth.

EMPLOYERS: HOW THE COMMONWEALTH WILL MEASURE PROGRESS
(** indicates a new measure proposed by KWIB)

Metric *(What we will measure)*	Analytical Value *(What the metric tells us)*	Data Source *(Where the data comes from)*
Employer Penetration Rate	Measures the extent to which employers are engaging with existing workforce development programs across the Commonwealth	Cabinet for Economic Development and Education and Workforce Cabinet, in partnership with local WIBs
Business Retention and Expansion (BRE) Employer Feedback (by Regional and Local Workforce Areas)	Tracks employer satisfaction, engagement, local workforce and hiring needs, and emerging skills gaps via an annual BRE survey administered locally	Cabinet for Economic Development BRE survey
Availability of Work-Based Learning Opportunities (including number of Apprenticeships, Licensures, and Employer-Driven Work-Based Learning Programs)	Indicates overall level of employer investment in work-based learning and credentials	Kentucky Department of Education, KCTCS, Council on Post-Secondary Education, Labor Cabinet and Public Protection Cabinet, and KCEWS
Statewide Employer Survey Results	Examines employment diversity, workforce investment, use of WIOA funds, and other measures of corporate engagement in workforce development	TBD by the KWIB Data and Metrics Committee
Talent Pipeline Management Consortiums	Quantifies the extent to which regional consortia are formed to adopt, customize, and implement the U.S. Chamber's Talent Pipeline Management System pathways within Kentucky local and regional contexts	Education and Workforce Development Cabinet / U.S. Chamber of Commerce

By placing Kentucky's employers in the driver's seat of workforce development, the Commonwealth hopes to not only connect more Kentucky workers to sustainable job opportunities, but to also make the workforce system adaptable to the dynamism of the commercial sector. By increasing the level of integration between what companies need and what the workforce system can deliver, Kentucky can use workforce development to become a more responsive business partner to companies that locate and do business in the Bluegrass State.

Strategic Goal #2: Education

Align and integrate P-12, postsecondary, and adult education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

As cultivators of human capital, Kentucky's educators strongly influence the quality of the labor shed throughout the Commonwealth, and play a pivotal role in workforce development. The work of the education system is longitudinal in nature, and must be carefully orchestrated across decades of student preparation, often preceding the emergence of industry trends or technological disruptions that shape the job prospects of students in the classroom. In addition to learning essential skills that form the foundations of self-sufficiency in adulthood, through education students also gain early exposure to future career options in the P-12 setting. Whether through an internship, a summer job, or a registered apprenticeship, early workplace experiences increase student self-awareness, motivate postsecondary study, and enhance employability later in life. With global shifts in the future of work materializing across industries, one should also note that education and training have also assumed a central role in the lives of Kentucky's adult workers. Remaining competitive in today's job market necessitates continuous learning and upskilling throughout a working lifetime, to adapt to the changes introduced (in some cases, abruptly) by disruptive technologies and larger macroeconomic trends.

Kentucky Fast Facts

Despite high graduation rates, over 45% of Kentucky adults pursue no education beyond high school, and more than 20% pursue some postsecondary education, but obtain no credential	On average, Kentuckians who lack postsecondary education earn less than their peers, experience rates of unemployment twice as high, and are less likely to participate in the labor force	Kentucky currently suffers from a significant shortage of "middle skill" workers, who possess postsecondary training between a high school diploma but less than a 4-year degree	By 2020, over 2/3 of U.S. jobs will require some postsecondary study – and by 2030, automation could replace up to 40% of jobs, requiring a mass re-skilling of workers

Investments in education and training are generational prospects that take significant time to come to fruition; that said, dynamic changes in technology and the labor market require that words like "upskilling" and "lifelong learning" become part of every Kentuckian's vocabulary. To put education into perspective, today's preschoolers are merely 12 years away from becoming our co-workers, and the jobs they seek may bear little resemblance to the workplace as we know it. The Commonwealth must strive to instill a culture of lifelong learning among its residents, setting them up for success by encouraging continuous personal growth and achievement, integrating infrastructure for lifelong skills development, and eliminating gaps between education systems and the job market.

WHAT DOES SUCCESS LOOK LIKE?

Strategic Objective 2a: Increase career exploration opportunities while students are in P-12, and provide all students an opportunity to earn a certificate or credential prior to graduation, with emphasis on those credentials where dual secondary / postsecondary academic credit is awarded.

Strategic Objective 2b: Review and adjust the structure (locations, pathways, and resources) of Pre-K through postsecondary delivery to align and integrate the Commonwealth's educational infrastructure based on employer needs.

Strategic Objective 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.

Strategic Objective 2d: Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions.

Strategic Objective 2e : Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work.

Strategic Objective 2f: Encourage the agility, responsiveness and desire for lifelong learning among older Kentucky workers.

In five years, successful educational alignment within the workforce system would resemble:

An **adequate supply of middle and advanced skill workers** to meet the hiring projections of Kentucky's employers.

