



**Workforce  
Innovation  
and  
Opportunity Act  
Regional  
and Local Plan  
Guidance**

**Developing Kentucky's  
World Class Talent Pipeline**

# **WIOA Regional Innovation and Local Comprehensive Plan Guidance**

## **July 1, 2021-June 30, 2025**

### **Purpose.**

The purpose of this Regional Innovation and Local Comprehensive Plan Guidance is to provide instructions to Local Workforce Development Boards (LWDB's) regarding the development and submission of Regional Innovation and Local Comprehensive plans for program years FY 2022 through FY 2025 in compliance with the Workforce Innovation and Opportunity Act (WIOA) four-year planning requirements.

### **A. Commonwealth of Kentucky Workforce Vision and Goals**

The Kentucky Workforce Investment Board (KWIB), in partnership with the Education and Workforce Development Cabinet, and numerous partner cabinets, agencies and outside organizations, engaged in an aggressive effort to implement the strategic initiatives outlined in the KWIB Strategic Plan implemented 2018. This plan has served as a blueprint for transforming Kentucky's workforce services, and focused on adapting to the changing needs of employers. The Beshear Administration welcomes the opportunity for continued alignment of Kentucky's education and workforce systems with the goal of establishing dynamic, employer-led workforce development in Kentucky.

#### **The Administration's vision includes:**

- Establishing employer collaborative efforts arranged by both region and industry. These groups will examine current and future needs for skills and training, and identify effective talent development systems. The employers will provide Information in real time to the workforce system in order to help align resources effectively and efficiently.
- Ensuring career development is an integrated element of government services. To build the foundation for increasing the labor force participation and growing Kentucky's economy. Over the next four years, the Administration will work with the KWIB on a new strategic plan and setting clearly defined goals. These goals will inform subsequent modifications of the State Plan, and achieve the continuing transformation of Kentucky's workforce system through innovative practices. This will enhance sustainable economic and job growth to improve the lives of Kentuckians.

#### **The Department of Workforce Investment (DWI) Goals:**

1. Career Pathways and Sector Strategies – Collaborate with business and industry to define career pathways for critical state and regional sectors.
2. Work-Based Learning Infrastructure – Create a state-level framework to facilitate employer engagement in work-based learning, which can ensure consistency in definitions used across the education and training continuum partners regarding definition.
3. Workforce Services Infrastructure Realignment – Continue to evaluate and realign services and support structures to expand on efforts to build a truly customer-centric model at the local level.
4. Data and Performance/Informed Decision Making – Ensure the collection of the right data to inform policy and practice among the partners to create an efficient and effective talent pipeline.

## B. Local Comprehensive Plans.

Local Plans serve as four-year action plans to develop, align, and integrate service delivery strategies and to support the State's vision and strategic and operational goals.

The Local Comprehensive Plan sets forth the strategy to:

- Direct investments in economic, education, and workforce training programs to focus on providing relevant education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers;
- Apply job-driven strategies in the one-stop delivery system;
- Enable economic, education, and workforce partners to build a skilled workforce through innovation in, and alignment of, employment, training, and education programs; and
- Incorporate the Local Comprehensive Plan into the Regional Innovation Plan per 20 C.F.R. § 679.540.

Section 108(a) of the WIOA, 20 C.F.R. § 679.00 *et seq* requires local boards in partnership with the appropriate chief elected officials to develop and submit a comprehensive four-year Local Comprehensive Plan to the Governor. It must identify and describe the policies, procedures, and local activities carried out locally that are consistent with the State Plan.

Local Plans, pursuant to WIOA, must align with the State's vision as set forth in the Combined State Plan FY 2022-2025. The Local Plan must also address certain specific provisions as set forth in Section 108 of WIOA. The State provides this guidance to the LWDBs in the formulation of its Local Plans. At minimum, Local Plans must include the provisions in this guidance.

Given the limitations of the pandemic and the restrictions on meeting in large groups set by Governor Andy Beshear, any public meetings should follow CDC and state guidance. We strongly encourage virtual meeting and public notice.

## C. Regional Innovation Plan.

Each LWDB and its respective Chief Local Elected Official(s) (CLEOs) must collaborate with the other LWDBs and CLEOs within a respective planning region to also prepare and submit a 4-Year Regional Innovation Plan that is consistent with their Local Plan content and timeframe. The Regional plan should identify opportunities for regional collaboration and innovation, and incorporate priorities and opportunities identified within the Local Plan, guidance from final WIOA regulations and feedback to Kentucky on its WIOA State Plan. Regional Innovation Plans **must be submitted** to the Kentucky Department of Workforce Investment **by April 30, 2021** for their review and feedback before the implementation date of July 1, 2021 (FY 2022).

### **KY's Regional and Local Workforce Areas:**

**Central Region**=Bluegrass LWDA, Northern KY LWDA, KentuckianaWorks LWDA, Lincoln Trail LWDA  
**East Region**=TENCO LWDA and EKCEP LWDA  
**South Region**=Cumberlands LWDA and South Central LWDA  
**West Region**=Green River LWDA and West KY LWDA

## D. Relationship of Regional Innovation Plan and Local Comprehensive Plan

The regional component of the plan should outline how the region has collected and analyzed regional labor market information and must incorporate the Local Comprehensive Plans for each of the local areas within the planning region consistent with the requirements of the WIOA Rules, 20 C.F.R. Section §679.540(a).

## E. Plan Completion, Submission and Approval.

- 1. Completion.** All Local Workforce Development Areas (LWDAs) in Kentucky must submit a plan that includes both the regional and local planning components outlined in this guidance. The questions in the guidance must be addressed in the plans in the order in which they are outlined in the guidance. Planning teams may include content beyond these questions.
- 2. Submission.** The FY 2022-2025 Regional and Local Plans must be submitted in PDF format either electronically to [DarleneK.Bussell@ky.gov](mailto:DarleneK.Bussell@ky.gov) or on a flash drive mailed to Darlene K. Bussell, 500 Mero Street, 4 NC 13, Frankfort, KY 40601 by close of business on **April 30, 2021 for initial review by DWI. Any deficiencies identified must be remedied by June 30, 2021.**

**Note:** The FY 2022–2025 Regional Innovation and Local Comprehensive Plan must be sent by a designated single point of contact. If sending Plans by email the subject line should read “(Area name) FY 2022-2025 Regional and Local Plan”.

- 3. Approval.** The 4-Year Regional and Local plan submitted will be approved by written correspondence from DWI within the initial 90-day review period. Plans not approved within the initial 90 days can be found deficient for the following reasons:
  - There are deficiencies identified through audits in Workforce Investment activities that the local area has not made acceptable progress.
  - The plan does not comply with WIOA regulations inclusive of the regulations, public comment provisions and nondiscrimination requirements of 29 CFR part 38.
  - The plan does not align with the Kentucky Combined State plan in keeping with the alignment of the core programs in support of the identified state plan strategiesThis is not an exhaustive list of examples

If the plan was found deficient, DWI would issue written confirmation of the specific deficiencies found.

## F. Modification Process.

Modifications to the Regional Innovation and Local Comprehensive Plan under Final Rules Section 20 C.F.R. §679.530 and §679.580, each LWDB, in partnership with the Chief Elected Officials, must review the Regional Innovation and Local Comprehensive Plan **every two years** and submit a modification as needed using the same methods listed above in G-2.

The 2-Year modified plans should be considered by the local area **automatically approved** after 90 days of receipt if there is no correspondence from DWI within the 90-day review period.

Conditions which require a modification to the Regional Innovation and Local Comprehensive Plan include:

- 1) Changes in labor market and regional and/or local economic conditions; and
- 2) Other factors affecting the implementation of the plan, including but not limited to; the financing available to support the WIOA Title I and partner provided WIOA services, LWDB structure, and/or the need to revise strategies to meet local performance goals.

## **G. Public Comment**

The LWDB must make copies of all Regional Innovation and Local Comprehensive Plans, and any subsequent modifications to such plans, subject to no more than a 14-day public review and comment period before submission to the Governor.

Plans should be:

1. Made available to the public through electronic and other means such as public hearings and local news media. This should include an opportunity for public comment of 14 days by members of the public inclusive of representatives of business, labor organizations and education.
2. Any comments that express disagreement with the plan must be submitted to the Governor along with the plan.
3. Information about the plan should be available to the public on a regular basis through electronic means and open meetings.

## **H. Plan Organization**

This planning guidance is organized into the following chapters and is designed to address both the regional and local planning requirements of WIOA in one planning document.

- Economic and Workforce Analysis
- Strategic Vision and Goals
- Alignment of Local and Regional Area Partnerships and Investment Strategies
- Program Design and Evaluation
- Compliance/ Performance/Administrative Cost
- Additional Elements

Questions to be addressed in each chapter are identified as Regional **(R)** or Local **(L)**. Answers to regional questions require the collaboration of LWDB's, CLEO's, and partners within the region to provide a unified regional response. Answers to local questions require a local response.

# LWDB name: TENCO Workforce Development Board

## Regional name: East Region

### Chapter 1: Economic and Workforce Analysis

- A. (R) A description of the planning process undertaken to produce the regional plan, including a description of how all local areas were afforded the opportunity to participate in the regional planning process.

Due to time constraints, EKCEP and TENCO decided it would be more advantageous for staff to review and address regional planning questions through email and phone consultations. The local/regional plan guidance is very similar to previous years' plans (approved and currently in effect), which were created with the input and approval of EKCEP's and TENCO's Chief Local Elected Officials (CLEOs) and local workforce boards.

Regional local elected officials and workforce development board members will have opportunity to review and provide input for the current plan during the public comment period and through committee and board meetings. The document will be submitted electronically to the local elected officials and board members of each local workforce area when they are posted for the public comment period. Any public input received will be reviewed and, if appropriate, corresponding modifications will be made.

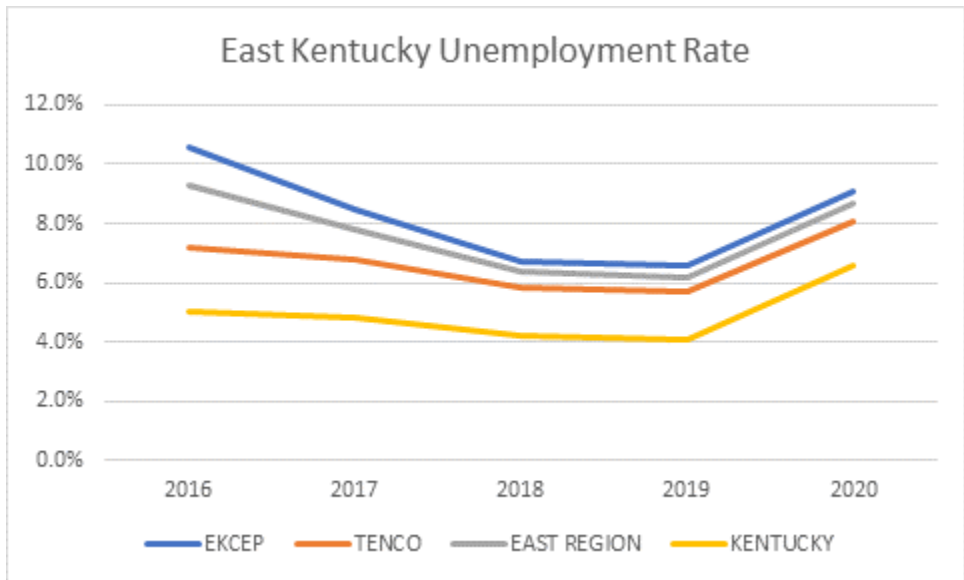
Both local areas conducted data analyses on the region's strengths, obstacles, and opportunities. The analyses conducted to complete the Regional Plan concluded that although there are many similarities in the challenges and opportunities faced by the region, there are also many differences between the two local areas that comprise the region. These differences — including each local area's available funding levels, limitations, identified sectors, and accessibility to resources — are reflected throughout this regional plan.

- B. (R) Provide a regional analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)] and [20 C.F.R. § 679.560(a)]

In 2020 Eastern Kentucky continued to lag behind the Commonwealth of Kentucky and the United States in job growth and economic expansion. However, the continued growth of the healthcare sector and the vast array of job opportunities that come with increased connectivity provide hope that the region can rise above its historical role as a geographically isolated economy and become a full and equal participant in the world's internet-based economy.

Although the unemployment rate had steadily decreased in Eastern Kentucky from 2016 – 2019 (2.97% decrease), the massive layoffs and closures related to the COVID-19 pandemic dramatically increased unemployment rates across the Commonwealth for 2020. East Kentucky, which has consistently had higher unemployment rates than Kentucky and the United States, saw a sharp increase as well between December 2019 (6.5%) and October 2020 (9.38%). By December of 2020, the unemployment rates have started to decrease (7.99%). As the economy starts to reopen in 2021, it is projected that East Kentucky will continue to see higher than average unemployment rates as the pandemic negatively affected many of the small entrepreneurial businesses, retail, and the food and beverage industries which account for a significant number of jobs in the East Region.

Unemployment remains a major economic issue in the East Region. The chart below compares the unemployment rates for the East Region, EKCEP, TENCO, and Kentucky unemployment rates for the past five years.

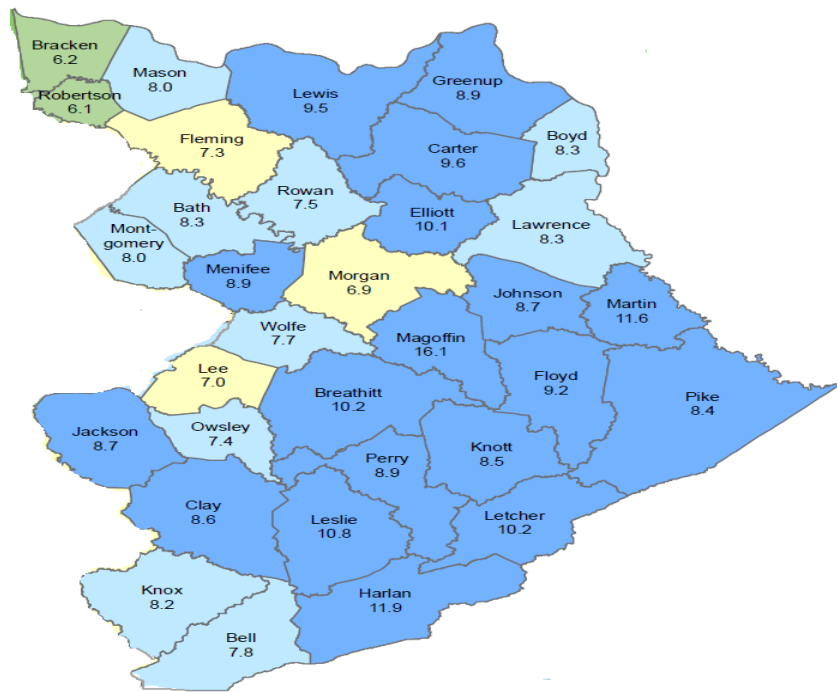


Unemployment Rate for the East Region:

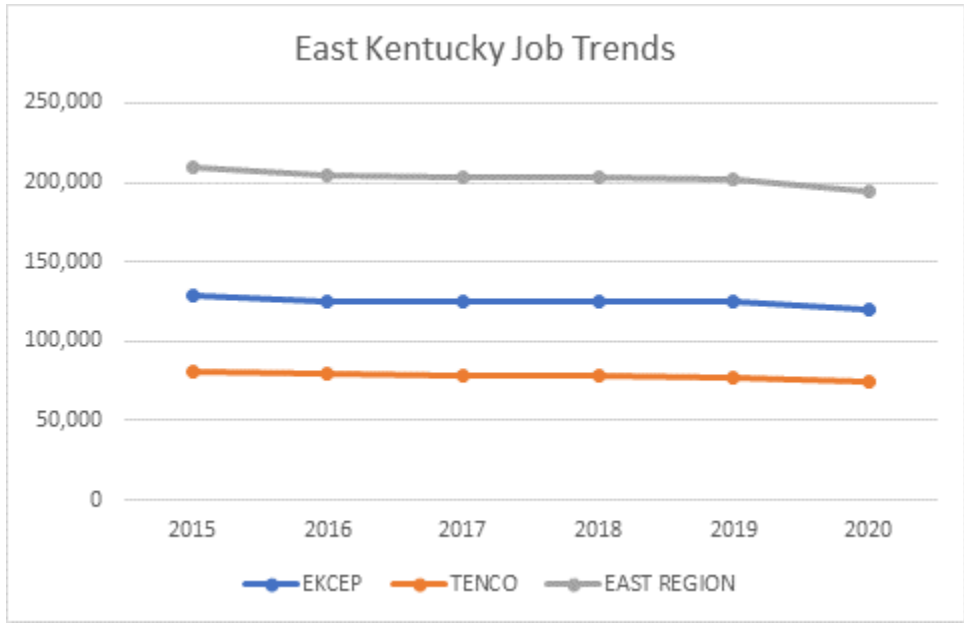
	2016	2017	2018	2019	2020
East Region	9.47%	8.05%	6.58%	6.5%	7.99%
Kentucky	5.0%	4.8%	4.3%	4.3%	6.6%

[www.kystats.gov](http://www.kystats.gov)

The Annual 2020 Unemployment Rates Local Area Unemployment Statistics produced by the Kentucky Center for Education and Workforce Statistics, reflects the following counties unemployment rates:



Job loss is also a major economic issue in the East Region. From 2015 through 2020, the region has seen a decline of employment opportunities with a five-year total loss of 15,039 jobs (14.6% decline).



**Job Data for 2015 – 2020**

Year	2015	2016	2017	2018	2019	2020
<b>EKCEP</b>	129,048	124,765	124,671	124,742	124,956	120,252
<b>TENCO</b>	80,495	79,155	78,838	78,239	77,469	74,252
<b>Region</b>	209,543	203,920	203,509	202,981	202,425	194,504

Occupations in the East Region with the greatest decline include Food Preparation and Serving Related (-1,963), Office and Administrative Support (-1,623), Sales and Related (-1,329) and Production (-1,182).