At least **40% of Kentuckians possess training sufficient to fill a "middle skill" job**, with 70% having acquired some postsecondary training or credential beyond a high school diploma

High school graduation requirements reformed to give **more credit to technical training and promote work-based learning** as part of the curriculum

Technical education courses are aligned to postsecondary credits and programs offered by local institutions of higher education, increasing the availability of dual credit and "stackable" credentials

Implementation of **program-specific goals and metrics for K-12 technical education programs aligned with industry** needs

KWIB's goal for education is to align the myriad educational assets that exist for the P-12, higher education, technical training, and adult education systems, so that any Kentuckian who seeks skills development at any point in their working lifetime can identify an unambiguous pathway to obtaining the training they need and clearly connect that training to a corresponding employment opportunity in the Commonwealth upon competion. To support increased educational alignment, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:
Education & Workforce
Development Cabinet

Engaged Stakeholders:

Cabinet for Health & Family Services

Colleges and Universities

Department of Corrections

Department of Military Affairs

Early Childhood Programs

Cabinet for Economic Development

Employers

Kentucky Board of Education

Kentucky Department of Education

KWIB

KY Adult Education

Labor Cabinet

Local School Districts

Local Workforce Investment Boards (WIBs)

Parents & Students

Regional / Local Chambers of Commerce

State Chamber of Commerce

Teachers & Guidance Counselors

Workforce Training & Service Providers

On an ongoing basis, we will:

Seek alignment and integration across educational pathways to make career navigation easier for students and trainees

Emphasize career exploration among Kentucky's student population, with a specific focus on encouraging postsecondary study and highlighting middle skill occupations

Continuously validate with employer champions that education interventions adequately address their current and future skills and hiring needs

Coordinate industry feedback from the private sector to educators and workforce providers via employer advisory committees

Within 12-18 months, we will:

Identify shortages in current supply versus demand of incumbent worker training

Assess alignment of technical education and postsecondary programs for both locations and programs

Create awareness by students of professional opportunities within Kentucky's high-demand fields by leveraging existing networks and modes of communication with employers

Align P-12 educational assets and infrastructure against documented workforce needs communicated by industry employers

Create a resource network for older Kentuckians to retrain and upskill for late career opportunities

Within 18-36 months, we will:

Establish statewide advisory committees to **aggregate and streamline employer feedback to educators and providers** on technical and workforce training needs

Use data to identify enhancements and augment curricular design to **align educational delivery to labor market demand** as students transition from P-12 to full-time employment

Craft messaging targeted to specific audiences (students, parents, teachers, counselors, etc.) to convey the scope and scale of today's available job opportunities, including competitive salaries, exciting and innovative work, tuition reimbursement, and rapid advancement for enthusiastic learners

Support **additional capacity for re-skilling adult populations**

Pilot a P-12 suite of career exploration activities at the school district, city, and county level, leveraging successful existing program models to create a scalable approach

Within 3-5 years, we plan to:

Institutionalize a **continuous feedback loop between employers and the education and workforce development community**

Maintain an ongoing **balance within the incumbent worker training** portfolio

Structure incentives that **keep older workers productive** in the workforce longer

Identify additional opportunities to **access, share, and integrate workforce development and education data** across workforce partner sources

KWIB proposes measuring progress against education objectives by reviewing overall trends in postsecondary educational attainment, while simultaneously examining more detailed measures of skills development, such as the attainment of work readiness certificates, rates of credentialing at the statewide and local levels, and the pursuit of STEM and technical electives in the P-12 developmental pipeline. Performance measures around education not only seek to assess whether Kentuckians are investing more heavily in their skills, but also the extent to which the skills they are acquiring translate to value for employers in the form of hiring placements and overall employer engagement.

EDUCATION: HOW THE COMMONWEALTH WILL MEASURE PROGRESS		
(** indicates a new measure proposed by KWIB)		
Metric *(What we will measure)*	**Analytical Value** *(What the metric tells us)*	**Data Source** *(Where the data comes from)*
Educational Attainment Level of Working Age Population (High school diploma or less, postsecondary certification credential, Associate's Degree, and college diploma or higher, with emphasis on educational attainment "six years out" from high school)	Tracks the extent to which the Commonwealth is educating its workforce at levels sufficient to meet industry hiring needs for postsecondary credentials	KCEWS
Credential Rate (Statewide and at the Regional / Local Workforce Area level, by type credential, with additional examination of credential attainment by priority populations)	Tracks the extent to which the Commonwealth is educating its workforce at levels sufficient to meet industry hiring needs, particularly for "middle skill" occupations	Council for Postsecondary Education and KCEWS
Population with Kentucky Essential Skills Certificates, Career Readiness Certificates or Equivalent	Captures the proportion of high school graduates demonstrating work-readiness, and provides context to the acquisition of essential skills by Kentuckians	KCEWS (for the high school population), certificate-administering agencies, WorkReady Communities
Rate of enrollment in STEM and other market-relevant P-12 electives and postsecondary programs	Provides a proxy for technical skills development in P-12 education, and articulates the effectiveness of awareness campaign activities to promote career pathways	Kentucky Department of Education, KCTCS
Percent and number of students who participate in work-based learning	Reflects the level of alignment between technical and community college education and employers	Kentucky Department of Education and KCTCS
Rate of Employer Placement for Technical Education and "Earn-and-Learn programs	Tracks efficacy of technical training, work-based learning, and credentialing efforts from both an employer and a trainee perspective	Kentucky Department of Education, KCTCS, Administrators of "earn-and-learn" programs

Through the alignment of Kentucky's education and training assets, the Commonwealth can construct a workforce skills development infrastructure that supports Kentuckians from early childhood through retirement, enables them to maintain awareness of where the "good jobs" are and how to pursue them, and encourages citizens at all stages of life to continually upgrade and refine their skills so that they stay engaged, competitive, and prosperous in a rapidly evolving job market.

Strategic Goal #3: Workforce Participation

Increase Kentucky's workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians

For many Kentuckians, work is not only a source of income, but also a source of professional accomplishment, personal growth, and community. Workforce participation therefore represents a stabilizing factor in Kentuckians' lives, an environment which regulates daily life and provides a stepping stone to wealth creation, achievement, and personal fulfilment.

At some point, however, most Americans will encounter a potentially destabilizing situation, such as a layoff or termination, a debilitating injury or illness, a criminal conviction, or other life-impacting event that results in a period of unemployment. For many Kentuckians, what begins as a temporary setback on the road of life can become a long-term roadblock – within the Commonwealth, 4 out of 10 working-age adults neither work, nor seek work. These individuals have exited the labor force altogether.

Kentucky Fast Facts

While younger Kentuckians (16-24) participate at a higher rate than their U.S. peers, starting at age 45, Kentucky workers exit the labor force at a rate that substantially exceeds national benchmarks	*Receiving disability is often a precursor to dropping out of the labor force: more than 300,000 Kentuckians, or 8.1% of the population, receive Social Security disability / SSI, compared to 4.7% nationally*	*Kentuckians experiencing life events such as long-term unemployment (130,000)[6], substance abuse disorders (8.10% or 359,397)[7], or a criminal record create barriers to employment that discouraged workers may not overcome*	*For Kentucky's current labor force participation rate (59.2%)[8] to the meet the U.S. average (63.1%), an additional 165,000 Kentuckians would need to re-join the labor market, many of whom will need re-training to succeed*

Many individuals derive self-worth and identity from their work; therefore, it is no surprise that protracted periods of unemployment are correlated with depression, substance abuse, and negative health outcomes. Kentucky has one of the lowest labor force participation rates and health rankings in the nation; therefore, it is the Commonwealth's overarching priority throughout this strategic plan to uncover and remediate the factors that cause workers to become discouraged and opt out of work.

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[6] Source: Quote from Cabinet official featured in the article "Long-Term Unemployment Still a Drag on the Economy," October 28, 2016. URL: https://www.cincinnati.com/story/money/2016/10/28/long-term-unemployment-still-drag-economy/89781060/

[7] Source: "Substance Use Disorder in the Past Year." 2015-2016 National Survey on Drug Use and Health. URL: https://www.samhsa.gov/data/sites/default/files/NSDUHsaePercents2016/NSDUHsaePercents2016.pdf

[8] Source: Bureau of Labor Statistics, Labor Force Participation by State, October 2017. URL: https://www.bls.gov/web/laus/lalfprderr.xlsx

WORKFORCE PARTICIPATION: STRATEGIC OBJECTIVES

Objective 3a: Strengthen collaboration across workforce development, social services, employers and non-profits to address barriers to employment for individuals.

Objective 3b: Mitigate disincentives to work and explore ways to incentivize workforce participation for individuals currently receiving social services benefits in order to support their transition to sustainable employment.

Objective 3c: Embed programs serving specific populations across cabinets to promote workforce participation. Examples of priority populations include veterans, individuals with disabilities, re-entrants from the corrections system, individuals in recovery from substance abuse, young adults transitioning out of foster care and others.

Objective 3d: Develop and promote strategies for employers to address employment barriers.

Objective 3e: Develop and Pursue strategies that increase the number of Kentuckians, work-ready and free from the influence of substance abuse.

In five years, successful remediation to the Commonwealth's workforce partitipation would resemble:

A **significant increase in the statewide labor force participation rate**, with Kentucky's labor force participation surpassing that of neighboring states

Elimination of as many precipitating factors as possible that cause workers to become discouraged and stop looking for work

A **consistent focus on assisting those with barriers to employment**, including correctional populations, individuals in foster care, individuals who have substance abuse issues and disabled individuals

Increased demand from employers to hire from priority populations, and those with barriers to employment

Established **career coaching and guided assistance for youth in foster care** prior to transitioning out of the system

Established **systems to work with later-career individuals to support re-entry** into the workforce through re-training and upskilling

Improved health statistics for Kentucky with established metrics for Healthy and Work Ready Communities initiatives

KWIB's goal for workforce participation calls upon the Commonwealth and its community partners to triage the immediate issue of low labor force participation, while conducting an in-depth assessment of the underlying causes of worker disenfranchisement. The results of this analysis can then be used to refine programs and policy so that they help workers recover from setbacks and redeploy into the labor market more quickly, losing as little momentum as possible. To increase labor force participation throughout the Commonwealth, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:
Education & Workforce Development Cabinet

Engaged Stakeholders:
Cabinet for Health & Family Services

Department of Corrections

Department of Military Affairs

Cabinet for Economic Development

Employers

Kentucky Board of Education

Kentucky Department of Education

KWIB

Labor Cabinet

Local Workforce Investment Boards (WIBs)

Non-Profit Organizations and Advocacy Groups

Regional & Local Chambers of Commerce

State Chamber of Commerce

Substance Abuse Treatment & Rehabilitation Facilities

Workforce Training & Service Providers

Work Matters Task Force

On an ongoing basis, we will:

Address the root causes that motivate individuals to opt out of the labor force

Identify marginalized priority populations and conduct targeted outreach to them

Continually assess the ways in which public programs and policy incent or dis-incent labor force participation, and work to improve them

In the short term (12-18 months), we will:

Develop a **common level of understanding regarding the unique experiences of each priority population** (individuals with disabilities, ex-offenders, foster care, drug addicted, etc.) using the Work Matters Task Force

Eliminate (as much as possible) disincentives to work (i.e., benefit cliff issues) that exist in public programs and policies

Promote **employer awareness of incentives to employ individuals with barriers to employment**

Apply best practices in identifying, addressing, and remediating drug abuse inside and outside of the workplace

Establish a system where **correctional facilities can access workforce system resources** for exiting offenders

Establish a partnership among Medicaid managed care providers and system resources to better serve populations in education, career, and health areas.