Although job loss is an issue, the following chart shows the occupations that experienced high growth between 2017 and 2021:





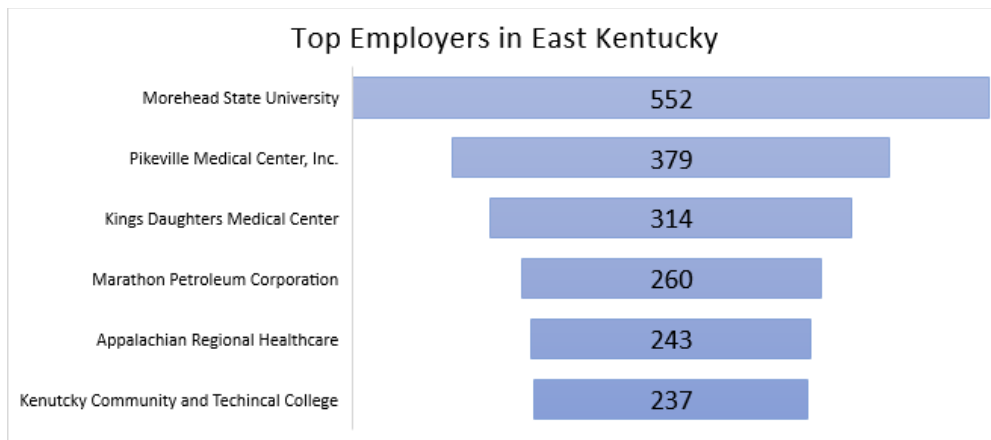
The following chart indicates the top five occupations that have been identified by KYStats as projected to grow through 2028 for the Region:

TENCO	EKCEP
Food Preparation and Serving	Healthcare Practitioners and Tech
Healthcare Practitioners and Tech	Food Preparation and Serving
Transportation and Material Moving	Personal Care and Service
Personal Care and Service	Education, Training, and Library
Healthcare Support	Healthcare Support

Based on the 2020 LWA Occupational Employment and Wage Estimates, the occupations (Standard Occupational Classifications) in the Region with the highest wages include:

1. Management Occupations - \$31.53 median hourly earnings (9,614 jobs in 2021)
2. Architecture and Engineering - \$28.29 median hourly earnings (1,848 jobs in 2021)
3. Life, Physical, and Social Science – \$26.71 median hourly earnings (1,181 jobs in 2021)
4. Legal Occupations – \$26.57 median hourly earnings (1,041 jobs in 2021)
5. Computer and Mathematical - \$26.09 median hourly earnings (1,716 jobs in 2021)
6. Healthcare Practitioners and Technical -- \$25.49 median hourly earnings (16,383 jobs in 2021)

The following chart reflects where a significant number of the workforce in the East Region are employed.



Although it has represented a small percentage of jobs in the East Region in the past, Information Technology (IT) is a rapidly growing sector and appears to have an unlimited ceiling. The Internet-based digital economy has presented Eastern Kentucky with an unprecedented opportunity to compete upon a level playing field with the rest of the nation, because the Internet makes geography, transportation, and physical proximity to business centers irrelevant.

For over six years, EKCEP’s Teleworks USA initiative has been preparing Eastern Kentuckians to meet the needs of employers worldwide for home-based workers. These Internet-based work-from-home jobs — primarily in customer service but expanding into other fields such as cybersecurity — bring outside wages into the region and broaden the employment opportunities of Eastern Kentucky’s workforce. Ongoing improvements in both the Teleworks USA workshops and relationships with employers have brought significant success to the initiative. Since January 2015, Teleworks USA has connected over 3,200 residents of the EKCEP service area to jobs with remote employers, representing more than \$73 million in potential new wages brought into the region. Most of these new teleworkers have been prepared and placed through the work of the staff of the nine Teleworks USA hubs (in Jackson, Perry, Lee, Owsley, Harlan, Pike, Leslie, Clay, and Lawrence counties). Due to changes brought on by the COVID-19 pandemic, Teleworks USA is transitioning to more of a virtual services model, with much less emphasis on face-to-face activities in the physical hub locations. The virtual services model has allowed Teleworks USA to continue to be productive and effective despite the pandemic restrictions and promises well for future capacity to expand. The current employer demand for reliable teleworkers is almost limitless and shows no sign of fading.

The completion of the construction of a high-capacity “dark fiber” trunk line into Eastern Kentucky will further increase the remote-employment opportunities available to the region’s workforce, as well as making it more feasible to attract employers to physically locate within the region to take advantage of its connectivity, which will then be the equal of anywhere in the United States.

The EKCEP Workforce Innovation Board has recognized these current economic conditions by establishing the following four sectors as its priorities for training expenditures:

- Healthcare
- Skilled Trades
- Energy Production and Transmission

- Business Services, including Information Technology and Customer Service
- Manufacturing

The TENCO Workforce Development Board has established the following sectors as its priorities for training expenditures:

- Healthcare
- Skilled Trades
- Manufacturing
- Logistics/Transportation
- Business Support Programs
- Agriculture

In all sectors, employers consistently request training in soft skills in addition to specific occupational skills. Soft skills training – provided in conjunction with work-based learning – continues to be an important element in workforce development services in the region.

To meet the coming employment opportunities in these sectors, job seekers will need assistance with setting attainable career goals, focusing their job searches, and choosing appropriate training. Job seekers often are not aware of the range of available occupations in the region that can offer a living wage and economic stability – especially with the steady expansion of job opportunities available online. Job seekers also need guidance in planning and preparing for their job search and in executing the steps in their job search process, such as writing resumes, developing job search strategies, finding job leads, and learning interviewing techniques. In sum, job seekers need assistance with career exploration and guidance, occupational information, access to resources, information about and access to training options, job search assistance, work experience, and education in soft skills and workplace behaviors. These needs emphasize the important role professional career advisors play in job seekers’ successes.

Funds that enable the workforce system to remove the barriers that prevent some job seekers from employment success continue to be a strong need in the East Region. Along with increasing needs for services such as internships, on-the-job training, work experience, and other work-based learning placements that can open the doors to new career opportunities, EKCEP and TENCO anticipate an increasing need for the supportive services that make it economically feasible for adults to complete trainings for new careers. As the need to master new technologies and skills becomes increasingly important, workers will require support while pursuing training tied directly to employment opportunities.

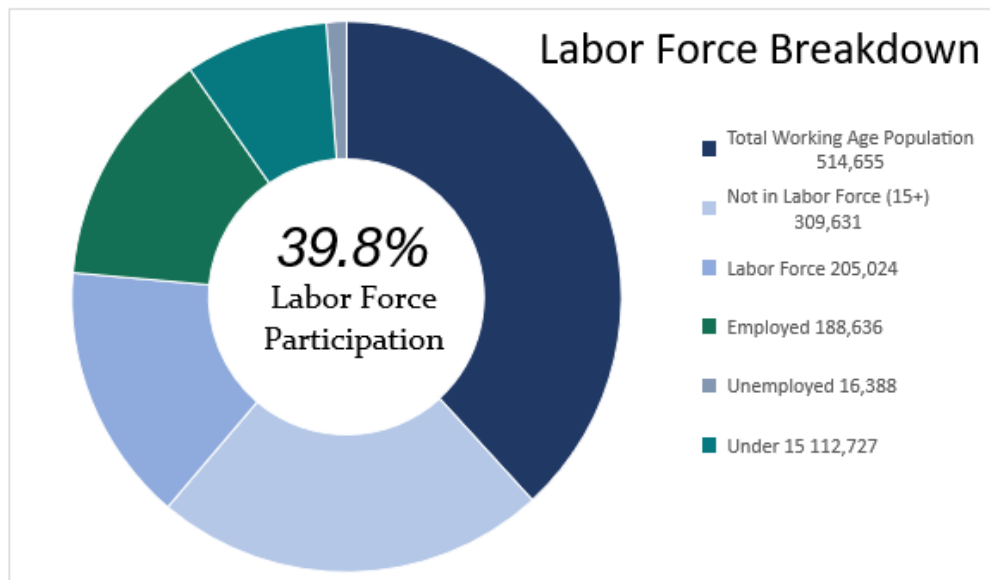
- C. (R) Provide an analysis of the regional workforce, including current labor force employment (and unemployment) data and information on labor market trends and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. [WIOA Sec. 108(b)(1)(C)] and [20 C.F.R. § 679.560(a)]

The East Region is comprised of the Eastern Kentucky C.E.P., Inc. and the TENCO local workforce areas, consisting of 33 rural counties: Bath, Bell, Boyd, Bracken, Breathitt, Carter, Clay, Elliott, Fleming, Floyd, Greenup, Harlan, Jackson, Johnson, Knott, Knox, Lawrence, Lee, Leslie, Letcher, Lewis, Magoffin, Martin, Mason, Menifee, Montgomery, Morgan, Owsley, Perry, Pike, Robertson, Rowan, and Wolfe. The overall

population for the East Region continues to decrease. The East Region contains 14% of the total population of Kentucky, and the overall population for the East Region continues to decrease.

### Regional Analysis

<h2 style="font-size: 2em; margin: 0;">633,914</h2> <p style="text-align: center;"><b>POPULATION</b></p> <p style="text-align: center;">Population decreased by 24,702 over the last 5 years and is projected to decrease an additional 20,338 over the next five years.</p>	<h2 style="font-size: 2em; margin: 0;">514,655</h2> <p style="text-align: center;"><b>Working Age Population</b></p> <p style="text-align: center;"><b>LABOR FORCE PARTICIPATION</b></p> <p style="text-align: center;">Labor Force participation rate decreased from 41% in 2016 to 39.8% in 2020.</p>	<h2 style="font-size: 2em; margin: 0;">67,671</h2> <p style="text-align: center;"><b>Bachelor and Associate Degree</b></p> <p style="text-align: center;"><b>EDUCATIONAL ATTAINMENT</b></p> <p style="text-align: center;">7.5% of the selected regions' residents possess a Bachelor's Degree and 7.9% hold an Associate's Degree.</p>	<h2 style="font-size: 2em; margin: 0;">40</h2> <p style="text-align: center;"><b>Median Age</b></p> <p style="text-align: center;"><b>POPULATION BY AGE</b></p> <p style="text-align: center;">Median age of the population is 40.3% which is 1.5% higher than Kentucky's median age.</p>
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### East Region Population

Year	2015	2016	2017	2018	2019	2020
<b>Region</b>	658,616	652,949	646,470	642,277	637,313	633,914
<b>EKCEP</b>	454,003	449,019	442,941	439,356	435,043	431,497
<b>TENCO</b>	204,613	203,930	203,529	202,921	202,270	202,417

**Average Unemployment Rate for the East Region**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>East Region</b>	9.47%	8.05%	6.58%	6.5%	7.99%
<b>Kentucky</b>	5.0%	4.8%	4.3%	4.3%	6.6%

The five counties with the highest unemployment rates for 2020 are:

**Unemployment Rate 2020**

<b>COUNTY</b>	<b>UNEMPLOYMENT RATE 2020</b>
Magoffin	16.1%
Harlan	11.9%
Martin	11.6%
Letcher	10.2%
Breathitt	10.2%

The five counties with the lowest unemployment rates for 2020 are:

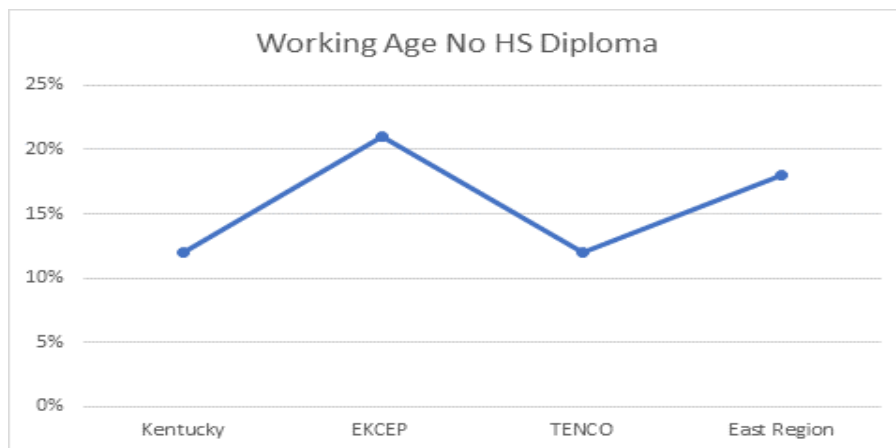
<b>COUNTY</b>	<b>UNEMPLOYMENT RATE 2020</b>
Robertson	6.1%
Bracken	6.2%
Morgan	6.9%
Lee	7.0%
Fleming	7.3%

The poverty rate for the East Region has declined from 29.2% (2017) to 25.6% in 2020, representing a decline of 3.6%. However, the East Region’s poverty rate is still 8.8% higher than the statewide poverty rate for Kentucky (16.8%). The counties with the highest poverty rates include the following: Leslie (36%), Harlan (35%), Bell (34%), Breathitt (34%), Lee (33%), and Perry (34%). (*KYStats*)

The secondary and post-secondary training institutions in the East Region continuously seek opportunities to improve upon the educational level in the geographical area. At a minimum, a high school diploma or its equivalent is necessary for entry level employment. Current KY Stats data indicates the East Region has an average high school graduation rate of 95%.

Of the 33 counties in the East Region, there are 14 counties in which 20% or more of their working age population lacks a high school diploma or the equivalent. These include the following: Knox (22%), Harlan

(23%), Bell (26%), Letcher (22%), Clay (33%), Knott (20%), Breathitt (22%), Jackson (21%), Lawrence (22%), Leslie (23%), Magoffin (25%), Lee (27%), Wolfe (20%), and Owsley (23%). The goal of Kentucky's Work Ready Communities Initiative is for counties to have 15% or less of the working age population lacking a high school diploma.



All counties in the East Region show 30% or more residents that have some college credits, which includes certifications and licenses. The East Region includes eighteen counties that have 20% or more of the population with an Associate degree or higher: Bath, Boyd, Bracken, Breathitt, Fleming, Greenup, Harlan, Jackson, Johnson, Knott, Letcher, Martin, Mason, Montgomery, Robertson, Rowan, Perry, and Pike.

Five counties have a post-secondary educational attainment (Associate or higher) rate of 15% or less: Clay, Elliott, Lee, Magoffin, and Wolfe. The Work Ready Community Initiative has challenged Kentucky counties to achieve an educational level in which 32% of their residents age 25-64 have a two-year degree or higher within three years and to achieve an educational level of 39% with a two-year degree or higher within five years. (KYStats)

Many of the concerns affecting the East Region - including high poverty rates, low educational attainment levels, poor graduation rates, and the percentage of the population lacking a high school diploma or the equivalent - are being addressed through initiatives such as SOAR (Shaping Our Appalachian Region) and Work Ready Communities. Six counties in the East Region have been recognized and certified as Work Ready: Montgomery, Rowan, Fleming, Mason, Greenup, and Boyd. Another eighteen counties in the East Region have been certified as "Work Ready in Progress," meaning that they have made significant progress toward meeting the standards required to be certified as Work Ready. These counties are: Lewis, Carter, Lawrence, Johnson, Martin, Magoffin, Floyd, Knott, Perry, Letcher, Owsley, Lee, Jackson, Knox, Bath, Harlan, Clay and Bell.

Another concern affecting the East Region is the aging workforce. The highest percentage of the region's population falls into the 45-64 age range. Projections indicate that 28% of the region's current workforce could retire within the next 10 to 20 years. Youth ages 16-24 make up only 11% of the region's current population. This increases the concern that existing businesses may not have the workforce they need once individuals retire from their current positions. It also increases the concern that it will be difficult to attract new, high-tech businesses to the region.

Other factors that characterize the regional workforce and affect the economic conditions of the East Region include:

- **Disabilities** – Of the East Region’s residents of prime working age (18 to 64), 28.1% in EKCEP and 19% in TENCO acknowledge a disability. These percentages are higher than Kentucky’s statewide percentage (15.9%).
- **Offenders** - In 2017, there were 24,598 crimes in the East Region associated with Drug/Narcotics, Burglary, Assault, Vandalism, Larceny, Theft, Robbery, Stolen Property, Sexual Offenses, Kidnapping, Homicide, Arson, Fraud, Extortion, Forgery, Counterfeiting, Bribery, Pornography, Prostitution, and Human Trafficking that caused individuals to become involved in the adult correctional system. (Note: This is the number of crimes, not the number of individuals who committed crimes.) The top three offenses included: Drug/Narcotics (8,771 – an increase from 2016 by +1,669), Larceny (6,105 – an increase from 2016 + 140), Assault (3,596 – a decrease from 2016 by - 32). The five counties with the most criminal activity based on their population are: Bell, Boyd, Knox, Montgomery, and Perry. (kystatepolice.org)
- **Commuting Distances** - Due to limited employment opportunities in many of the region’s counties, a significant number of individuals must commute outside of the county in which they reside to find employment. An average of 61% of the residents in the East Region travel outside of their home county for employment. This indicates a need for additional job opportunities at a higher wage in the East Region.  
*(2020 Commuting Patterns Report)*
- **Low Wages** - The average median household income for the 33 counties that comprise the East Region has steadily increased from \$32,471.00 in 2018 to \$37,798.54 in 2020. Although this shows an increase for families in the East Region, the median household income continues to be significantly below Kentucky’s overall median income of \$50,589. *(KYStats)*
- **Veterans** - There are 30,406 veterans living in the region in 2019 with the highest percentage of veterans based on population being in the counties of Boyd (7.4%), Greenup (6.5%), Montgomery (6.2%), Fleming (5.8%), and Harlan (5.3%).

D. **(R)** An analysis of workforce development activities, including education and training in the region. This will include an analysis of the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers in the region.