In the near term (18-36 months), we will:

Educate the employer community on the benefits of hiring individuals with barriers to employment, including longer retention and equal performance to those without barriers

Establish employer resource networks to increase worker placement and retention

Work with treatment providers and the recovery community to **design policy and programs that harness the rehabilitative power of work** for individuals impacted directly and indirectly by substance abuse

Provide wrap-around services to further support customers on the road to self-sufficiency

Integrate essential skills training and work placement services into drug rehabilitation and juvenile justice rehabilitation programs (regardless of conviction or circumstance)

In the long term (3-5 years), we plan to:

Lower the overall cost to hire and organizational risk to the employers to hire individuals who have barriers to employment

Gauge impacts on workforce participation within all and especially affected priority populations and revise the theory of change practices

Individuals who do not participate in the labor force may overlap multiple demographic groups or priority populations, and the factors that motivate them to stop looking for work may be nuanced and overlapping. Therefore, care must be taken in performance measurement to avoid double-counting individuals with respect to outcomes, or drawing spurious conclusions about "what works" based on trends observed within the labor force participation rate. Measures of progress within this category may be slower to improve given the nature of the challenge, but by examining aggregate measures of labor force participation, as well as segmenting the population by demographic groups, KWIB intends to evaluate the extent to which interventions are successful among specific groups and to leverage progress in one group to design productive interventions for other priority populations.

WORKFORCE PARTICIPATION: HOW THE COMMONWEALTH WILL MEASURE PROGRESS		
(** indicates a new measure proposed by KWIB)		
Metric *(What we will measure)*	**Analytical Value** *(What the metric tells us)*	**Data Source** *(Where the data comes from)*
Labor Force Participation Rate (Statewide and by Local Workforce Area)	Assesses whether Kentucky's labor force participation is improving, and the extent to which participation varies across regional geography	KCEWS, Work Matters Task Force, Bureau of Labor Statistics
Labor Force Participation Rate by Demographic Groups (including age, sex, race, educational attainment level, military service, disability status, Medicaid participants)	Assesses whether there are specific "pockets" of individuals with lower labor force participation, to enable the diagnosis of root causes and the identification of positive interventions	KCEWS / Bureau of Labor Statistics
Statewide and Local Unemployment and Underemployment Rates	Indicates the extent to which the common definition of unemployment (the BLS U3 "unemployment rate") masks larger patterns of underemployment or the prevalence of discouraged workers at the state and local level	KCEWS / Bureau of Labor Statistics
Credential Rate (by priority population, including: disabled individuals, corrections populations, long-term unemployed, etc.)	Tracks the extent to which credentialing programs (aimed at helping workers obtain "middle skill" employment) are being utilized y priority populations with barriers to employment	Agencies supporting vocational rehabilitation for priority populations, including: Office of the Blind, Cabinet for Health & Family Services, Council on Military Affairs, Department of Corrections, etc.
Number of GED / technical training completions occurring in correctional facilities	Tracks the pre-release upskilling of incarcerated individuals in preparation for re-integration into the Kentucky community	Adult Education / Educational Entities / Department of Corrections
Number of GED / technical training completions occurring in substance use disorder programs	Tracks the utilization of vocational rehabilitation and training as a component of recovery treatment	Adult Education, Cabinet for Health & Family Services, Department of Corrections
Rate of Program-to-Employer Placements for Priority Populations in Employment Referral Programs	Gauges the volume of recipients receiving workforce services designed to overcome barriers to employment, and tracks efficacy of vocational rehabilitation programs designed to serve priority populations	Agencies supporting vocational rehabilitation for priority populations, including: Office of the Blind, Cabinet for Health & Family Services, Council on Military Affairs, Department of Corrections, etc.
Number of Employer Tax Deductions Claimed for Hiring Long-Term Unemployment (UI) Recipients	Tracks effectiveness of commercial incentives in helping the long term-unemployed find work	Office of Employment and Training / Department of Revenue and the Internal Revenue Service

Too many Kentuckians have experienced the discouraging effects of long-term unemployment, or of barriers to employment that make a job search frustrating, lengthy, or unsuccessful. When this mindset prevails, it is the collective obligation of employers, policymakers, and workforce providers to reach out to disenfranchised workers and motivate them to rejoin the workforce. Doing so results in an economic and social benefit to the individual, as well as the overall community. Through a probing examination of those currently out of the labor force, learning what motivates them, and discovering how public policy empowers or discourages them from seeking work, the Commonwealth can use its resources to provide opportunity to out-of-work citizens, in a way that repairs the statewide economy, and provides relief to both workers and employers alike.

Strategic Goal #4: Organization and Resource Alignment

Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky

Workforce development is a matrixed function within government, touching numerous agencies and programs across multiple Cabinets, and intersecting with industry and the providers with whom service delivery is coordinated. While a high degree of engagement across sectors and administrative divisions is necessary to administer effective workforce programs, inconsistency in defining the workforce system, lack of resource alignment across its participants, and competing priorities amongst stakeholders result in ambiguous goal-setting, siloed activity, and decisions driven more by funding sources and reporting requirements than by impact on the populations served.

Kentucky Fast Facts

A 2016 analysis by the Lieutenant Governor's Office identified over 70 Commonwealth programs and initiatives oriented to workforce development	A lack of detailed budget documentation obscures the ability to determine programmatic spend, evaluate performance, or assess return on investment	Kentucky lacks a clear channel or single business services point of contact for workforce resources; employers and job-seekers often navigate the system on their own	Numerous programs collect data that is not consistently defined, shared, or aggregated across administrative entities, inhibiting performance evaluation

For the Commonwealth to enact its ambitious workforce agenda and affect substantive change, the system itself and the programs within it must be clearly and consistently defined, the resources invested to support it identified, and organizational structures aligned to promote consistent approaches and prevent working at cross-aims. By giving workforce development administrative structure and naming its subsidiaries, the Commonwealth can move beyond workforce as a concept and accelerate its strategy to get Kentuckians back to work and earning competitive wages.

ALIGNMENT: STRATEGIC OBJECTIVES

Strategic Objective 4a: Identify and address the organizational and structural changes that should be made to Kentucky's workforce development governance to improve collaboration and accountability.

Strategic Objective 4b: Develop a framework and supporting goals and metrics for Kentucky's workforce development programs.

Strategic Objective 4c: Identify gaps in the existing longitudinal data system and determine available sources to close those gaps.

Strategic Objective 4d: Define and create an effective communication approach for services to ensure a consistent, quality customer experience.

Strategic Objective 4e: Build a stronger, more coordinated relationship between state and local government, institutions, and workforce innovation areas.

WHAT DOES SUCCESS LOOK LIKE?

In five years, successful workforce system alignment would resemble:

Established "workforce development" governance, a leadership collaborative of partners which oversee effectiveness and efficiency of the system.

Sharing of data between programs in a common platform, used to calculate return on investment by program area, and use of metrics to judge the performance of the workforce system and its partners.

Availability of assisted and self-navigation of workforce services for both employers and job seekers within the Commonwealth by way of shared and leveraged partner resources

Performance-based incentives leveraged between State and local workforce boards to establish policies, procedures and programs which support quality-oriented customer services.

At present, the Commonwealth workforce system s a complex arrangement of moving parts and programs, serving a large population of people at various developmental stages and walks of life with an array of services that span the entire workforce lifecycle. Even those working within the system have expressed confusion over which programs are included under the umbrella of "workforce development," and the inability to accurately capture programmatic spend or paint an aggregate picture of how the system serves citizens makes it difficult to conceive of how to innovate within it.

Because workforce systems change is so heavily dependent upon personal relationships between program leaders and a cohesive collective understanding of how disparate programs integrate to serve users, KWIB proposes the following implementation actions to improve organizational and resource alignment:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:
Education & Workforce Development Cabinet

Engaged Stakeholders:
Cabinet for Economic Development

Labor Cabinet

Cabinet for Health & Family Services
Colleges & Universities

Kentucky Department of Education

KWIB

Local WIBs

Local Government Workforce and Economic Development Organizations (EDOs)

Local School Districts

Non-Profit Organizations and Advocacy Groups

Workforce Training & Service Providers

On an ongoing basis, we will:

Explicitly define the programs and agencies that make up the Commonwealth workforce system

Capture with precision programmatic spend and outcomes and use the data to evaluate workforce return on investment

Listen to our customers (both employers and job-seekers) to continuously improve service and minimize confusion navigating the system

Communicate the story of Kentucky's workforce transformation to the public – documenting and highlighting the Commonwealth's progress against the strategic plan, accomplishments to date, metrics and statewide outcomes

In the short term (12-18 months), we will:

Address barriers to collaboration by engaging with influencers and drivers of workforce policy across sectors

Develop a set of overarching "guiding principles" for workforce delivery in the Commonwealth of Kentucky

Implement a training for all staff to improve service delivery along the workforce lifecycle continuum

Create an Emerging Workforce Leaders Council to **prepare early to mid-career workforce managers and administrators for the next level of leadership** through cross-sector collaboration and field-building activities

Verify and (to the extent possible) eliminate siloes related to resource allocation leveraging spend analysis by the Lt. Governor's Office and a cross-Cabinet team assembled to align workforce service delivery

Identify where state longitudinal data could be augmented or improved to better track citizen development along the workforce lifecycle, and **determine whether existing data is available or if new data sources must be created**

In the near term (18-36 months), we will:

Create representative examples of quality "customer experience" for both employers and job-seekers who utilize workforce development services, as well as a follow up mechanism to gauge customer satisfaction

Capture a data-driven reflection of the taxpayer dollars expended on workforce development, and use this information to inform innovative approaches to helping Kentuckians find work

Develop tracking mechanisms to evaluate the return on investment for public spend in workforce development services

Prioritize and **specify requirements for enhancements** to the state longitudinal data system

In the long term (3-5 years), we plan to:

Leverage workforce non-profits and advocates to support convening and capacity building

Integrate communications with customer service feedback channels and points of live contact within the Commonwealth so that customers feel a sense of seamless connection in their services

One of the most elusive measures of workforce system integration in the Commonwealth has been to accurately capture the amount that Kentucky spends on workforce services delivery, and use that information to balance the portfolio of workforce investments and direct resources to areas where they are most needed. Estimates gathered by some agencies have placed workforce development spend in Kentucky in excess of $1.2 Billion annually, but connecting that investment to the workforce outcomes supported by it has revealed challenges to analyzing data across Cabinets and programs. Therefore, progress measures for organization and resource alignment focus most heavily on the ability of the Commonwealth to assess with accuracy the return on investment for workforce spend, both for users of the system, and the citizens and companies whose tax dollars sustain it.