*Note: Per WIOA Sec. 108(c), existing economic regional and/or local area analyses may be used if sourced data and/or derived analyses are economically relevant and current (i.e., within two years of the issuance of this guidance).*

The workforce development activities in the East Region of Kentucky (EKCEP and TENCO) are focused on helping job seekers prepare for and obtain careers that pay a self-sufficient wage while helping employers — in both existing and emerging sectors — find or develop the workers they need to prosper and help grow the region’s economy. The WIOA and workforce development board staff in both local workforce areas work

closely with the partner agencies required under WIOA and with other organizations to ensure that both job seekers and employers receive a full array of services to make it possible for these goals to be met.

Job seekers need assistance with setting attainable career goals, focusing their job searches, choosing appropriate training, and removing the barriers that might keep them from succeeding in their training or new employment. Job seekers are often not aware of the range of available occupations in the region that can offer a living wage and economic stability — especially with the constant expansion of job opportunities available online. Job seekers also need guidance in planning and preparing for their job search and in executing the steps in their job search process, such as writing resumes, developing job search strategies, finding job leads, and learning successful interviewing techniques. In sum, job seekers need assistance with career exploration and guidance, occupational information, access to resources, information about and access to training options, job search assistance, work experience, and education in soft skills and workplace behaviors. For these reasons, the role of the Career Advisor is crucial in the region’s workforce development system.

Career Advisors are the central and most important element of the WIOA-funded workforce development system. Career advisors work with clients to understand their circumstances, aptitudes, interests, barriers, and career objective, use this information to place or refer those clients into the services that will take them to their career objective, and work with clients every step of the way as the clients pursue and attain their objective. The career advisor will evaluate each client’s needs and circumstances, then develop a career action plan of assessments, services, and guidance that will empower clients to make realistic decisions about their employment goals and enact those decisions to reach those goals.

Although career advisors may use their knowledge of and relationships with partner agencies and organizations to connect clients with many services through referrals, the career advisors stay in close touch with clients and participate in the client’s decision-making and problem solving.

The services career advisors can use to help a client reach his/her job goal include:

- Career Advising
- Assessments
- Basic Skills Instruction
- Workshops (e.g, soft skills)
- Work Experience/Internships
- Training (either ITA or Non-ITA)
- On-the-Job Training (OJT)
- Customized Training (CT)
- Referrals to Partner Programs
- Referrals to Employment

In cases where it is appropriate, career advisors also can help job seekers become their own boss through entrepreneurship training. In alignment with the emphasis of the Workforce Innovation and Opportunity Act, much of the training facilitated by the East Region’s workforce development system involves work-based learning opportunities. Often the best path to acquiring the skills a job seeker needs for a new career is a



work-based learning placement (i.e., work experience, internship, on-the-job training) in which they can earn while learning and proving their value and work ethics to their employer. This is especially true for many Eastern Kentuckians who have been displaced from their previous jobs by the region's economic downturn. Work experience, internships, and on-the-job training are major elements in the region's services, providing an opportunity for businesses of all sizes to "road test" potential employees while ensuring that they get the precise and specific training that they need to best benefit both the worker and the employer.

The business services representatives of both local areas work closely with employers and the other members of the Employer Services Teams (comprised of the business services representatives of KCTCS institutions, CDO, and other workforce system partners) to stay abreast of the workforce needs of the region's employers and to collaborate with employers and each other to craft training solutions that meet those needs.

In addition to supporting employment in existing business sectors, the EKCEP local area has invested significant resources in creating earn and learn opportunities to build new job opportunities in the region's nascent Information Technology (IT) sector. The IT sector not only creates employment opportunities within the sector itself, but also opens the door for economic growth for the entire region. TENCO intends to review EKCEPs involvement and contribution in supporting the IT sector to determine if the TENCO local area could replicate a similar project for the northern part of the East Region.

In the growing and potentially huge IT Sector, traditional two-year and four-year academic training programs are becoming increasingly less important to some tech-centric employers, who prefer specific skills-based certifications, internships, and other work-based learning situations that allow workers to produce actual products while demonstrating their abilities, capacity to learn, and creativity to potential employers and/or customers. Some of these high-tech internships may last over a year — such as programs that train computer programming/coding interns — while at the lower end of tech-based careers, unskilled job seekers can learn enough basic computer skills and customer service skills in a four-week training to land home-based telework jobs working for remote employers. EKCEP is supporting a variety of these work-based learning opportunities.

The East Region also has an opportunity to support the continually expanding aerospace industry. Like the IT sector, the East Region currently has limited employment in the aerospace industry, but it has potential to become one of the largest industries in the region. The One East Kentucky region successfully achieved their AEROready Certification from Common Sense Economic Development. This certification informs industrial site selectors that the area has met the criteria — including availability of local training in technical skills and an available skilled workforce — necessary to support aerospace industries. The support for Eastern Kentucky to be an "aerospace corridor" is widespread, with AEP, One East Kentucky and Ashland Alliance leading the charge. With coal and steel industries decreasing in the area, Eastern Kentucky has the workforce necessary for the aerospace industry to excel, including eight times the national average of metal workers.

Morehead State University (MSU) provides a unique opportunity for the region to participate in space exploration through the Ronald G. Eaglin Space Science Center, which opened in 2009. Students in the Space Science program at MSU, are actively involved in planning, designing, construction and operation of satellites,

and work closely with NASA and other aerospace agencies. Other training institutions, such as Maysville Community and Technical College, have plans to modify the curricula of certain programs to include training such as construction, maintenance, and operation of drones.

When job seekers need more traditional classroom training, there is a wide selection of postsecondary institutions that are located or offer instruction in the region, including:

- Kentucky Community & Technical College System (KCTCS) institutions, including:
  - Southeast Kentucky Community & Technical College
  - Hazard Community & Technical College
  - Big Sandy Community & Technical College
  - Ashland Community & Technical College
  - Maysville Community & Technical College
  
- Regional State Universities, including:
  - Morehead State University
  - Eastern Kentucky University
  
- Private Colleges, including:
  - Union College
  - University of Pikeville
  - Alice Lloyd College
  - Frontier Nursing University
  - Kentucky Christian University
  - Galen College of Nursing
  - Kentucky Welding Institute

The workforce development system in the East Region has worked closely with most of these institutions, especially in preparing workers for careers in the growing healthcare sector. Many of these institutions have proven very willing to adapt their class schedules, teaching methods, and even locations to meet the needs of regional employers and/or the region's job seekers.

The workforce development system in the East Region is alert to opportunities for job seekers to become their own bosses by starting businesses.

The specific job skills employers require for current and emerging employment opportunities in the East Region vary widely by occupation. In some sectors, the paths to the necessary skills are clearly defined. (For example, almost every job in the growing healthcare sector has a defined academic training program and certification that provides job seekers with the skills that qualify them for work.) In other sectors, the career path is less precisely defined and may offer several alternate routes. However, all occupations require basic skills in math, reading and comprehension, basic computer literacy, written and oral communications,

problem solving, reasoning, and human relations. For this reason, both TENCO and EKCEP recognize the importance of the GED and works closely with Skills U providers throughout its region.

Basic computer literacy is becoming a requirement for a steadily increasing percentage of the job in today's economy, and especially in the home-based customer service jobs.

Regardless of sector, employers consistently request training in soft skills (e.g., work ethics, attendance, punctuality, teamwork) in addition to specific occupational skills. Soft skills training – in conjunction with work-based learning – must remain an important service element in the East Region.

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Basic computer literacy is becoming a requirement for a steadily increasing percentage of the job in today's economy, and especially in the home-based customer service jobs.

The primary factor affecting workforce development services in the East Region is funding, especially in the TENCO local area. Additional funds to enable the workforce system to eliminate the barriers that prevent some job seekers from employment success continue to be a strong need in our region. As the region's economy struggles and more workers are displaced, there will be an increasing need for the supportive services that make it economically feasible for these former workers to meet their obligations and survive while they complete trainings for new careers. As the need to master new technologies and skills becomes increasingly important, workers will require support while pursuing training tied directly to employment opportunities.

Additionally, the proven strategy of work-based learning is expensive, often requiring supportive services as well as wage subsidies during the training period. As the WIOA law recognizes, internships, on-the-job training, work experience, and other work-based learning placements can very effectively open the door to new career opportunities – but they require adequate funding to have a significant economic impact.

In conclusion the following are the identified strengths of the East Region:

- A) Partnership among organizations, educational institutions, and business.
- B) Unemployment Rates, although still higher than most areas of the state, were steadily decreasing prior to COVID – 19.

- C) Business opportunities through business expansion, business location, remote work, and entrepreneurship continue to increase.
- D) Professional and technical skills training is easily available through multiple on-site locations and virtual opportunities.
- E) Outreach is provided more uniformly with web-based, virtual opportunities.
- F) Eligibility, registration, and services are available remotely via technology.
- G) Programs have been implemented to provide intensive job preparation, work-based learning opportunities, training, and direct links to employment to at-risk populations such as offenders, individuals in recovery, those lacking high school diplomas/equivalency, veterans, and individuals with disabilities.
- H) Youth programs are expanding and offering holistic services.

The obstacles facing the regional area include the following:

- A) Transportation is limited across the region which restricts at-risk job seekers from obtaining and retaining employment.
- B) Opioid crisis has heavily affected Eastern Kentucky workers and businesses.
- C) The ‘benefit cliff’ effect, social acceptance, and a cultural belief of entitlement keeps generations of families on government assistance.
- D) Lower wages create significant shortages in high-demand, high-wage occupations such as health care where workers can continuously move between businesses that pay a higher wage and/or provide better benefits; Lower wages also make it difficult to attract skilled employees to the region.
- E) Poverty levels remain high.
- F) Workforce participation rates remain the lowest in the state.
- G) Job readiness preparation has been identified as a consistent need by businesses.

The local Workforce Development Boards ensure program services are available through the Kentucky Career Centers by providing basic career services, individualized services, and training opportunities. Partnerships with multiple agencies are a priority for individual and business success. These partnerships allow the Workforce Development Boards to recognize and utilize the regional/local strengths to produce independent strategic plans that support business service activity, partner services, community projects, school events, and individual customer services.

- E. (L) Provide an analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)] and [20 C.F.R. § 679.560(a)]

Although the TENCO area has experienced layoffs and closures in retail, food service, and healthcare (closure of Our Lady of Bellefonte Hospital in Ashland), opportunities still remain in these areas, as well as significant economic growth in advanced manufacturing, skilled trades, agriculture, transportation, and the overall healthcare sector. This growth is due to new and expanding businesses, and retirements or career changes.

The Cabinet for Economic Development has identified five business expansions and one new location in the TENCO local area from July 1, 2019 – December 2020. This growth brought an estimated 110 jobs to the area, with pay ranging from \$17.00 per hour to \$37.00 per hour.

The TENCO Workforce Development Board annually reviews data provided by KY Stats and local business service activities to update occupations that are high-demand, high-wage targeted industries in the local area. This review includes data on projections, current job postings, entry level and median wages, career pathway opportunities within the field, credentials required, and job placements through the KY Career Center – TENCO. This information is presented to the Strategic Planning Committee which includes board members, community businesses and partners. The data is analyzed and validated or invalidated by the TENCO Workforce Development Board on an annual basis. **Attachment 1 includes KYSTATS projections used by the TENCO WDB to analyze training and/or work experience skills necessary for employment in high demand, high wage opportunities in the local area. This information is utilized by the WDB to determine skill gaps, training needs, sector strategies, and opportunities to develop work experience projects. Attachment 2 provides detail of the top ten high growth occupations and corresponding wages by credential. Attachment 3 includes job postings for the TENCO local area within the last 6 months.**

Throughout discussion, several employers in the local area identified a need for work-based learning opportunities as not all employment requires occupational skills certificates or degrees. These employers seek individuals who have the work ethic and soft skills necessary to gain knowledge on-the-job and complete their work tasks. The Business Services team identified the following basic skills necessary to meet employer's needs: Time Management, Following Directions, Problem Solving, Communication, and Accountability.

The development of a prepared and skilled workforce is vital for local economic growth. Based on the data presented by businesses in the local area, the TENCO Workforce Development Board has established strategic goals designed to assist businesses by focusing resources on the following

- ✓ Increasing work-based learning projects.
- ✓ Increasing outreach to employers and identifying employer satisfaction with services.
- ✓ Providing virtual and in-person soft skills training through Career Edge, WIN software, and partner led workshops.
- ✓ Increasing awareness of apprenticeship programs.
- ✓ Partnering with the Career Development Office to provide more individualized job readiness, job search, and job links to customers.
- ✓ Provide an employer specialist in each Career Center in TENCO to assist with employer's needs.
- ✓ Dedicate funds to minimize the skills gap between job requirements in the local area and the educational level of the workforce.
- ✓ Developing relationships and programs/activities specifically designed for individuals with barriers to employment.
- ✓ Identify career pathways within each high-demand sector.
- ✓ Involve youth at an early age and throughout their secondary educational experience in career awareness, career mentoring, and work-based learning opportunities.

The following sectors and occupations are approved by the TENCO WDB as having skill gaps between supply and demand. WIOA funds are available for individuals seeking occupational skills training in these fields.

**Health Care:**

Certified Nurse Aide/Assistant (Pathway to LPN/RN)  
 Registered Nurse  
 Licensed Practical Nurse  
 Medical Office  
 Physical Therapy Assistant  
 Certified Medical Assistant  
 Physician Assistant  
 Medical Lab Technician  
 Nurse Practitioner  
 Radiological Technologist  
 Respiratory Tech/Therapist  
 Surgical Technology  
 Social Worker  
 Dental Hygienist  
 Occupational Therapy Assistant

**Skills Needed:**

Certificate  
 Associate or Bachelor's Degree  
 License/Associate Degree  
 Certificate/Associate Degree  
 Associate Degree  
 Associate Degree  
 Master's Degree  
 Associate Degree  
 Master's Degree  
 Associate/Bachelor's Degree  
 Associate Degree  
 Associate Degree  
 Bachelor's Degree  
 Associate Degree  
 Associate Degree

**Manufacturing and Distribution:**

Engineering  
 Advanced Manufacturing Technician  
 Machine Tool/Machinist  
 Industrial Maintenance

Tech (Associate), Bachelor/Master's degree  
 Associate Degree  
 Certificate/Associate Degree  
 Certificate/Associate Degree

**Skilled Trades:**

Carpentry/Construction  
 Electrical Technician/Electronics  
 Pipe layer/Pipefitter  
 Industrial HVAC – Refrigeration  
 Plumbing  
 Welding  
 Lineman  
 Crane Operator

Certificate/Associate Degree  
 Certificate/Associate Degree  
 Certification/On-the-Job training  
 Certificate/Associate Degree  
 License  
 Certificate/Associate Degree  
 Certificate  
 Certificate/License

**Transportation:**

CDL – Heavy Tractor Trailer Truck Drivers  
 Diesel Engine Mechanics

License  
 Certificate/Associate Degree

**Business/Support Programs:**

Accounting  
 Management  
 Computer System Analysts  
 Administrative Assistant

Bachelor's Degree  
 Associate/Bachelor's Degree  
 Certificate/Associate  
 OJT/Certificate/Associate

**Agriculture:**

Ag Science  
 Ag Technology  
 Ag Business  
 Horticulture

Associate/Bachelor's Degree  
 Certificate/Associate Degree  
 Associate/Bachelor's Degree  
 Certificate/Associate Degree

## Chapter 2: Strategic Vision and Goals

- A. (L) Describe the local board's strategic vision and goals to support regional economic growth and self-efficiency. Include goals in preparing an educated and skilled workforce (including youth and individuals with barriers to employment). Also, include as applicable a description of any plans to generate new strategic vision and goals in the coming year and indicate the timeframe for such activities to occur. Strengthen to the extent possible goals relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) to support regional economic growth and economic self-sufficiency. [WIOA Sec. 108(b)(1)(E)] TEGL 7-20

The TENCO Workforce Development Board's vision is to ***“create a highly skilled, knowledgeable and creative workforce that attracts new business and enhances the success of existing businesses, resulting in additional employment opportunities at competitive wages”***.

The Business Service Director/Team works closely with Industrial Authorities, Alliances, Chambers, Work Ready Community groups, and other local and state entities to introduce workforce plans, data, and strategies to new and/or expanding businesses. The Business Services Director ensures staff are updated on upcoming expansions and potential new employers locating in the area. The Business Service Team utilizes local and state data to develop a workforce plan for potential employers. This plan includes data on credentials, unemployed and/or underemployed individuals, skill sets of the local area, workforce availability, and incentives for locating within the local area.

The TENCO WDB has prioritized funds to ensure the vision is achieved. Along with a variety of services dedicated specifically for businesses, the TENCO WDB is dedicated to closing the skill gap between employer need and availability. Each year, data is analyzed and validated by local businesses on the types of credentials that are necessary to fill the job positions in their companies. WIOA funds are set aside to assist eligible individuals obtain training and the skill set necessary for employer's success. Funding is also available for supportive services such as transportation, childcare, and supplies necessary to complete training. The TENCO WDB recognizes that many local businesses have an immediate need for employees and are interested in work-based learning programs such as Apprenticeships, OJT, Customized Training, and Transitional and Regular Work Experience. Therefore, funding is allocated through contracts and agreements to serve those businesses.

TENCO supports multiple Business Service positions within the ten counties to ensure companies have a local point of contact that are familiar with needs of the area. These positions require experience working in a high-demand occupation in order to ensure rapport can be built quickly and effectively with local businesses. Designated staff provide resources such as regional and local job fairs, specialized hiring events, recruitment efforts, individualized retention plans, wage analysis reports, and maintaining regular business service meetings to learn about specific companies and sector needs.

TENCO has embraced the Talent Pipeline Management (TPM) initiative. The Business Service Director serves on the TPM and oversees local Business Service Teams which allows us to coordinate efforts and work toward a similar goal. The TPM works directly with local businesses to identify current and projected workforce needs to ensure training funds are utilized to fill in the workforce skill gap. TPM members have developed industry

forums with healthcare and manufacturing and will continue to add businesses and develop industry forums in the other high-demand sectors.

The Strategic Plan of the Board was established in 2018 and expires in 2023. The goals, objectives, and status of the Plan are reviewed at each quarterly board meeting. Annually, the Strategic Planning Committee reviews the Plan and determines if modifications are necessary, including prioritization of and/or inclusion of additional goals/objectives. Data received from KY Stats is updated in the Plan annually to help guide the WDB in decision making.

**Goal 1:** Increase the labor force participation rate by developing programs that focus on the obstacles facing five specific target groups: Individuals utilizing government assistance and not currently employed, individuals with a disability, ex-offenders, individuals who do not possess a high school diploma/equivalency, and Veterans.

**Objectives Include:** Recruitment, preparing, and referring individuals with barriers as listed above; Utilizing resources such as Career Edge;

**Goal 2:** Align education and workforce while supporting career pathways and apprenticeship opportunities.

**Objectives Include:** Career Pathway Policy; Federation of Advanced Manufacturing (FAME); Apprenticeship Awareness; Co-ops; Transitional Employment; Internships

**Goal 3:** Increase programs/projects that offer soft skills and job preparation services to youth in the TENCO local workforce area with an emphasis on career guidance and/or employment opportunities.

**Objectives Include:** Career Mentoring Program; Youth Employment Program; Career Edge soft skill and Job Readiness; Youth Job Fair; Youth Coordinator designated to developing projects K-12 on Career Awareness and Readiness.

**Goal 4:** Increase the coordination and communication between programs.

**Objectives Include:** Partner meetings; Cross-training; Braiding funds; Performance Accountability

**Goal 5:** Ensure the workforce system services are easily accessible to individuals and business customers in the TENCO local area.

**Objectives Include:** Virtual access to job links, services, eligibility, and job readiness activities.

**Goal 6:** Provide workforce support to economic development partners at the State and local level by maintaining highly skilled and knowledgeable staff that offer valuable and easily accessible system resources

**Objectives Include:** Workforce certifications for staff, dedicated business service person in each career center whose focus is business services and economic development.

The TENCO WDB Strategic Plan identifies goals that are above and beyond the federal primary indicators of performance. However, TENCO WDB evaluates performance of the primary indicators each quarter. The Accountability Committee sets strategy and develops procedures to guide staff on successful achievement of



the primary indicators. The WDB strengthens successful achievement by encouraging partnership of programs, funding projects such as FAME (Federation of Advanced Manufacturing Education), focusing on work-based learning opportunities, emphasizing the importance of customer service and thorough case management activities, providing staff development opportunities, facilitating/coordinating job readiness workshops, and supporting high quality business service activities.

Specifically, the TENCO WDB has established objectives including the following:

Employment:

- ❖ Serve more individuals in work-based learning programs.
- ❖ Provide intensive case management services for job seekers.
- ❖ Actively participate in expungement fairs, bonding, and other services to assist at-risk individuals gain employment.

Credential Obtainment:

- ❖ Increase the current credential rate by making customers aware of certificate programs within Associate/Bachelor level programs.
- ❖ Encourage customers to apply for credentials.
- ❖ Provide guidance to customers on class scheduling.

Business Penetration Rate:

- ❖ Increase the number of businesses served by adding a business service coordinator at each center.
- ❖ Increase training on Salesforce so recording is accurate.
- ❖ Establish an expected number of business contacts per month.

Business Retention Rate:

- ❖ Develop a method to analyze business customer satisfaction.
- ❖ Follow-up with businesses will be conducted.

- B. (L) Describe how the local board's vision and goals relate to the Commonwealth's goals, initiatives and priorities as outlined in the WIOA State Plan.

Although the TENCO WDB strategic plan was released in 2018 and is uniquely designed to meet the needs of the local workforce area, the TENCO WDB Strategic Plan goals as noted in Chapter 2: A of this document, supports the goals established in the State Strategic Plan, "Kentucky Work Ready: An Urgent Call to Action".

## TENCO STRATEGIC PLAN

<p><b>Actively engage employers to drive Kentucky’s Workforce Development System</b></p>	<p><b>Align and integrate P-12, adult education and post-secondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.</b></p>	<p><b>Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.</b></p>	<p><b>Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.</b></p>
<ul style="list-style-type: none"> <li>❖ Develop a career mentoring program for high school youth.</li> <li>❖ Develop a K-12 career awareness pilot project</li> <li>❖ Hire a Youth Coordinator to assist with career awareness and job readiness projects in secondary schools.</li> <li>❖ Implement a Youth Employment Program</li> <li>❖ Policies on career awareness, work-experience opportunities, and training for individuals seeking their GED.</li> <li>❖ Annual review of the skill gaps between job opportunities and the current workforce. Increase outreach &amp; awareness of high-demand, high-wage local job opportunities.</li> <li>❖ Partner with business and entities in developing and implementing the Work Ready Communities Plan.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Establish a business service coordinator position in each center to provide a clear channel for employer engagement.</li> <li>❖ Increase work-based learning projects.</li> <li>❖ Develop a K-12 career awareness project with employer’s involvement.</li> <li>❖ Develop a career mentoring program for high school youth.</li> <li>❖ Actively involved in the Talent Pipeline Management, data collection and review.</li> <li>❖ Employer led committees of the board including developing service delivery models for Career Centers in TENCO.</li> </ul>	<ul style="list-style-type: none"> <li>❖ KY Stats data is used to analyze labor market information for sector strategies, demographics that assist in making program and funding decisions, and plan development for projects such as Work Ready Community – all which are supported through the TENCO Strategic Plan.</li> <li>❖ Through evaluation and data collection programs such as the Youth Employment Program have been developed and funded.</li> <li>❖ Focus on Work-Based Learning for adults, dislocated workers, and youth.</li> <li>❖ Plans were developed to recruit and serve the at-risk populations as defined by the TENCO WDB Strategic Plan.</li> <li>❖ Funds are dedicated to reducing the skill gap between the labor force that is needed and the labor force currently residing in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Plans have been developed to recruit and serve at-risk populations that are not currently in the labor force.</li> <li>❖ Business Service Team representatives work with businesses to create a positive environment for at-risk individuals.</li> <li>❖ Virtual services have been increased to provide job readiness, job search, and job links for those with transportation barriers.</li> <li>❖ Staff regularly attend training on serving at-risk populations.</li> <li>❖ The WDB supports Work-based learning projects for individuals in recovery and/or re-entry are in process.</li> </ul>

- C. (L) Describe how the local board’s vision and goals take into account an analysis of the strategies in working partnership with the other entities that carry out the core programs, and the required partners in the alignment of resources.

The TENCO Workforce Development Board recognizes that they cannot determine, nor successfully meet the workforce needs of the area unless they coordinate and collaborate services among community partners. It is necessary to “pool” resources and to maximize outcomes by focusing on the specific strength of each entity.

Local partner agencies are actively involved in the TENCO WDB and participate in committees of the board. The interaction includes, but is not exclusive to the following:

- Development of the Strategic Plan Vision, Mission, Goals and Objectives.
- Assigned leadership roles in achieving Strategic Plan objectives.
- Development of policies and procedures for co-enrollment, staff development, customer service, and case management.
- Serve on the Accountability Committee which develops and reviews policy/procedure and performance standards.
- Design a method to collect Customer Satisfaction data.
- Review Career Center Certification criteria.
- Participation in Operator meetings where Career Center activities, projects, needs and more are addressed.
- Members of the Business Service Team.
- Participate in quarterly partner meetings where resources and projects are shared and one annual Partner Retreat.
- Assist in the development of the Memorandum of Understanding and Infrastructure Funding Agreement.

### Chapter 3: Alignment of Local and Regional Area Partnerships and Investment Strategies

- A. (L) Describe the local board’s strategy to work with the entities that carry out the core programs and other workforce development programs to support alignment to provide services. Include programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), that support the strategy identified in the State plan under section 102(b)(1)(E); H. R. 803—442.1. This should also include a descriptive overview of the local workforce development system; include key stakeholders and entities associated with administrative and programmatic/service delivery functions. Examples include elected officials, advocacy groups, local workforce development board and committee structure, fiscal agent, operator(s), required program partners and major contractors providing Adult/Dislocated Worker, Youth program elements. Describe respective roles and functional relationships to one another.

**Note:** *The six core programs identified by WIOA are: Adult, Dislocated Worker, Youth, Skills U the Kentucky Adult Education and Literacy program. Education, Wagner-Peyser Programs and Vocational Rehabilitation. The elected partner plan programs are: Trade Adjustment Assistance for Workers, Jobs for Veterans State Grants and Unemployment Insurance.*

***Descriptive overview of the workforce development system:***

The TENCO area consists of ten (Bath, Boyd, Bracken, Fleming, Greenup, Lewis, Mason, Montgomery, Robertson, and Rowan) north-eastern rural counties with a total population of 202,417. The counties range from one of the smallest in Kentucky with employment opportunities being all small, privately owned entrepreneurial or government job - to economic “hotspots” with a large number of new and expanding businesses providing a variety of skill level jobs - to a University town with an emphasis on tourism and entertainment. This variety of needs requires the TENCO WDB and board staff to stay very attuned to resources, programs, and project development. The TENCO WDB and Board staff participate regularly in activities within their community and local area. Many business members of the board are involved in local chambers, industrial authorities, and alliances. Members, staff, and local elected officials participate in secondary and post-secondary school functions, are active in developing plans to achieve the Work Ready Community initiative and participate in many other partner agency boards. The relationships built simply through community involvement assists the board in carrying out and aligning the core programs to provide services.

The partners of the Kentucky workforce development system have established similar goals, have common performance standards to achieve, and provide in-person, virtual, or services by referral through the Kentucky Career Centers located in TENCO.

***Strategy used to ensure program alignment:***

WIOA partners, including Carl D. Perkins Career and Technical Education and local chambers are all represented on the board and/or on committees supporting the board. Each regularly scheduled board meeting allows time for core partners to share items of interest and/or concern with the board. Core partners, community agencies, post-secondary, and Career and Technical Education also play significant roles on the business services team, as well as participating in career center partner meetings. TENCO takes great pride in the relationship it has built with local and state partners, and feel these partnerships are the key to the success of the provision of services.

***Key Stakeholders:***

**Local Elected Officials:** The Judge/Executives in the TENCO area receive quarterly reports on workforce services. The Workforce Development Director is available to meet with local elected officials upon their request to review any items of interest in detail. Judge/Executives in the TENCO area are invited to attend all board meetings. They are involved in many community activities that include workforce development, such as Chamber/Alliance events, Business Services activities, and Work Ready Communities.

There are three Judge/Executives that are members of the Governing Board of Judges for TENCO. These individuals select the Chief Local Elected Official, provide oversight, and approve the annual workforce budget, and select the fiscal agent.

**Chief Local Elected Official:** The Chief Local Elected Official (CLEO) is selected by the majority vote of the Judge/Executives representing the ten-county area of TENCO. The CLEO plays a significant role with the TENCO WDB and board staff. The CLEO is invited and participates in local board meetings, as well as the Executive and other committees of the board. He/she also participates in community partner meetings and activities that are state affiliated. The CLEO approves all WDB nominations/recommendations made by the

Chambers/Alliance or other economic development entity. The CLEO is active in the development and approval of the annual projected budget for the workforce board and participates in the approval of the contracts for the Fiscal Officer, Operator and Direct Service Provider. Other responsibilities include:

1. As the grant recipient for the funds, the CLEO oversees the budget and program activities in coordination with the LWDB.
2. Assists in the development of and approves the Regional and Local Plan, in coordination with the LWDB.
3. Participates in the review and request for local area designation.
4. In coordination with the local LWDB and the Governor, assists board support staff in reaching appropriate negotiated performance accountability measures. The LWDB and CLEO will assist in the development of and approve a Memorandum of Understanding with and Infrastructure Funding Agreement with one-stop career center partners.
5. Assist the LWDB in assessing effectiveness, efficiency, and accessibility of the Kentucky Career Centers in the TENCO area.

**Fiscal Agent:** The fiscal agent is competitively procured by the Governing Board of Judges and approved by the CLEO. The contract is reviewed annually for performance, fiscal responsibility, and effectiveness. The following criteria is utilized for contract renewal:

1. A clean audit from an independent auditor presented to the WDB annually;
2. Minimal financial findings from a State and/or Federal monitoring review which is shared with the WDB annually;
3. Fiscal training regarding activities relatable to WIOA will be attended by the Fiscal Agent on an annual basis;
4. An approved administrative entity budget is completed by June 15<sup>th</sup> annually;
5. Clear and accurate reporting, with questions and/or concerns addressed within 10 business days;
6. A monthly report reflecting expenditure rates for the fiscal contract is submitted to the Judge/Executives;
7. The Fiscal Agent is responsive to all requests made by the TENCO WDB and/or Judge/Executives;
8. Quarterly financial reviews are conducted with the Workforce Development Director; and
9. Services are provided as outlined in the Fiscal Agent contract.

The Fiscal Agent is responsible for oversight of programmatic and administrative workforce funds and any additional local, state, and/or federal dollars granted for workforce services. To provide oversight, the fiscal agent works closely with board staff in reviewing all funds available, obligations, and expenditures. Reports are presented quarterly (and anytime upon request) to the local workforce board and/or Judge/Executives. Annually, the fiscal agent presents a projected fiscal year budget for approval of the WDB and Governing Board of Judges. The fiscal agent and board staff are trained on allowable workforce expenditures, mandatory obligation rates, and other specific workforce criteria to perform their role successfully. Responsibilities of the fiscal agent are outlined in the contract with the Governing Board of Judges.

**TENCO Workforce Development Board:** The Workforce Development Board (WDB) is comprised of 20 members with 51% representing business, and 49% representing economic development, post-secondary education, adult education, Labor, and workforce. Business members are nominated through the local area Chambers and/or Alliance. TENCO attempts to have members represented from the three Area Development Districts included in the local workforce area (FIVCO, Gateway, and Buffalo Trace ADD). Business members

must be in the local, regional, and/or state high-demand sectors. The Chief Local Elected Official (CLEO) approves all memberships. Members may serve for three years, with options to renew their membership. Attendance is reviewed quarterly. Upon missing two consecutive regular board meetings, individuals are contacted regarding their interest and ability to remain on the TENCO WDB. The CLEO will converse with the Chair of the Board regarding removal of members for attendance. TENCO has three officers for the Board: Chair, Vice Chair, and Secretary (all business members). Officers serve two-year terms. The TENCO WDB is governed by By-Laws.

The TENCO WDB provides the following functions in coordination with the Chief Local Elected Official: Program and financial oversight, selecting the One-Stop Operator and Direct Service Provider, approving the annual budget, negotiating performance rates, developing and approving local/regional plans, and developing and approving the Career Center Memorandum of Understanding. The WDB develops and oversees policy, projects, and activities identified in the strategic plan. Other functions of the board include the following: Regional Labor Market Analysis, Leveraging resources, Employer Engagement, Developing Career Pathway Opportunities, Maximizing accessibility and effectiveness through technology, Coordinate services with education providers, and ensure Accessibility to services for all individuals.

TENCO WDB has an Executive Committee that has authority to act on behalf of the board. There are four other standing committees: Accountability, Strategic Planning, Career Center and Youth. Committees are made up of board and community members. Individuals representing Career and Technical Education, Chambers, Libraries, and other businesses are included in community members. The Committee Chair makes recommendations to the board on activities conducted through their committee. Partner agency and board staff provide reports at each board meeting.

TENCO WDB members have opportunities to participate in State and National conferences where they interact with board staff, career center operators, local elected officials, contract staff, and state and federal representatives.

**One Stop Operator:** The One Stop Operator is competitively procured by the TENCO WDB. The Operator will manage and provide oversight for services and activities provided through the Kentucky Career Centers and coordinate service delivery of the one-stop partners and service providers. The One Stop Operator will also review customer flow and customer satisfaction, ensuring that services are provided in an efficient and effective manner. Specific Career Center tasks that the operator will be responsible for providing includes the following: Career Center Certification, Career Center goals, development and implementation of the Memorandum of Understanding and Infrastructure Funding Agreement, facilitate partner meetings, conduct Operator Management Team meetings, ensure center accessibility, assist in the coordination and implementation of staff development, and improve/increase the use of technology for outreach and services.

The One Stop Operator, as designed in the roles and responsibilities, will be regularly and actively involved with core partners, community leaders, local workforce board, and local elected officials. The One Stop Operator will provide quarterly reports on activities, best practices, and concerns to the Managers/Directors of the core programs. The One-Stop Operator will also assist with the facilitation of the Career Center Committee of the local workforce development board.

**Direct Service Contractor:** The local workforce development board competitively procures for Direct Services for the Adult/DW/Trade programs. FIVCO ADD currently provides the contract for the Direct Services. The contract is for one year, with a three-year renewal option. Services provided to A/DW/Trade customers will

include but is not limited to: Career Advising, Assessments, Job Readiness Workshops, Internships, On-the-Job training, customized training, and oversight of funding for occupational skills training. The Career Counselors work daily with community agencies to refer and provide holistic services to customers. Career Counselors and the Direct Service Contractor participate in partner trainings and attend partner meetings. The Direct Service provider works with the Director of the TENCO WDB to ensure adequate training has been provided to Career Counselors regarding policy, procedures, performance, funding levels, priority populations, and WIOA/Regulations content. Direct service providers can also participate in state and national trainings.

**Youth Contractors:** The TENCO WDB currently has two youth contracts (Morehead State University and Lewis County Board of Education) that are competitively procured. The ten counties of TENCO are served through these contracts. The primary focus is out-of-school youth (minimum of 75%). TENCO does support one in-school youth program that serves high school seniors living in a high poverty county. Youth providers are very involved with the board staff, local workforce board, community partners, and direct service providers for adult/DW/Trade programs. This partnership is critical in the provision of referrals for services not provided directly through the youth contracts. Youth service providers offer the elements as identified in the WIOA.