ALIGNMENT: HOW THE COMMONWEALTH WILL MEASURE PROGRESS
(** indicates a new measure proposed by KWIB)

Metric (What we will measure)	Analytical Value (What the metric tells us)	Data Source (Where the data comes from)
Aggregate Statewide Employment, Median Hourly Wages and/or Median Salary	Captures the number of employed persons, their earnings, and can be used to construct the aggregate output from labor statewide	KCEWS / Bureau of Labor Statistics
Wage Gains Over Time	Examines whether Kentuckians' economic standing has improved (preferably correlated with workforce investment, increased educational attainment, and upskilling)	KCEWS / Bureau of Labor Statistics
ROI for Workforce Development (Aggregate and by Demographic Categories)	Reflects the return on investment for public dollars invested in workforce development activity	TBD – Proposed by the KWIB Data and Metrics Committee
Statewide Workforce Development Expenditures (By Cabinet and Program)	Indicates the cost of workforce development at the Cabinet and program level	Governor's Office
Throughput of Workforce Development Program	Reflects staff complement invested in workforce development	TBD – Proposed by the KWIB Data and Metrics committee

By visualizing workforce development within the context of the services provided, outcomes realized, and overall value for spend, the Commonwealth can make informed future investments in human capital. Aligning administrative divisions, capturing their financial inputs and programmatic outputs, and examining the outcomes of public investment, will allow the Commonwealth to adjust their workforce portfolio when circumstances demand, and use data to articulate the value realized through investments in Kentucky's current and future workforce.

Looking Ahead: Putting Strategy into Action

Adopting a portfolio approach to workforce investment that is informed and driven by industry, and aligned to the workforce lifecycle will move Kentucky beyond the vague notion of a workforce development "system" – and towards a more dynamic, defined workforce *marketplace*, one where industry growth and hiring trends drive responsive policy interventions, and both employers and job seekers experience improved hiring, employment, and wage outcomes as a result of their engagement.
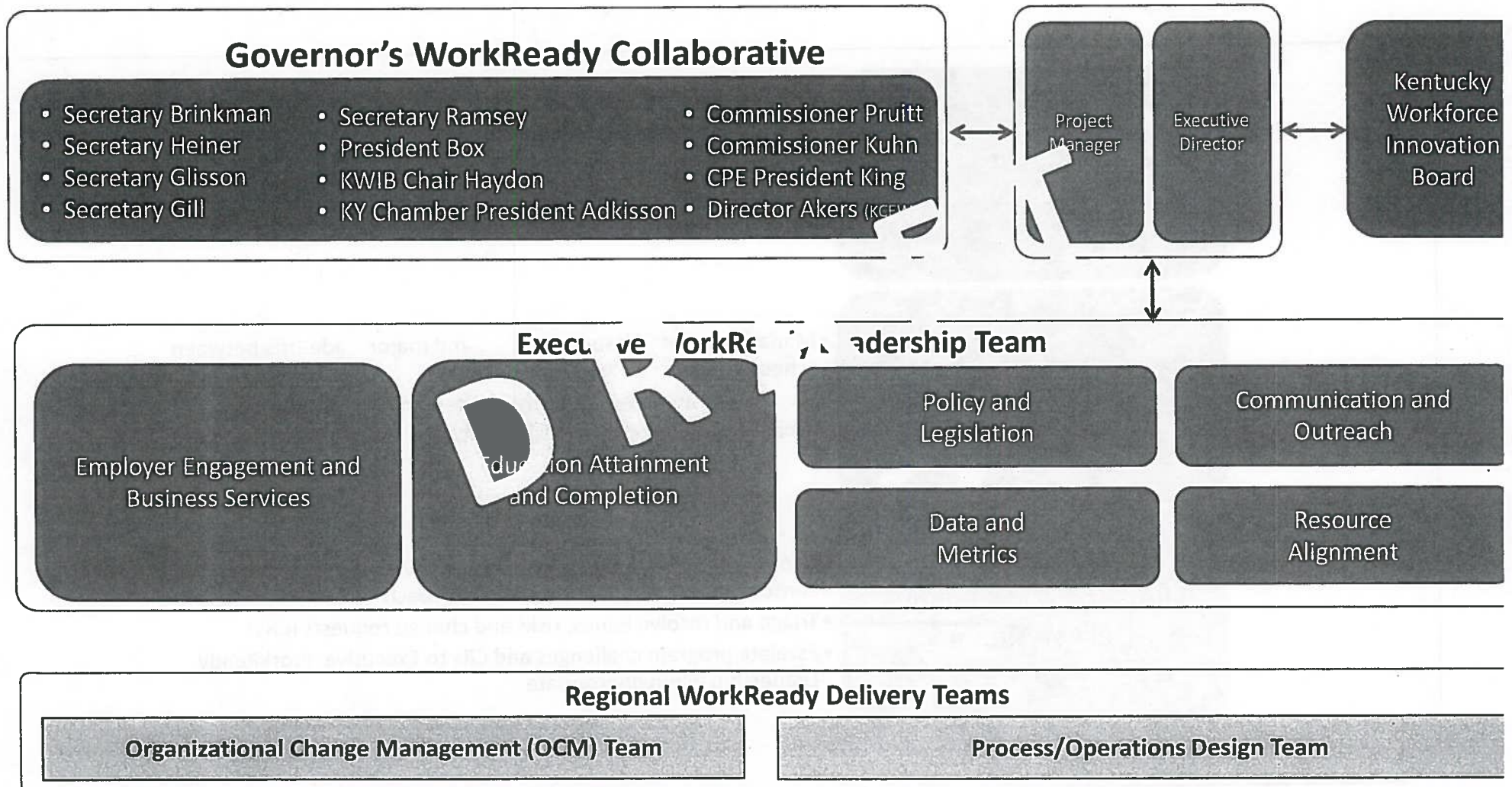
In preparing its strategic plan, KWIB engaged in extensive cross-sector dialogue between Kentucky's business, government, and education leaders, whose perspectives informed its content. That said, the implementation actions outlined herein are neither exhaustive nor comprehensive; rather, they are intended to highlight the most pressing concerns facing Kentucky's workforce and economy today. This plan represents the starting point for a significant workforce transformation effort, and KWIB recognizes that additional actions may be added, or existing actions modified in response to changes in Kentucky's workforce landscape.