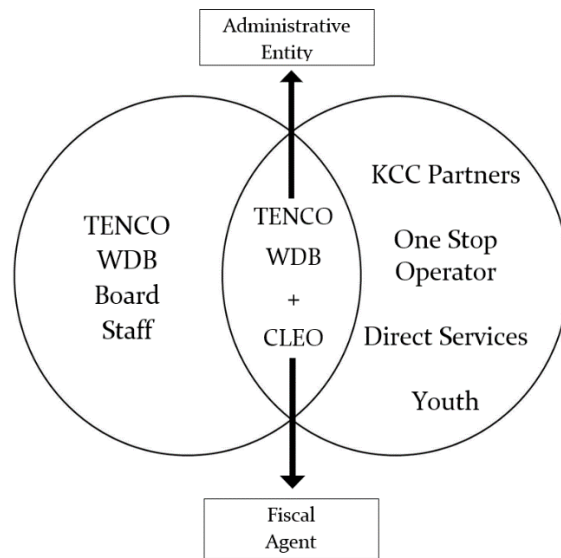
Referrals are provided to partner agencies, including all services available through the Kentucky Career Centers. Youth Contractors participate in staff meetings, partner trainings, and report to the local Youth Committee and/or TENCO WDB as requested.

**Administrative Entity:** The Workforce Innovation and Opportunity Act allows the local workforce boards to select an entity to employ staff, or independently hire staff to support the functions of the board as outlined in the Act. The local workforce development board hires, evaluates, and terminates (if necessary) the Director. The TENCO Administrative Entity (Buffalo Trace Area Development District) works closely with the board to ensure the strategic initiatives and performance measures meet the board's expectations.

The board staff continuously interacts with partner agencies, community leaders, local elected officials, board members, local and regional businesses, contractors, and customers. This relationship is necessary for a seamless and efficient delivery of service to customers.

**Partners and Community Leaders:** TENCO takes great pride in the partnership between our board, board staff, local elected officials, business community, and community agency partners. The partnership is evident in projects **in which multiple KCC partners actively participant**, such as the following: Work Ready Community Initiative, Strategic Plan development, FAME (Federation of Advanced Manufacturing Education), Career Pathway project with St. Claire and Morehead State University, **FIVCO Re-entry Council, Homeless Coalition, Business Service Teams, referrals and** co-enrollment between agencies, **Unemployment Insurance Support**, coordination of workshops and services through the RESEA grant, specialized youth job fair, policy development to assist with costs for GED applicants, Re-entry project development, expungement activities, participation on the board and committees of the board, and partnership meetings and retreats. KCC partners, **as identified in the examples above**, believe collaboration and coordination of effort is vital to the success of our local area. One entity alone will struggle to provide the services necessary to move our area forward in workforce development, however, collectively our opportunities are unlimited.

The following describes the interconnecting relationship between the TENCO WDB, CLEO, Administrative Entity, Fiscal Agent, board staff, KY Career Center Partners, One-Stop Operator, Direct Service Provider and Youth Providers.



- B. (L) Describe how the LWDB, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Include how the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable and stackable). [WIOA Sec. 108(b)(3)]

The TENCO WDB will expand access to employment, training, education, and supportive services through the following:

**Access to employment:**

- TENCO WDB has established policies and/or procedures for work-based learning opportunities including work experience, transitional employment, career pathways, on-the-job training, and incumbent worker programs. These locally driven policies allow the board to expand work-based learning opportunities in the local area.
- The TENCO WDB and Business Service Team has partnered with many local businesses and the local KCTCS to offer the FAME (Federation of Advanced Manufacturing Education) apprenticeship program to qualified customers. This allows customers to earn wages while learning the job and receiving valuable credentials through KCTCS.
- The TENCO WDB supports a Youth Employment Program which provides soft skills, financial literacy, leadership development, job readiness, and a paid work experience for eligible youth who have barriers to employment. This program is designed to provide youth with experience in the basic skills of employment.
- The TENCO WDB has a very active and involved business service team that includes core partner representatives. The Business Service team has established outreach materials for local businesses and is involved in numerous activities such as hiring events, recruitment strategies, outreach campaigns, screening applicants, general and specialized job fairs. These events are usually in



coordination with multiple partners including Career and Technical Education, Career Development Office, Chamber, Economic Development, and Alliance partners.

- The Business Service Coordinator and local partners are well known in our area for developing individualized hiring events designed to meet the specific guidelines of companies. These have resulted in many job placements throughout the local and regional area. Individuals learn about the company, apply on-site, complete an assessment (such as NCRC or other company required assessment), drug test, and interview all in one day. Business partners have identified the hiring events as being very successful, with the key being partnership, coordination, and listening to the business.
- The Business Service Coordinator also maintains a social media page where job postings are reported, job fairs/hiring events are announced, and businesses are highlighted.
- The Kentucky Career Centers maintain job boards for easy access, as well as Focus accounts for job postings in the local area. Individuals who utilize either the job board or Focus are provided with information regarding job opportunities, given direction on job requirements and how to apply.
- The staff at the Kentucky Career Centers utilize their partnership to provide holistic services to individuals participating in the RESEA (Reemployment Services and Eligibility Assessment) grant. This program provides customers receiving Unemployment Insurance with the full gamut of program and services available through the Kentucky Career Center and links them directly to employment and/or provides additional job readiness services to alleviate any identified barrier to employment.
- Contact individuals through an agreement with the Labor Cabinet to inform those utilizing the Unemployment Insurance program about employment opportunities and Career Center services.
- Through partner meetings a relationship has been developed between individuals serving the re-entry and recovery population. Referrals are made between programs and resources such as job readiness training and work-based learning programs are shared.
- The TENCO WDB in coordination with other partners, including local Chambers, will provide business highlights virtually each month. This will include a mini interview with business representatives, virtual tour if allowable, and logistical information.

**Access to training/post-secondary education:**

- The TENCO WDB website is regularly updated to ensure customer interaction, accessibility to services, and provide links to partner services. The Career Center website will also provide opportunities for individuals to complete career assessments, learn about applying for financial resources, have access to labor market data, and complete on-line applications for services.
- Due to the high volume of individual and business customers in the Montgomery County area, TENCO WDB acknowledged the need for an additional Career Center. Currently, customers from Montgomery County are served through other centers. Assessments indicate that many of these individuals could benefit from training to gain employment, move up a career ladder, and/or earn a self-sufficient wage for their family. Our Career Center in Montgomery County is in the Industrial Park at 200 Oak Grove Drive in Mt. Sterling.
- TENCO and the post-secondary training institutions in the area rely heavily on each other for programs and services that will decrease the skill gap between business needs and individual's skill levels. Post-secondary institutions have active roles on the TENCO WDB and committees. Referrals between the two entities are daily and include training referrals, assistance with financial aid, placement referrals, internship referrals, sharing of information on high-demand occupations, and workshops on career readiness.

- The TENCO WDB is comprised of 51% business in the approved high-demand sectors. Board staff provides high-quality business services to a significant number of local employers. The TENCO WDB uses these business connections to recommend high-demand industry certifications to local Area Technology Centers/Career and Technical Centers.
- TENCO WDB has recently completed one incumbent worker project which provided opportunity to increase the competitiveness of the business in the workforce while providing advanced skill sets to current employees allowing them to maintain current positions and/or move up a career ladder. The opportunity would not have been possible without Morehead State University's collaboration and willingness to modify training curriculum. The project was an effort between a local business, local post-secondary institution, and two workforce areas. TENCO will continue to review the success of this project, and potentially use it for a model for other healthcare providers in the area.
- The Adult Education and Literacy programs have a representative on the TENCO WDB and on committees. Coordination and awareness of program services have grown tremendously as our ten counties work toward or have achieved Work Ready Community certifications.
- TENCO staff and Vocational Rehabilitation staff also rely on each other to assist individuals with disabilities. As Vocational Rehabilitation specializes in this population, TENCO staff refers individuals to their agency for assessments, specialized supplies or equipment that would make their training experience successful, and coordination of funds to be used for training expenses such as tuition, fees, and books. Individuals are co-enrolled in both programs and receive coordinated case management and follow-up services.
- The Career Development Office (CDO) continues to be an active partner with workforce. Co-enrollment makes both parties responsible for the successful outcome for our customers. CDO and WIOA Career Counselors work closely with developing Individual Employment Plans for Trade customers and refer individuals between agencies for specialized services to ensure the customer receives high quality, holistic services. Both entities work together to provide information to customers through the resource room and workshops. The two agencies participate in job fairs/hiring events, RESEA coordination, business services, career center certification, and follow-up services for customers.
- Intensive case management provided as part of the multiple programs offered through the KY Career Center system provides guidance, resources, and direction that customers, especially those facing multiple barriers, often require to be successful with post-secondary completion and credential attainment.

**Access to supportive services:**

Although many services are available in the TENCO local area through the coordination of partners, barriers to employment still pose a hindrance to those seeking employment and/or training. Support services can make the difference in the customer achieving their employment goal. Support services provided by TENCO WDB include:

- Transportation. In the rural areas of TENCO, it is difficult for individuals to have funds available to transport themselves to and from employment and/or training. The TENCO WDB provides support services through mileage reimbursement for occupational skills training.
- Childcare. Although TENCO WDB has funds available to assist with childcare costs, a referral is often made to community-based services to assist with these costs.
- Referrals are also made to Community Service Block Grant organizations for assistance such as with heating costs.

- Other options for customers are to utilize resources that help alleviate the need for supportive services. Training institutions have a wide array of training opportunities online, alternate hours and off-site in multiple counties that allow individuals to attend training without concerns of transportation and/or childcare issues. Direct Service providers may also be flexible in their provision of services through off-site eligibility, assessment, and case management activities. TENCO will continue to update the local area website to include virtual service delivery options for all partners.
  - Multiple counties within the TENCO local area have a 211-resource system. However, the counties located in the Buffalo Trace area does not have access to these same resources. The Business Service Coordinator in Maysville is working with United Way and multiple partner agencies to establish the 211 virtual resource system for all counties within the TENCO area.
- C. (L) Identify and describe (for each category below) the strategies and services that are and will be used to: Include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, industry and sector strategies, career pathways initiatives, use of effective business intermediaries and other business services and strategies that support the local board's strategy [WIOA Sec. 108(b)(4)(A) and (B), and 20 C.F.R. §§ 679.550-580]
1. Meet needs and facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs in addition to targeted sector strategies;

The TENCO WDB annually reviews data provided through KY Stats regarding high-demand, high-wage employment projections in the local area. The WDB, comprised of 51% business representatives (small and large) who are employed in the high-demand sectors, validates or invalidates the data for the local area. The occupations approved by the TENCO WDB are used during career counseling to guide customers. Funding for training programs is only available if the customer is enrolled in one of the approved high-demand, high-wage occupations.

The business community is made aware of the variety of services available through the TENCO WDB by participating in many events that our Business Service Director attends, such as Chamber, Alliance and Industrial Authority meetings. TENCO also has a very active virtual presence through FaceBook and the [www.tencocareercenter.com](http://www.tencocareercenter.com) website.

The TENCO WDB has established positions within each Career Center to be the link between business and the individual customer. The role of the Business Service Director positions is to ensure local businesses are aware of and encouraged to use Career Center services. The Business Service Director will also ensure customer satisfaction by providing a follow-up contact for those who use the services available.

WIOA funding for specific services such as On-the-Job Training, Occupational Skills Training, and Incumbent Worker Training is prioritized for those sectors/occupations deemed to be in high demand within the local area. Other services are available to all businesses that need assistance.

The local Business Service Team comprised of WIOA, CDO, KCTCS, Vocational Rehabilitation, Economic Development, Chambers of Commerce, and other workforce community entities

work collaboratively to deliver employer services to local businesses. These services include but are not limited to:

- ✓ Job orders,
- ✓ Assistance with screening applicants,
- ✓ Assessment such as NCRC,
- ✓ Location for interviewing,
- ✓ On-the-Job Training,
- ✓ Customized training,
- ✓ Incumbent Worker Training,
- ✓ Internships,
- ✓ Funds for Occupational Skills training,
- ✓ Basic skill remediation,
- ✓ GED testing,
- ✓ ADA compliance assistance,
- ✓ Job placement,
- ✓ Development of retention strategies,
- ✓ Outreach efforts,
- ✓ Social media platform,
- ✓ Open houses,
- ✓ General and individualized job fairs/hiring events,
- ✓ Business specific workshops,
- ✓ Rapid response activities, and
- ✓ Job site development in coordination with economic development.

These services are available for both large and small employers.

**2. Support a local workforce development system that meets the needs of businesses in the local area;**

As described in 3.2, alignment of services, partnership between entities and accessibility to holistic services for individuals and/or businesses is vital to workforce success. The TENCO WDB is provided information such as occupational projections, wage analysis, labor force participation rates, UI rates, and job openings regularly through multiple data sources. This information along with Business Service activities assist the WDB in determining goals, objectives, funding levels and policies that best meets the needs of the businesses in the local area. Business Service coordinators are strategically located throughout the TENCO area to ensure the business community has a local contact person that is familiar with the workforce needs of the area. Business Service coordinators receive continuous training and guidance on all the services available including, but not limited to re-entry/recovery programs, expungement fairs, incumbent worker projects, work-based learning, customized training programs, career pathway initiatives, and sector strategies.

**3. Better coordinate workforce development programs with economic development partners and programs;**

Coordination with local and state economic development partners is already in place in the TENCO local area. TENCO WDB understands the importance economic development plays in the success of our communities. Board staff is actively involved in local economic development meetings and/or training sessions. Economic

development partners participate on the TENCO WDB and Strategic Planning Committee. The Area Development Districts, Industrial Authorities and Alliances include workforce in their economic development plans, which has resulted in board staff being “at the table” when new businesses are considering locating in the TENCO area.

4. Strengthen linkages between the One-Stop Delivery System and Unemployment Insurance programs; and

The TENCO Career Center staff, including WIOA A/DW/Y, the Career Development Office and Unemployment Insurance programs, have a strong connection and easily coordinate services between the two programs. TENCO has a very involved co-enrollment plan that will greatly link the two programs, but staffing has been an issue in maximizing the potential of the plan. Individuals seeking unemployment insurance will be provided, at a minimum, with information regarding all Career Center services to assist with their job search. In the future, once staffing has been increased, TENCO plans to develop an individual employment plan with individuals seeking UI and make referrals to partner agencies based upon that assessment. TENCO will also follow-up with individuals who received services but remain unemployed to determine if additional services are needed.

5. Increase competitive, integrated employment opportunities for individuals with disabilities.

The Office of Vocational Rehabilitation is in three of our four Career Centers located in TENCO. The Regional Manager actively participates on the TENCO WDB and Career Center Committee. Collaboration with Vocational Rehabilitation programs often result in co-enrollment of services and/or full program referrals. The KY Career Center – TENCO has established plans for outreach, recruitment, and serving at-risk populations with the result being self-sustaining employment.

- D. (L)(R) Describe local and regional efforts to support and promote entrepreneurial skills training and microenterprise services in coordination with economic development and other partners. [WIOA Sec. 108(b)(5) and 20 C.F.R. § § 679.550-580]

Locally, TENCO’s business service representative provides a wide array of opportunities for entrepreneurs, including but not limited to regional job fairs, referrals for incentive packages and/or loans, on-the-job training, customized training, and internships. Emerging and existing entrepreneurs are encouraged to expand and grow their workforce through on-the-job training, which allows businesses to be reimbursed for up to 50% of the employee’s wages during their training period.

Morehead State University (MSU) provides entrepreneurs services throughout the East Region through the Small Business Development Center, which provides consultations at no cost for current and potential entrepreneurs in Eastern Kentucky. As a companion to this service, MSU also provides a bachelor's degree in Business Administration with a track in Small Business Management/Entrepreneurship.

Other efforts to support and promote entrepreneur activity in the TENCO area include:

- Youth programs include an element/workshop component on becoming an entrepreneur;
- There are multiple entrepreneur centers located in the TENCO area; and
- Entrepreneurs are encouraged to use the Career Centers to locate skilled employees.

Opportunities also exist to provide an entrepreneurial conference for youth in the area. Coordination would be with KCTCS, MSU, and other interested partners.

In support of emerging and existing entrepreneurs, EKCEP continues collaborative activities with SOAR Innovation, a partnership between SOAR and the Kentucky Cabinet for Economic Development's KY Innovation office. SOAR Innovation assists existing small businesses and entrepreneurs whose business or idea has the capability to expand existing markets or create new markets by leveraging technology.

SOAR Innovation has deployed Business and Innovation Champions across Eastern Kentucky. These champions work proactively throughout the region to identify and build relationships with existing small businesses that have the desire and capacity to scale-up utilizing technology through methods of e-commerce, export, etc. Often, these relationships lead SOAR's Innovation Champions to interact with EKCEP's Employer Services and Business Engagement staff to develop innovative solutions to employer needs, whether through entrepreneurial-based activities or more traditional WIOA-driven, work-based learning offerings developed in collaboration with employers.

- E. (L) Describe the type and availability of youth workforce activities, including activities for youth with disabilities. Identify successful models and best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9) and 20 C.F.R. §§ 679.550-580]

Successful workforce activities start with partnership and alignment of programs available in the community. Programs established to assist youth emphasize career advisement, work ethic, training, and transition to employment. The TENCO WDB hired a Youth Program Coordinator that identifies youth specific needs and/or barriers in the community and develops/implements projects that will maximize services and resources for youth. The Youth Program Coordinator works directly with the Direct Service Providers as well as other partners in the Career Center system.