Beyond the logistics of how the strategy is implemented, or how progress is measured, the most important aspect of the strategic plan is that the time to take action is NOW. Kentucky's workforce challenges are not unique compared to those of its neighbors, or the nation as a whole; what differentiates the Commonwealth today is a recognition of the critical need to take immediate action, and the breadth of relationships that have been forged between leaders of the private and public sectors to act on the Commonwealth's commitment to its workforce.

Hugh Haydon, KWIB Chair President/CEO Kentucky Bioprocessing, Inc. Signature:	Kim Menke State Government Liaison Toyota Motor Manufacturing Signature:
Amy Luttrell President/CEO Goodwill Industries, Kentucky Signature:	Pat Murphy Workforce Development Manager United Parcel Service (UPS) Signature:
David Adkisson President/CEO Kentucky Chamber of Commerce Signature:	Hal Heiner Secretary Education and Workforce Development Cabinet Signature:
Terry Gill Secretary Kentucky Economic Development Cabinet Signature: *Out of the Country thru Feb 19*	Kristi Putnam Program Manager Kentucky HEALTH - CHFS Signature:
Dr. Jay Box President/CEO Kentucky Community and Technical College System (KCTCS) Signature:	Dr. Stephen Pruitt Commissioner Kentucky Department of Education Signature:

WorkReady Governance Framework - DRAFT

Governor's WorkReady Collaborative

- Secretary Brinkman
- Secretary Heiner
- Secretary Glisson
- Secretary Gill

- Secretary Ramsey
- President Box
- KWIB Chair Haydon
- KY Chamber President Adkisson

- Commissioner Pruitt
- Commissioner Kuhn
- CPE President King
- Director Akers (KCEW)

Project Manager

Executive Director

Kentucky Workforce Innovation Board

Executive WorkReady Leadership Team

Employer Engagement and Business Services

Education Attainment and Completion

Policy and Legislation

Communication and Outreach

Data and Metrics

Resource Alignment

Regional WorkReady Delivery Teams

Organizational Change Management (OCM) Team

Process/Operations Design Team

Governor's WorkReady Collaborative

- Provide strategic vision and priorities
- Resolve escalated issues, risks, or trade-offs between schedule, scope, budget or quality
- Review change requests with significant program impact

Executive WorkReady Leadership

- Manage escala... issues and ... and major .ade-offs between schedule, scop ... dget or qu ity
- P ... v and ap| ove ... ange re...ests; escalate when necessary
- ... 'scal ...e progra ... challe..ges to Executive Director when ... ry

Regional WorkReady Delivery Teams

- Coordinate cross-team activities and provide direction for consolidated schedule, scope and approach
- Triage *and* resolve issues, risks and change requests (CRs)
- Escalate program challenges and CRs to Executive WorkReady Leadership when appropriate

Executive WorkReady Leadership Team

Employer Engagement and Business Services

- Create an employer valued workforce development system and revamp the business services team network (state and local level)
- Establish clear channel for employer engagement in the system
- Increase the number of employers participating in work-based learning experiences while also establishing employer champions.
- Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and postsecondary study.
- Leverage employer data on workforce projections and training needs, using the Kentucky Talent Pipeline Management System

Education Attainment and Completion

- Increase dual credit and work based learning opportunities for students
- Review and adjust the locations, pathways, and resources of Pre-K through postsecondary delivery to align and integrate with employer needs.
- Increase awareness of all in-demand career pathways among students, educators, career counselors and parents.
- Improve the sharing and use of data to inform the curriculum design for P-12 and postsecondary
- Create opportunities for early to later-career learning for all Kentucky workers to encourage agility, responsiveness and desire for lifelong learning for older Kentucky workers.