Youth program providers are selected after completing a competitive procurement process. Contracts currently serve a small portion of in-school youth (no more than 25%) that are in high poverty areas, and eligible out-of-school youth. Services specifically for youth served through WIOA (including youth with disabilities) include all of the elements as identified in Section 129(c)(2)(A – N). Youth also receive intensive case management, hands on experience in civic responsibilities, diversity, leadership, and work ethic. Services are holistic and other services have and will be provided when needed, such as assistance with housing, assistance in obtaining a driver's license, parenting, and independent living.

TENCO is currently operating an intensive Youth Employment Program. Youth will have an opportunity to gain valuable work ethic skills, learn financial literacy, develop skills necessary to transition to post-secondary training, and receive valuable real-life work-based learning. Youth will be evaluated at the end of the program to determine if additional services are needed. Youth will also be linked to direct employment opportunities and/or training opportunities following successful completion of the work experience.

All youth are made aware of the elements identified in Section 129(c)(2)(A-N) of the WIOA Law. WIOA direct service staff, in coordination with the youth, determine the specific program services based on an objective assessment and individual service strategy/individual employment plan. The following outlines the fourteen required youth elements, examples of services within the element, and the provider of the element

Youth Elements	Services Provided	Provider
<p>Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to a completion of a secondary school diploma or its recognized equivalent or for a recognized postsecondary credential.</p>	<p>Youth may receive tutoring for general education classes and/or classes that are specific to an occupation. This element assists youth in getting back on track and/or staying on track to reach their educational goal.</p>	<p>Direct Service Providers</p> <p>Post-secondary institutions</p> <p>Skills U programs</p>
<p>Alternative secondary school services, or dropout recovery services.</p>	<p>Assistance for youth who struggle in traditional secondary education and/or who have dropped out of school. In-school youth who request or show a need for alternative education based on credit recovery or behavior issues are referred to the Alternative program within the school system.</p>	<p>Board of Education</p> <p>Skills U</p> <p>Youth Build</p> <p>Job Corp.</p>
<p>Paid and unpaid work experiences that have academic and occupational education as a component of the work experience and may include</p> <ul style="list-style-type: none"> <li>• Summer employment and other year-round employment opportunities</li> <li>• Pre-Apprenticeship programs</li> <li>• Internships and Job shadowing</li> <li>• On-the-job training opportunities</li> </ul>	<p>Youth gain valuable “real life” experiences through paid or unpaid work experience activities. After a thorough assessment of skills, goals, barriers, and strengths, youth are linked with the type of work experience that best meets their needs. Summer employment is offered as an opportunity to gain work ethic/readiness skills. On-the-Job Training and Pre-Apprenticeships lead to direct employment opportunities. Internships are utilized for career exploration, as well as direct employment opportunities.</p> <p>During work experience activities youth will be connected to an academic and occupational education component. This component may be part of a class offered through the direct service provider and/or as part of the work site experience. how the component will be delivered.</p>	<p>Direct Service Providers</p> <p>WIOA Staff</p>

<p><b>Occupational Skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local WDB determines the programs meet the quality criteria described in WIOA sec. 123.</b></p>	<p>A youth who identifies an employment goal that requires occupational skills training in a high demand occupation will have access to WIOA funds to assist with the cost of such training. WIOA funds may be utilized after all of sources of training funds have been established and the youth continues to have a financial need. Direct Service Providers approve WIOA funds for occupational skills training; however, the training is provided through private and public training institutions on Kentucky's Eligible Training Provider list.</p>	<p>Kentucky Community and Technical Colleges</p> <p>Morehead State University Kentucky Welding Institute</p> <p>Other Private and Public Institutions approved on the Statewide Eligible Training Provider List.</p>
<p><b>Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation of occupational cluster</b></p>	<p>This element may be provided to individuals who participate in apprenticeship programs. Funding for the education component would follow the same outline as occupational skills.</p>	<p>Kentucky Community and Technical Colleges</p>
<p><b>Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.</b></p>	<p>Workshops</p> <p>Community Service Projects</p> <p>Field trips to the Capital and other sites in Frankfort, Underground Railroad, Toyota plant and other locations deemed appropriate for social and civic leadership development.</p>	<p>Direct Service Providers develop and manage programs/projects that include Leadership Development. Contractors may coordinate efforts with on-going projects/services being provided in the local area.</p>
<p><b>Supportive services, including the services listed in 681.570</b></p>	<p>Direct Service Providers identify support service needs through an individualized assessment. The Direct Service Provider may access funds through the Administrative Entity/Fiscal Agent for the TENCO WDB, and/or may refer the youth to other resources, if applicable. Support services in TENCO include Transportation and/or Child Care.</p>	<p>Direct Service Provider</p> <p>Community Action Programs</p> <p>Department for Community Based Services</p> <p>Title I Adult/DW programs</p>



<p><b>Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation.</b></p>	<p>Youth will be linked with mentors through programs such as Unbridled Careers, and/or directly with adults who are able to effectively guide youth in their educational and employment goals. The Direct Service Provider must ensure that the selected mentors have criminal background checks and meet the standards of their respective agency. Mentors must also be appropriately oriented to the expectations of the mentoring program.</p>	<p>Direct Service Providers Business Partners</p>
<p><b>Follow-up services for not less than 12 months after the completion of participation as provided in 681.580</b></p>	<p>Youth receive follow-up services for one year after completing the program. TENCO WDB provides non-monetary support during the follow-up period, such as: Career guidance/counseling, job retention strategies, problem-solving, planning and preparation, organization and time management.</p>	<p>Direct Service Providers</p>
<p><b>Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referral to counseling as appropriate to the needs of the individual youth.</b></p>	<p>Relationship, family dynamics, stress management, and self-esteem counseling is available through the Youth Direct Service Providers or referred out to other professionals.</p> <p>Drug/alcohol, anger management, or other mental health needs are referred to appropriate resources in the community.</p>	<p>Direct Service providers who hold guidance and counseling or social work degrees.</p> <p>Comprehend</p> <p>Secondary School Resource Center staff</p> <p>Post-secondary counseling staff</p> <p>Private counseling services</p>
<p><b>Financial literacy education</b></p>	<p>The Youth Direct Service Providers ensure workshops are offered in basic financial literacy, such as: How to read your paystub, Setting up a checking account, Managing your checking account, Staying clear of credit card debt, and How to improve credit scores.</p>	<p>Direct Service Providers may provide or may link to local Banks to teach components of the Financial Literacy workshops.</p>

<b>Entrepreneurial skills training</b>	Direct Service Providers ensure youth are aware of services available by providing workshop material, inviting guest speakers who are entrepreneurs, visiting job sites, utilizing services through local entrepreneur incubators, and developing entrepreneur projects.	Entrepreneurial Centers Morehead State University Local Entrepreneurs
<b>Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration</b>	Youth are provided with labor market information throughout their enrollment in the program. Youth participate in career and personality assessments. While the Direct Service Providers offer career guidance, counseling and exploration, they connect youth to the KY Career Center for specific employment opportunities.	Direct Service Providers KY Career Center Staff
<b>Activities that help youth prepare for and transition to post-secondary education and training.</b>	Youth are directly connected to the post-secondary institution that meets their educational and long-term employment goal. The local post-secondary institutions have open houses, freshman orientation, and other transition resources.	Direct Service Providers Post-Secondary Institutions

Best practices in TENCO’s youth programs include:

- A dedicated Youth Coordinator provides monthly assistance to the youth direct service providers to ensure awareness of policy and/or Federal/State guidance changes; offer technical assistance; speak with youth customers and get feedback on the program; facilitate workshops; participate in school activities and provide career guidance to youth, acknowledge when issues arise and develop plans immediately to assist the contractors; and provide one contact that is familiar with the program, the contractors, and the youth customers.
- Holistic programs are developed which includes more than just the requirements of the Act. An example would be civic responsibility. Although not employment focused, it provides youth (with barriers) opportunities to learn about voting, their State, diversity, and the role Kentucky plays in the history of our Nation. Our in-school youth program visits the State Capital, History Museum, Rankin House, and Underground Railroad as part of the civic component.
- Contractors are directly connected in the community and familiar with resources. They are aware of job opportunities and can easily make connections with employers in the area. Youth and businesses in the TENCO area have actively participated in work experience prior to the Act mandating this involvement.

- The TENCO WDB has identified a need to provide at-risk youth in the local area with an intensive program geared toward preparing them for the world of work. The Youth Employment Program (YEP) provides at-risk youth who meet WIOA eligibility, an opportunity to explore careers, gain basic work ethic and job readiness skills, improve financial literacy, and be successful in their transition to employment and/or training. The program provides a paid work experience where they exhibit the skills they are learning. Evaluations throughout the program allow Career Counselors an opportunity to further guide the youth in the areas needing improvement. Youth can receive incentives for successfully meeting the educational and/or employment goals of the program.
- F. (L) Describe how the LWDB coordinates education and workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and to avoid duplication of services. [WIOA Sec. 108(b)(10) and 20 C.F.R. §§ 679.550-580]

Individuals representing each public post-secondary institution in our local area are either a member of our local WDB and/or a member of a WDB committee. Post-secondary representatives are also a vital partner on our Business Service Team. They are represented in the TENCO partner meetings and participate in a variety of ways in each aspect of our strategic planning process. The partnership and active involvement/participation allows us to easily coordinate and enhance services without duplication. Examples include: 1) MCTC partnered on the Strategic Plan for the local area, as well as the Economic Development plan for the BTADD area; 2) MCTC developed training programs based on business input and supported by the TENCO WDB to our local area (Lineman); 3) ACTC was first at the table in developing short term training programs through a partnership with TENCO WDB to ensure Trade affected workers are provided opportunities to start classes early and get back into the workforce; 4) MSU partnered with a major local healthcare provider and TENCO WDB to provide a flexible, fast-track BSN program to meet business needs; 5) MCTC, local business, and TENCO WDB is actively involved in the FAME Chapter for the Maysville area; and 6) The TENCO WDB supports career pathways through analyzing data on high-demand industry certifications and linking secondary and post-secondary institutions directly with local business.

The post-secondary institutions are involved in job fairs/hiring events, career awareness activities, Work Ready Community Projects and are always available for partnership with the TENCO WDB, business, and other community agencies.

TENCO WDB also facilitated an informational session on House Bill 3 (KRS Chapter 158). Attendance included representatives from secondary schools, economic development, and business. After a summary of House Bill 3, each area presented best practices. The school systems were then encouraged to build programs/projects in coordination/collaboration with local business.

TENCO WDB supports the Work Ready Community Initiative. The WDB has been involved in numerous projects throughout the ten-county area to assist with action steps developed in the Work Ready Community Plans. These include offering a Work Ethic Seal program to all public schools in the district; providing work readiness workshops and participating in career fairs and other activities in the school; and facilitating a 'Teacher Academy' for secondary school administrators to physically go to worksites and learn about local high-demand careers.

Other opportunities for enhancing partnerships with secondary schools are currently being reviewed by our Youth Committee. The Youth Committee, led by a business representative, includes secondary school/CTE, post-secondary, business, vocational rehabilitation, office of employment and training, chamber, juvenile justice, and union representatives. These opportunities include the following: Virtual career mentoring program, “what’s in your community” day each quarter where youth will learn about local job opportunities, and expanding our Youth Employment Program.

A Youth Coordinator has been hired through TENCO WDB to be a liaison between the KY Career Center youth services and secondary schools. The Workforce Development Board and Youth Committee continues to support and set the bar high for coordination and collaboration with secondary and post-secondary schools in the development of youth career and leadership projects and activities.

- G. (R)** Describe efforts to coordinate supportive services provided through workforce investment activities in the local area including facilitating childcare, transportation, and other appropriate supportive services for customers. [WIOA Sec. 108(b)(11) and 20 C.F.R. §§ 679.550-580]

Because of the unique characteristics of the two local areas and the differences in budget and capacity identified by the analyses of the region, the local workforce development boards of the EKCEP and TENCO areas see no advantage in attempting to standardize the provision of supportive services across the region or coordinate the ways supportive services are provided between the two local areas. The WIBs have determined that each local area will be responsible for policies and procedures governing the type and level of supportive services provided to the customers in its area.

- H. (L)** Describe strategies to implement the operational goals of the local One-Stop Delivery System, maximizing coordination of services provided by DWI merit staff and the LWDBs contracted service providers to improve services and avoid duplication. [WIOA Sec. 108(b)(12) and 20 C.F.R. §§ 679.550-580]

The TENCO WDB utilizes all partners in the KY Career Center to provide a holistic array of services available to customers. Each local partner has specific guidelines that must be followed for their respective program, and each local partner brings a service specialty to the table. Through partner sharing meetings and Workforce Partner retreats, each partner representative gains valuable knowledge about the allowable services and specializations.

Specifically, the DWI’s staff are often the first to interact with individuals seeking employment, unemployment insurance, Trade, and Veterans services. DWI staff determine additional services needed to get the individual back into the labor market. DWI staff is aware of OJT, Internships, Training assistance, Out-of-Area Job Search, and Relocation Assistance. Therefore, referrals are made to WIOA staff upon the determination that the customer needs one or more of these services. DWI and WIOA Title I A/DW/Y share in the responsibility of assisting with resume writing, interviewing skills and workshops provided on job search and retention. Staff from DWI and WIOA Title I A/DW/Y participate together on functional teams and communicate daily due to the physical location of their office and the Center’s design.

The One Stop Operator facilitates an annual Workforce Partner Retreat. All partner agencies will be invited to attend a retreat where topics including communication between partners, case management, customer service, diversity, and other topics, including partner sharing/best practices will be provided.

Local partner meetings will continue to be offered quarterly to ensure agencies are familiar with goals of the Career Center, customer needs, and new partner projects/programs.

A One Stop Operator conducts customer satisfaction surveys, customer flow analysis, and oversees the functional teams to determine if Career Center goals are being met, and if any changes are needed to better meet customer needs. This information is discussed monthly through the Operator Management Team meetings. The Operator Management Team, made up of representatives from the core WIOA programs, meet monthly and review Career Center Strategies that would expand the level of services currently available in the KY Career Centers.

- I. (L) Describe how the local board will collaborate with SkillsU, consistent with the local plan (as described in WIOA Sec. 107(d)(11) and WIOA Sec. 232. [WIOA Sec. 108(b)(13)] This will include a discussion of how the Local WDB will carry out the review of local applications submitted under Title II consistent with WIOA sec. 107(d)(11) (A) and (B) (i) and WIOA sec. 232. Adult Education and Literacy grant review training and process oversight to be provided by the Kentucky Office of Adult Education.

TENCO has established a policy that is in alignment with the Federal Act regarding priority of service for individuals who are basic skill deficient. As demonstrated in the TENCO WDB Strategic Plan, individuals who lack a GED/High School Diploma are a priority at-risk population that will receive intensive services including case management, resource alignment, training, support, and work experience opportunities.

TENCO WDB will assist, as described in Section 107 (d)(11)(B)(i)(I-II)), in reviewing the applications to provide adult education and literacy activities under title II for the local area and make recommendations to promote the alignment with the local plan.

The TENCO WDB will provide outreach to support GED goals and acknowledge local GED achievement through the TENCO website and Facebook. Data provided by Adult Education/Skills U leadership will be utilized to support action steps necessary to achieve the local 2018-2023 goals described in the TENCO WDB Strategic Plan.

Adult Education/Skills U are active participants in Partner Meetings, Board committees, and Business Service Teams where resources, services, and activities are shared to ensure alignment of partner programs.

- J. (L) Please describe the direction given by the Governor and the local WDB to the One-Stop Operator to ensure priority for adult career and training services that will be given to recipients of public assistance, other low-income individuals, and individual who are basic skills deficient consistent with WIOA sec. 134 (c)(3)(E) .

The TENCO WDB has developed a policy consistent with WIOA sec. 134 (c)(3)(E) to ensure Direct Service providers are fully aware of the requirement to give priority of career and training services to recipients of public assistance, low-income individuals, and individuals who are basic skill deficient.

This is monitored quarterly by workforce board staff. A corrective action plan will be requested if the Direct Service provider fails to comply with the policy.

TENCO board staff continuously provides information on WIOA services to agencies that serve the high priority populations. Referral processes have been developed through the Memorandum of Understanding.

- K. (L) Please describe how the Kentucky Career Centers are implementing an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by One-Stop Partners.

During the COVID-19 pandemic, TENCO utilized a virtual portal designed by EKCEP for intake and eligibility. This portal is valuable for ensuring individuals with transportation issues have access to services and will therefore, be maintained as an option for customers. Other possibilities such as video conferencing is being utilized when necessary to complete case management activities that are difficult to conduct due to transportation, scheduling, or other valid reason.

KEE Suite, a web-based eligibility and data base system, is the primary source for customer case management, as required by the Education and Workforce Development Cabinet.

## Chapter 4: Program Design and Evaluation

- A. (L) Describe the One-Stop Delivery System in the local area including:
1. The local board's efforts to collaborate with employers, to provide continuous improvement of business services and to operate a "Job-driven" delivery system.

The TENCO WDB works closely with businesses in the ten-county area. The business customer is vital to the success for our individual customer; therefore, the TENCO WDB encourages active business participation on our WDB, committees, and through strategic planning. TENCO WDB staff is involved in numerous community activities and organizations which include business. Business Service Teams are involved in outreach, economic development, and community awareness activities. The Board staff and Business Service Team members participate and provide information to Chambers, Alliances, and Industrial Authorities. Staff utilize FaceBook and the TENCO webpage to highlight local businesses and events.

2. The local board's efforts to ensure the continuous improvement of eligible providers services, including contracted services providers and providers on the eligible training provider list, through the system and ensure that such providers meet the employment needs of local employers, workers, and jobseekers. [WIOA Sec. 108(b)(6)(A) and 20 C.F.R. §§ 679.550-580]

TENCO WDB provides monthly contact/technical assistance to contracted providers. This is to ensure any issues or needs are addressed immediately. It also provides contracted providers with updates on policy,

procedures, Federal and State guidelines that directly affect their programs. Staff meetings are every other month, which provides another avenue to learn about projects/programs and discuss topics of importance.