Policy and Legislation

Communication and Outreach

Data and Metrics

Resource Alignment

Regional WorkReady Delivery Teams

Regional Change Management (RCM) Team

- Design stakeholder and training assessments
- Define training approach, plan, and standards
- Develop training for internal personnel
- Identify and deliver user training and communications to external citizens

Process/Operations Design Team

- Identify gaps and change impact to current processes
- Define revised processes
- Create policy and process content to support training

Key Points about Kentucky HEALTH

- Kentucky HEALTH is the Commonwealth's new program for some adults on Medicaid. The goal of the program is to offer a **customized path for each person in the program that will lead to a better quality of life.**

- This means some participants in Kentucky HEALTH will need to participate in community engagement - or "PATH" activities - to keep their benefits. PATH is the community engagement part of Kentucky HEALTH and stands for "Partnering to Advance Training and Health."

- PATH activities could include **finding a job, volunteering in their hometown, caregiving for a family member, job training, or enrolling in classes.** The Kentucky HEALTH program helps connect people to resources to help them complete their PATH requirement.

- Kentucky HEALTH is **collaborating with career centers and adult education providers** to connect beneficiaries to resources that will help them find and pay for school, gain skills that employers are looking for, and find good-paying jobs.

Questions?

To learn more about Kentucky HEALTH, visit kentuckyhealth.ky.gov. If you have additional questions, please reach out to Holly Neal in the Kentucky Department of Workforce Investment at holly.neal@ky.gov.

The Power of Workforce and Health

Kentucky HEALTH (Medicaid Waiver)

Work Ready

WIOA - Training

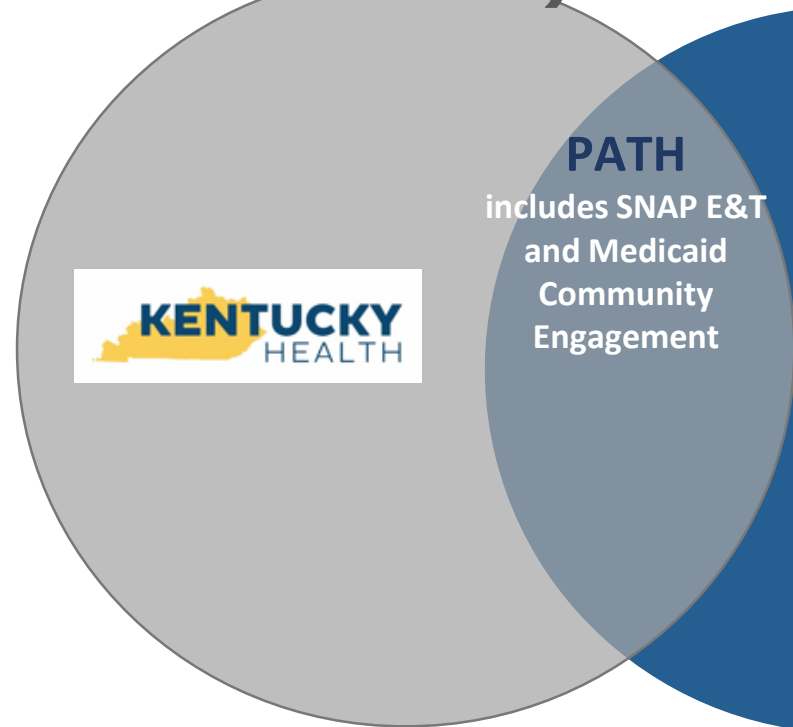PATH includes SNAP E&T and Medicaid Community Engagement

Adult Education

Help Wanted Kentucky

Apprenticeships / OJT

OVR/OFB

Employer-driven training and credentials

PATH is the overlap between Kentucky HEALTH Community Engagement and the opportunities offered by DWI, CED, KCTCS, and others in partnership with the Local Workforce Development Boards

Understanding Community Engagement

1 — What is community engagement and how is it different than a work requirement?

Community engagement is working, training for a career, going to school, volunteering or caregiving.

2 — Will everyone on Medicaid have to do community engagement to keep their benefits?

No. Community engagement is for adults who are able to work, ages 19-64, who do not have dependents.

Kentucky Career Center
www.kentuckycareercenter.com

3 If a person on Medicaid has a drug or alcohol addiction, do they have to participate in community engagement?

Getting treatment for drug or alcohol addiction is considered community engagement.

4 Are there enough jobs available for Medicaid beneficiaries and for all Kentuckians?

Yes. There are more than 400,000 job openings projected in Kentucky over the next 5 years.

5 When do beneficiaries start community engagement and where do they report hours?

Community engagement will begin rolling out by county in July. Reporting will be done online at citizen connect.ky.gov

October 1st 2017

- SNAP Education and Training (E&T) changed from mandatory to voluntary program

January – March 2018

- Identification of Kentucky HEALTH population for outreach
- Career Centers begin providing services for SNAP E&T participants
- New technology system in place for SNAP E&T participants and staff serving them

April – June 2018

- Community Engagement opportunity development and outreach, and staff training continue
- Online learning Health & financial literacy courses for My Rewards available

July 1st 2018

- Kentucky HEALTH full implementation begins
- Community Engagement tracking, services and technology begin in initial workforce areas

July – October 2018

- Community Engagement opportunity development and outreach, and staff training continue

Partnering with Local Workforce Boards for KY Health Implementation Rollout

1. New revenue to support case management and implementation activities

2. New technology System in place – SNAP, Community Engagement, and WIOA

3. Training – system, workflow, case management

4. Site Support Team – available to staff for questions and assistance

5. Command Center – back in Frankfort to assist as needed

6. Communication and outreach

   - "Understanding it enough to explain it to others"