TENCO WDB staff assists the local training providers with their application to the DWI. Training providers will report their performance for each program to DWI, per the new procedures established by DWI. TENCO will review these performance measures with customers to ensure customers have the information necessary to make an informed choice.

3. How the local board will facilitate access to services provided through the One-Stop Delivery System in remote areas, using technology and other means. [WIOA Sec. 108(b)(6)(B) and 20 C.F.R. §§ 679.550-580]

TENCO is a very rural area. TENCO accommodates individuals seeking WIOA services through flexibility of location. If an individual is unable to get to a Career Centers in the TENCO area, staff will meet individuals at a location that is more convenient for them. Staff has served individuals at Libraries, Extension Offices, and school systems in their local community. TENCO WDB purchased multiple laptop computers to ensure flexibility and accessibility of staff. TENCO staff utilizes technology such as the state's web-based data and case management system, KEE Suite, to assist with completion of electronic forms and uploading required eligibility documents. Customers have access to KEE Suite through Citizen Connect and can upload their own documents, as well as complete assessments and locate opportunities through virtual access.

TENCO also uses a virtual eligibility portal designed by EKCEP for individuals who have limited transportation or ability to receive in-person services. Platforms such as Teams and Zoom are used to provide case management services if necessary. TENCO also utilizes resources such as Career Edge to provide customers with soft skills training, assessments, and mock applications, resumes, and interviewing opportunities. The [www.tencocareercenter.com](http://www.tencocareercenter.com) website includes virtual resources for individuals as well, such as a guide to Career Center services and Rapid Response activities.

4. How entities within the One-Stop Delivery System, including One-Stop Operators and One-Stop Partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities. Also, include how the LWDB will providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C) and 20 C.F.R. §§ 679.550-580]

The TENCO WDB has purchased updated software and equipment to ensure all Career Centers are ADA compliant. Vocational Rehabilitation assisted the TENCO WDB in determining the items necessary for ADA compliancy. To meet the Career Center certification standards, the centers must meet ADA requirements for physical and programmatic accessibility. Vocational Rehabilitation will offer disability and compliance training to staff and Career Center partners on an annual basis. The Career Center staff have attended multiple discrimination trainings.

5. Provide a description of the process used by the local board, consistent with subsection (d), to provide an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, and input into the development of the Local Plan, prior to

submission of this plan. Local Areas are expected to provide accessible meetings for individuals with disabilities in this public hearing component.

A notice of the Regional/Local Strategic plan is submitted to the local newspapers, partner agencies, and placed on the TENCO website for public comment. All public comments are to be sent to the Workforce Development Director [ddials@btadd.com](mailto:ddials@btadd.com).

Public comments shall be reviewed by the Workforce Development Board to determine if edits to the Plan are necessary.

- B. (L) Describe the local board's assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. [WIOA Sec. 108(b)(7) and 20 C.F.R. §§ 679.550-580].

### **Training Opportunities:**

The TENCO WDB has multiple training opportunities within the ten-county area and outlying commute area. These include public and private institutions for post-secondary training. TENCO has two Kentucky Community and Technical Colleges (Ashland Community and Technical College and Maysville Community and Technical College). Both institutions have multiple locations making training services available to the entire ten county area. TENCO also has Morehead State University which offers Associate, Bachelor, and Master level programs. Morehead State University also has multiple locations within the TENCO area.

ACTC – has 30 training programs including diploma, certificate, and Associate Degree  
MCTC – has 25 training programs including diploma, certificate, and Associate Degree  
MSU – has 141 undergraduate, 23 pre-professional, and 70 graduate programs

The TENCO high-demand occupations are all available at local training institutions.

Other training opportunities include the Kentucky Welding Institute which provides 3 levels of certificates in welding. Training is short-term and has a customized business-based curriculum.

Workforce Solutions available through public training institutions also provide skill upgrade, certificate/license renewal programs, and specialized short-term training such as Lineman and Plumbing.

### **Employment Opportunities:**

There are numerous avenues individuals can use to locate employment in the TENCO area:

- Career Development Office – The Office of Career Development provides access to a significant number of current job orders. The Focus system utilized to register individuals seeking employment can link individuals with job matches. Staff at the Career Centers maintain a jobs list from multiple resources that are available on-site as well as through the [www.tencocareercenter.com](http://www.tencocareercenter.com) website. The TENCO Facebook page regularly highlights job openings.



- Workforce Innovation and Opportunity Act – The WIOA program utilizes On-the-Job training and work-based learning to link individuals directly with employment opportunities.
- Post-Secondary Training Institutions – Post-Secondary Institutions have multiple links to employers including through a Co-op, clinical, practicum, and student teaching.
- FAME – This provides opportunities for individuals to gain valuable work experience and attend training in the field at the same time.
- Apprenticeships – Similar to FAME, apprenticeships allow individuals to gain valuable work experience in their field of interest while pursuing their education.
- Vocational Rehabilitation – Vocational Rehabilitation can assist with job placement for individuals who meet their eligibility criteria.

There are a variety of activities available through the Kentucky Career Center to assist the jobseeker with job search, job readiness, resume writing, completing applications, interviewing skills, and job retention.

- C. (L) Describe how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities. [WIOA Sec. 108(b)(8) and 20 C.F.R. §§ 679.550-580].

The Business Service Coordinator, staff to the TENCO WDB, organizes, and acts as the Local Area Rapid Response Coordinator (LARRC) and facilitates all Rapid Response (RR) activity. RR activity related to company layoff or closure is utilized to transition affected employees to new employment as quickly as possible. The LARRC will collaborate with partner agencies to actively participate and share program information with all dislocated workers. A full range of materials providing information on employment, training, and meeting basic needs will be provided to workers.

The Rapid Response process includes:

- A) LARRC will establish contact with the employer immediately (within 2 days) upon notification of a potential layoff/closure; In the case of a disaster, immediately after the State is made aware of mass job dislocation because of the disaster.
- B) Initial contact includes gaining awareness of the layoff plan – including dates of dislocations, numbers affected, demographics of workers, and other available opportunities provided by the business (compensation package, insurance, call-back opportunities, and etc.)
- C) Contact is made with workforce and community partners to establish probable reemployment, training, and/or basic human services that will be needed by workers.
- D) A date, time, and location are established to provide RR services to employees.
- E) Services are organized by the LARRC and provided to employees.

- F) Employees are encouraged to register in Focus. Intensive assessment, case management, and career counseling services are started to link employees to appropriate employment opportunities.
- G) The LARRC and other business service team members will work with businesses in the local area to offer hiring events.
- H) Employees will be referred to workshops to support reemployment efforts.
- I) Enrollment in training and support services will be an option for dislocated workers who are unable to locate suitable employment.
- J) Employees will also be informed of out-of-area job search and/or relocation services available.

The TENCO WDB will utilize data provided by the State Division of Workforce and/or Economic Development to identify early warning signs of potential layoffs and opportunities for layoff aversion services. Layoff aversion strategies may be informational, planning, training, and/or assistance in accessing available federal, state, and/or local resources.

The provision of services as part of an emergency disaster will be adapted to the specific characteristics of the layoff.

- D. (L) Provide a description and analysis of youth workforce activities including activities for youth with disabilities. Identify successful models and best practices for youth workforce activities relevant to the local area. Describe strategies the LWDA will use for increasing the WIOA minimum Out-of-School Youth expenditure rate to 75 percent. Provide information on types of work-based learning activities planned for youth. [WIOA Sec. 108(b)(9) and 20 C.F.R. §§ 679.550-580]

WIOA youth services in the TENCO area are provided through competitively procured contracts. TENCO has primarily out-of-school youth programs, with only a small number of youth enrolled in a WIOA in-school program. The in-school program serves the higher poverty counties in the TENCO area. The TENCO WDB has made out-of-school youth a priority for several years, and no additional strategies are required for increasing the minimum out-of-school youth expenditure rate.

Youth are determined eligible based on Federal, State, and local guidelines, which includes youth with barriers such as disabilities, pregnant/parenting, foster, offenders, etc. The youth contractors in coordination with the youth determine an employment plan which includes any/all of the elements as identified in the WIOA (Section 129). All youth receive job readiness services either individually or in a group setting. Out-of-School youth are linked to additional resources including the One-Stop Career Center. At a minimum, monthly case management is provided to assist youth in achieving their employment goal. Once youth have completed their employment plan, youth are completed from WIOA services. Follow-up services which link youth to additional resources if needed are provided for one year after completion.

Youth contractors are very involved in the communities they serve, as well as very knowledgeable of the businesses in the communities. A significant part of their responsibilities is outreach to business and

developing the relationships necessary to secure work experience sites for youth. Youth contracts are responsible for expending 20% of funding on work experience activities.

The TENCO and Northern KY local area partners with business and community leaders to host an annual Youth Job Fair. The job fair includes local and regional businesses who are actively seeking entry level employees. Youth can discuss their interests, learn about job opportunities, and interact with a significant number of professionals during the job fair.

TENCO works with several secondary school systems to promote and provide direction on Work Ethic Seal programs. As our communities strive to be “Work Ready”, and our schools strive to be College and/or Career Ready the Work Ethic Seal program has become increasingly important. TENCO provides information on innovative best practices, development of metrics, and evaluating student progress.

The TENCO WDB has approved a youth employment program to serve primarily out-of-school youth. This program will provide youth with financial literacy, work ethics, job readiness, transitioning to post-secondary education, and a paid work experience. Youth will be evaluated by their supervisor on their job readiness and work ethic skills at the end of the paid work experience. Youth will then be exited from the program, referred for additional services, and/or assisted by the KY Career Center – TENCO. Staff will conduct a 12-month follow-up period for youth to ensure resources are readily available to assist youth with obstacles they may face during the time of transition. Incentives for achievement of an employment and/or educational goal is allowable as written into the contracts associated with the program.

Services for youth are truly holistic. The needs of the youth in the TENCO WIOA programs do not always fit neatly into one of the required program elements. There have been numerous times when youth have needs that are outside of the scope of WIOA programs, but without assistance would not be successful in achieving their goal. One example is youth who do not have a driver’s license. The TENCO area is very rural, and transportation is a significant barrier to individuals seeking employment. Our youth programs have located driver’s education classes, assisted with costs, and provided youth an opportunity to expand their employment options. Contractors assist youth with everything from financial planning, to learning about their community and civic responsibility, to getting out of abusive situations. TENCO’s youth programs are not just about job placement, it is about the youth success.

Youth services are also provided through Vocational Rehabilitation and the Office for the Blind. The Office for the Blind provides specialized services for youth with sight impairments. These services are designed to enhance students’ independent living skills and work potential. Services include job exploration, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness skills, and independent living skills. Services range from Bioptic Driving to self-advocacy instruction and utilizing assistive technology.

Vocational Rehabilitation employs counselors to function as liaisons between the students and the schools. Vocational Rehabilitation Counselors are very involved in the success of the student through the Individual Employment Plan. The following school districts in TENCO participate in the Community Work Transition Programs: Greenup, Russell Independent, Bath, Montgomery, Fleming, Rowan, and Bracken. This outcome-based program allows OVR to provide job coaches for eligible students who are not able to attend a post-secondary training program or military. This program’s goal is for all participating students to leave high school with paid competitive employment or supported employment in the most integrated setting based on their abilities and interests. Vocational Rehabilitation also surveys all high school seniors to determine

potential eligibility for VR services. Consultation and technical assistance are provided to assist in planning for students to transition from school to post-school activities.

- E. (L) Describe local board actions to become and remain a high-performing local board, consistent with the factors developed by the Kentucky Workforce Innovation Board (KWIB).

The TENCO Workforce Development Board was certified as High Impact in 2013. Many new processes were incorporated when the WDB completed this process. The TENCO board and staff continues to utilize the criteria established in 2013 to ensure they exceed high quality standards. Examples include the following: Modification of the board orientation, development and evaluation of a community led strategic plan, and alignment of funds with sector strategy approaches.

- F. (L) Describe how training services will be provided in accordance with WIOA Sec. 134(c)(3)(G), the process and criteria for issuing individual training accounts. [WIOA Sec. 108(b)(19)] This should include how contracts will be coordinated with the use of Individual Training Account's and how the LWDB will ensure informed customer choice in the selection of training programs.

Training services are provided to eligible WIOA individuals who have met the need to train guidelines per State and local policy, are attending a training program on the Eligible Training Provider List and are seeking training for an occupation deemed to be in high demand in the TENCO local area. Individuals must have completed an assessment/evaluation and interview and been determined to be unlikely to obtain or retain self-sustaining employment without training services. Barriers are identified during the assessment/interview and a plan of action for resolving the barriers are completed. The individual must have an assessment that indicates an ability to successfully complete training.

The TENCO WDB utilizes Individual Training Accounts (ITA) for the provision of training services. The Workforce Career Counselor reviews all funding sources to determine an individual's eligibility for the ITA. The ITA is developed for the training period, not to exceed two years. The ITA has a cap of \$4,000.00 per individual per fiscal year for occupational skills training. This cap includes tuition, fees, books, supplies, and support services. The ITA is reviewed per training semester, with actual expenditures recorded, and modifications made as necessary.

Obligation to pay is completed through a voucher process. Vendors are provided with a voucher for services such as training, books, and/or supplies. Payment is issued for the actual cost after receiving a receipt for the items noted on the voucher.

Contracts are utilized for On-the-Job Training, customized training, and incumbent worker training.

Priority for career and training services are given to recipients of public assistance, low income individuals and individuals who are basic skill deficient. The TENCO WDB has established a self-sufficiency policy allowing funds to be utilized to assist individuals earning below \$12.00 per hour or \$25,000.00 annually in training and employment needs.

## Chapter 5: Compliance/Performance/Administrative Cost

(Responses below should focus on the local area's compliance with federal or state requirements.)

- A. (R) Describe the replicated cooperative agreements, as defined by WIOA 107(d)(11), in place between the local board and Workforce Investment's Office of Vocational Rehabilitation (OVR) with respect to efforts that will enhance the provision of services to individuals with disabilities. Also, include other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts of cooperation, collaboration, and coordination. WIOA Sec. 108(b)(14).

The primary agreements that define and manage interactions between the East Region's local workforce development boards (LWDBs) and the Kentucky Office of Vocational Rehabilitation (OVR) and Office for the Blind (OFB) with respect to collaborative efforts to enhance the provision of workforce services to individuals with disabilities are the one-stop center Memoranda of Understanding (MOUs), along with their attendant Infrastructure Funding Agreements (IFAs). These signed MOUs enable and provide the matrix for enhancing such services through collaborative efforts such as cross-training of staff, technical assistance, collecting and sharing of information, and coordinated work with employers.

The regional OVR manager is an active member of both the EKCEP and TENCO workforce boards and plays an integral role in ensuring career centers are accessible and user friendly to individuals with disabilities. Representatives of OVR also provide valuable employer services through their active participation in the local employer service teams.

- B. (R) Describe the establishment of the administrative cost arrangement including the pooling of funds for administrative costs, as appropriate for the region.

The workforce development boards of the EKCEP and TENCO local workforce areas find no reason to pool funds for administrative costs. Such pooling would not provide any advantage or improvement in delivering services to meet the needs of the region's employers or job seekers. Therefore, each local area will be responsible for the administration of their local funds, projects, and programs.

- C. (R) Describe the establishment of an agreement concerning how the planning region will collectively negotiate on and reach an agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA sec. 116(c) for local areas or the planning region.

The local workforce development board of the EKCEP and TENCO local areas agree that there would be no advantage in collectively negotiating uniform performance levels for the East Region. Such uniform performance levels would be inappropriate because of the unique characteristics of the two local areas and their differences in budget, capacity, and priorities.

Additionally, both boards believe their position is supported by the Act, which specifically assigns to each local workforce development board and the chief elected official the responsibility to negotiate performance levels for the specific local area Sec.116 (c)(2).

- D. (L) Identify the local grant recipient of Title 1 responsible for the disbursement of grant funds. [WIOA Sec. 108(b)(15)]

The Buffalo Trace Area Development District was selected by the Governing Board of Judges as the Fiscal Agent.

- E. (L) Describe the competitive and non-competitive processes, as well as the process for sole sourcing, used for procuring goods and services within the local area. This includes but is not limited to the process used to award funds to a one-stop operator and other sub-recipients/contractors of WIOA Title I adult, dislocated worker and youth services. [WIOA Sec. 108(b)(16)]

Currently, The TENCO WDB utilizes the Request for Proposal (RFP) process for competitive bidding of youth services, direct services, and the one stop operator. RFP's are available on the website, announced in newspapers, submitted to state and national organizations and information is directly sent to individuals on a bidders list. Proposals received are reviewed and ranked by a review committee. The information is presented to the WDB for approval.

The BTADD, Administrative Entity for the TENCO WDB, receives quotes on any equipment or service that is \$10,000.00 or higher. The Finance Department may approve purchases up through \$799.00. The Executive Director of the ADD has authority to approve purchases up through \$2499.00. Anything above that level must be approved by the ADD board. The Finance Department reviews costs from multiple vendors through an informal process for items below \$10,000.00.

- F. (L) Describe the indicators currently used or intended by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), eligible providers under subtitle B and the one-stop delivery system, in the local area. [WIOA Sec. 108(b)(17)]

**Note:** *This description may include when, how and by whom the indicators are being employed and if the measured performance and effectiveness are used in a continuous improvement process.*

The Judges and WDB has agreed on the following items to determine performance and effectiveness of the fiscal agent:

1. A clean audit from an independent auditor presented to the WDB annually.
2. Minimal financial findings from a State and/or Federal monitoring review which is shared with the WDB annually.
3. Fiscal training regarding activities relatable to WIOA will be attended by the Fiscal Agent on an annual basis.
4. An approved administrative entity budget is completed by June 15<sup>th</sup> annually.
5. Clear and accurate reporting, with questions and/or concerns addressed within 10 business days.
6. A monthly report reflecting expenditure rates for the fiscal contract is submitted to the Judge/Executives.
7. The Fiscal Agent is responsive to all requests made by the TENCO WDB and/or Judge/Executives.
8. Quarterly financial reviews are conducted with the Workforce Development Director; and
9. Services are provided as outlined in the Fiscal Agent contract.

Direct Service providers are expected to meet and/or exceed performance measures as negotiated between TENCO WDB and the State DWI. Contractors are expected to meet all guidelines as established under their respective contracts which includes the following: Case Load expectations, accurate and timely entry, all counties receive services, customer satisfaction, minimal complaints/grievances, and minimal financial and/or program findings (minimal is described in the contract).

The Workforce Development Board have established the following goals that will be reviewed for satisfactory completion: Customer service, partner agency participation in the Career Centers, certification of each center, timely resolution of complaints/grievances, minimal monitoring issues for financial and/or program, Career Center image, and easy access to program services.

Direct Service and One-Stop Operator contracts will be monitored annually, at a minimum.

## Additional Elements

(Include or address the following elements in the Chapters/Questions above where applicable or address them in the list below.)

- 1.) (L) (R) Include goals for specific populations particularly with individuals with barriers to employment, veterans, unemployed workers and youth and any other populations outlined in the State Combined Plan

**Local/Regional:** Goals for specific populations—including youth, individuals with barriers to employment, individuals in recovery from SUD/ODD, and others—are addressed in the responses to the questions above.

- 2.) (L) (R) Describe how you will use the results of any feedback to make continuous quality improvements.

**Local:** All feedback will be reviewed by the Executive Committee of the TENCO Workforce Development Board. If determined appropriate by the Executive Committee and Chief Local Elected Official, modifications will be made to the Regional/Local Strategic Plan.

**Regional:**

- 3.) (L) (R) Describe activities of core programs and program specific information on the alignment process.

**Local/Regional:** The activities of core programs and their alignment are addressed in the responses to the questions above.

- 4.) (L) (R) Describe the process for data collection and reporting of all core programs.

**Local/Regional:** As stated previously in the responses above, all client data is entered into KEE-Suite, the state-mandated management information system. Career Advisors collect all applicable data from the clients needed to determine eligibility and document WIOA services, and that data is uploaded to KEE-Suite. Reports can be run directly from the KEE-Suite system, both at the local level and the state level, to produce information on the WIOA services being provided.

- 5.) (L) (R) Describe the policies and procedures in place for Rapid Response and coordination with local and state agencies for layoffs, natural disasters etc.

**Local/Regional:** The policies and procedures for Rapid Response and coordination with local and state agencies for layoffs are addressed in the responses to the questions above.

- 6.) (L) (R) Describe strategies for and/or toward work-based training models.

**Local/Regional:** The strategies for work-based training models are addressed in the responses to the questions above.

- 7.) (L) Describe the Eligible Training Provider procedure including initial eligibility, criteria for selection and information addressing factors related to performance indicators.

**Local/Regional:** In 2015, responsibility for the Eligible Training Provider List was transferred entirely to DWI. Local areas merely inform interested institutions of the process and refer them to DWI.

- 8.) (L) (R) Describe how the LWDA/Region will establish or continue to improve an Integrated English Literacy and Civics Education program (IELCE) that provide educational services consisting of literacy and English language acquisition integrated with civic education that includes instruction of the rights and responsibilities of citizenship and civic participation.

**Local/Regional:** Provision of an Integrated English Literacy and Civics Education (IELCE) program is the responsibility of the Adult Education & Literacy provider (Skills U). Skills U will provide ICLCE in the East Region.



We the undersigned attest that this submittal is the Regional and Local Plan for our Local Workforce Development Area (LWDA) and certify that this plan has been prepared as required and is in accordance with the applicable Workforce Innovation and Opportunity Act Regional Innovation and Local Comprehensive Plan Guidance.

<p style="text-align: center;"><b>Local Workforce Development Board</b></p> <p style="text-align: center;"><b>BOARD CHAIR</b></p>	<p style="text-align: center;"><b>Chief Local Elected Official</b></p>
<p><b>Name:</b></p>	<p><b>Name:</b></p>
<p><b>Title:</b></p>	<p><b>Title:</b></p>
<p><b>Signature:</b></p>	<p><b>Signature:</b></p>
<p><b>Date:</b></p>	<p><b>Date:</b></p>

See additional page if more than one Chief Local Elected Official or Local Elected Official signature is required.

# ATTACHMENT I

## Occupational Outlook Analysis of Employment Growth

### By Title, Education & and Wage

[KYSTATS.ky.gov](http://KYSTATS.ky.gov)



## Occupational Outlook & Analysis of Needed Skills and Wages

### TENCO Local Area

2018 - 2028

Occupational Title	(SOC) System Code	2018 Estimated Employment	2028 Projected Employment	Exits	Annual Exits	Transfers	Annual Transfers	Total Openings	Annual Openings	Typical Education Required for Entry	Typical Work Experience Required in Related Industry	Typical On-the-Job Training Required to Achieve Competency	Entry Annual Wage	Median Annual Wage
Cashiers	41-2011	3,033	3,019	2,701	270	3,008	301	5,695	570	No formal educational credential	None	Short-term on-the-job training	\$8.59	\$10.27
Retail salespersons	41-2031	2,177	2,228	1,266	127	1,951	195	3,268	327	No formal educational credential	None	Short-term on-the-job training	\$8.88	\$11.74
Laborers and freight, stock, and material movers, hand	53-7062	1,751	1,954	837	84	1,736	174	2,776	278	No formal educational credential	None	Short-term on-the-job training	\$9.59	\$14.54
Waiters and waitresses	35-3031	994	1,042	706	71	1,247	125	2,001	201	No formal educational credential	None	Short-term on-the-job training	\$8.07	\$9.08
Nursing assistants	31-1014	1,420	1,547	798	80	865	86	1,790	179	Postsecondary nondegree award	None	None	\$10.60	\$13.03
Registered nurses	29-1141	2,348	2,662	695	70	643	64	1,652	165	Bachelor's degree	None	None	\$21.96	\$28.59
Janitors and cleaners, except maids and housekeeping cleaners	37-2011	1,085	1,169	689	69	795	80	1,568	157	No formal educational credential	None	Short-term on-the-job training	\$9.30	\$12.12
Personal care aides	31-1120	773	1,057	676	68	599	60	1,559	156	High school diploma or equivalent	None	Short-term on-the-job training	\$8.76	\$11.86
Assemblers and fabricators, all other, including team assemblers	51-2090	1,371	1,303	548	55	1,010	101	1,490	149	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.97	\$15.03

Shipping, receiving, and inventory clerks	43-5071	1,011	1,051	522	52	851	85	1,413	141	High school diploma or equivalent	None	Short-term on-the-job training	\$9.58	\$16.99
Office clerks, general	43-9061	1,168	1,129	642	64	733	73	1,336	133	High school diploma or equivalent	None	Short-term on-the-job training	\$8.91	\$13.51
Receptionists and information clerks	43-4171	875	916	521	52	682	68	1,244	124	High school diploma or equivalent	None	Short-term on-the-job training	\$8.70	\$13.29
First-line supervisors of retail sales workers	41-1011	1,037	1,057	362	36	789	79	1,171	117	High school diploma or equivalent	Less than 5 years	None	\$11.52	\$17.45
Bookkeeping, accounting, and auditing clerks	43-3031	1,015	989	610	61	558	56	1,142	114	Some college, no degree	None	Moderate-term on-the-job training	\$10.18	\$17.74
General and operations managers	11-1021	1,103	1,170	238	24	749	75	1,054	106	Bachelor's degree	5 years or more	None	\$14.11	\$30.80
Secretaries and administrative assistants, except legal, medical, and executive	43-6014	1,073	982	527	53	623	62	1,059	106	High school diploma or equivalent	None	Short-term on-the-job training	\$10.37	\$15.16
Heavy and tractor-trailer truck drivers	53-3032	837	908	359	36	633	63	1,063	106	Postsecondary nondegree award	None	Short-term on-the-job training	\$12.62	\$22.00
Maintenance and repair workers, general	49-9071	948	1,022	345	34	609	61	1,028	102	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.88	\$18.42
Teacher assistants	25-9041	871	924	476	48	469	47	998	100	Some college, no degree	None	None	\$19,228.00	\$24,228.00
Construction laborers	47-2061	819	879	284	28	660	66	1,004	100	No formal educational credential	None	Short-term on-the-job training	\$11.70	\$19.76
Cooks, restaurant	35-2014	563	677	329	33	548	55	991	99	No formal educational credential	Less than 5 years	Moderate-term on-the-job training	\$8.53	\$10.64
Customer service representatives	43-4051	772	738	363	36	644	64	973	97	High school diploma or equivalent	None	Short-term on-the-job training	\$9.25	\$14.56
Cooks, institution and cafeteria	35-2012	519	571	289	29	482	48	823	82	No formal educational credential	None	Short-term on-the-job training	\$9.55	\$11.67

Maids and housekeeping cleaners	37-2012	525	559	384	38	346	35	764	76	No formal educational credential	None	Short-term on-the-job training	\$8.68	\$11.68
Childcare workers	39-9011	468	502	359	36	365	36	758	75	High school diploma or equivalent	None	Short-term on-the-job training	\$8.72	\$11.14
Landscaping and groundskeeping workers	37-3011	483	532	208	21	449	45	706	71	No formal educational credential	None	Short-term on-the-job training	\$10.44	\$13.67
Bus drivers, transit and intercity	53-3022	530	552	420	42	263	26	705	70	High school diploma or equivalent	None	Short-term on-the-job training	\$9.91	\$14.68
Bartenders	35-3011	354	384	172	17	477	48	679	68	No formal educational credential	None	Short-term on-the-job training	\$8.30	\$9.62
Elementary school teachers, except special education	25-2021	828	875	265	26	363	36	675	67	Bachelor's degree	None	None	\$38.53 0.00	\$53,067. 00
Medical assistants	31-9092	485	554	203	20	369	37	641	64	Postsecondary nondegree award	None	None	\$12.67	\$15.32
Operating engineers and other construction equipment operators	47-2073	460	499	163	16	390	39	592	59	High school diploma or equivalent	None	Moderate-term on-the-job training	\$17.11	\$27.99
Billing and posting clerks	43-3021	451	483	192	19	315	32	539	54	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.15	\$15.50
First-line supervisors of production and operating workers	51-1011	490	508	159	16	351	35	528	53	High school diploma or equivalent	Less than 5 years	None	\$18.15	\$27.22
Industrial truck and tractor operators	53-7051	410	454	129	13	357	36	530	53	No formal educational credential	None	Short-term on-the-job training	\$13.62	\$18.24
Tellers	43-3071	453	404	210	21	306	31	467	47	High school diploma or equivalent	None	Short-term on-the-job training	\$10.72	\$13.80
Social and human service assistants	21-1093	321	371	138	14	273	27	461	46	High school diploma or equivalent	None	Short-term on-the-job training	\$10.21	\$13.43

Light truck or delivery services drivers	53-3033	376	384	156	16	276	28	440	45	High school diploma or equivalent	None	Short-term on-the-job training	\$9.28	\$17.59
Secondary school teachers, except special and career/technical education	25-2031	542	574	155	16	236	24	423	43	Bachelor's degree	None	None	\$40,471.00	\$55,079.00
Pharmacy technicians	29-2052	468	506	141	14	252	25	431	43	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.03	\$13.72
Accountants and auditors	13-2011	395	425	116	12	266	27	412	42	Bachelor's degree	None	None	\$15.73	\$24.22
Industrial machinery mechanics	49-9041	389	428	128	13	246	25	413	42	High school diploma or equivalent	None	Long-term on-the-job training	\$16.96	\$24.56
Substance abuse, behavioral disorder, and mental health counselors	21-1018	292	365	106	11	230	23	409	41	Bachelor's degree	None	None	\$12.07	\$20.42
Child, family, and school social workers	21-1021	410	424	123	12	284	28	421	41	Bachelor's degree	None	None	\$15.40	\$19.98
Licensed practical and licensed vocational nurses	29-2061	487	520	171	17	213	21	417	41	Postsecondary nondegree award	None	None	\$16.05	\$20.77
Food preparation workers	35-2021	213	228	162	16	220	22	397	40	No formal educational credential	None	Short-term on-the-job training	\$8.38	\$10.71
Plumbers, pipefitters, and steamfitters	47-2152	352	363	105	10	292	29	408	40	High school diploma or equivalent	None	Apprenticeship	\$16.27	\$29.43
Home health aides	31-1011	241	317	150	15	163	16	389	39	High school diploma or equivalent	None	Short-term on-the-job training	\$8.76	\$11.86
Residential advisors	39-9041	227	255	132	13	234	23	394	39	High school diploma or equivalent	None	Short-term on-the-job training	\$10.70	\$12.06
Hosts and hostesses, restaurant, lounge, and coffee shop	35-9031	148	162	173	17	182	18	369	36	No formal educational credential	None	Short-term on-the-job training	\$8.28	\$9.56

Carpenters	47-2031	288	320	95	10	220	22	347	35	High school diploma or equivalent	None	Apprenticeship	\$11.26	\$19.19
Police and sheriff's patrol officers	33-3051	421	451	105	10	201	20	336	33	High school diploma or equivalent	None	Moderate-term on-the-job training	\$16.76	\$23.00
Medical and health services managers	11-9111	298	345	79	8	176	18	302	31	Bachelor's degree	Less than 5 years	None	\$23.92	\$41.67
Middle school teachers, except special and career/technical education	25-2022	372	394	119	12	163	16	304	30	Bachelor's degree	None	None	\$37.92 8.00	\$51,268. 00
Security guards	33-9032	237	238	121	12	185	18	307	30	High school diploma or equivalent	None	Short-term on-the-job training	\$8.54	\$10.26
Inspectors, testers, sorters, samplers, and weighers	51-9061	297	252	109	11	229	23	293	30	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.84	\$18.05
Labor relations specialists	13-1075	296	287	78	8	215	22	284	29	Bachelor's degree	Less than 5 years	None	\$7.93	\$9.21
Correctional officers and jailers	33-3012	311	312	119	12	156	16	276	28	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.25	\$21.44
Medical secretaries	43-6013	226	251	122	12	145	14	292	28	High school diploma or equivalent	None	Moderate-term on-the-job training	\$11.24	\$15.56
First-line supervisors of mechanics, installers, and repairers	49-1011	277	285	88	9	170	17	266	27	High school diploma or equivalent	Less than 5 years	None	\$18.30	\$31.33
Financial managers	11-3031	261	306	61	6	157	16	263	26	Bachelor's degree	5 years or more	None	\$26.33	\$44.07
First-line supervisors of construction trades and extraction workers	47-1011	234	247	72	7	178	18	263	26	High school diploma or equivalent	5 years or more	None	\$19.77	\$30.11
Electricians	47-2111	219	221	68	7	187	19	257	26	High school diploma or equivalent	None	Apprenticeship	\$17.50	\$28.09

Molding, core making, and casting machine setters, operators, and tenders, metal and plastic	51-4031	237	236	72	7	186	19	257	26	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.81	\$17.67
Driver/sales workers	53-3031	238	229	96	10	169	17	256	26	High school diploma or equivalent	None	Short-term on-the-job training	\$8.13	\$17.36
Loan officers	13-2072	258	282	65	6	161	16	250	24	Bachelor's degree	None	Moderate-term on-the-job training	\$16.32	\$22.79
Automotive service technicians and mechanics	49-3023	246	241	66	7	171	17	232	24	Postsecondary nondegree award	None	Short-term on-the-job training	\$8.44	\$12.62
Machinists	51-4041	207	224	72	7	147	15	236	24	High school diploma or equivalent	None	Long-term on-the-job training	\$14.50	\$19.31
Cleaners of vehicles and equipment	53-7061	171	171	85	8	164	16	249	24	No formal educational credential	None	Short-term on-the-job training	\$9.02	\$12.19
Veterinary Technologist and Technicians	29-2056	109	140	68	7	133	13	232	23	High school diploma or equivalent	None	Short-term on-the-job training	\$8.85	\$12.52
Highway maintenance workers	47-4051	185	198	77	8	135	14	225	23	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.26	\$15.55
Water and wastewater treatment plant and system operators	51-8031	261	255	79	8	155	16	228	23	High school diploma or equivalent	None	Long-term on-the-job training	\$10.38	\$18.42
Counter and rental clerks	41-2021	186	179	92	9	142	14	227	22	No formal educational credential	None	Short-term on-the-job training	\$8.76	\$11.75
Shipping, receiving, and traffic clerks	43-5071	212	222	72	7	143	14	225	22	High school diploma or equivalent	None	Short-term on-the-job training	\$9.58	\$16.99
Telecommunications line installers and repairers	49-9052	150	175	38	4	143	14	206	20	High school diploma or equivalent	None	Long-term on-the-job training	\$15.81	\$35.26
Interviewers, except eligibility and loan	43-4111	156	160	80	8	114	11	198	19	High school diploma or equivalent	None	Short-term on-the-job training	\$10.44	\$12.71



Sawing machine setters, operators, and tenders, wood	51-7041	174	168	49	5	149	15	192	19	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.88	\$13.92
Education administrators, elementary and secondary school	11-9032	207	219	55	6	110	11	177	18	Master's degree	5 years or more	None	\$51,903.00	\$78,703.00
Executive secretaries and executive administrative assistants	43-6011	211	173	98	10	117	12	177	18	High school diploma or equivalent	Less than 5 years	None	\$13.71	\$17.92
Cutting, punching, and press machine setters, operators, and tenders, metal and plastic	51-4031	164	168	63	6	123	12	190	18	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.81	\$17.67
Welders, cutters, solderers, and brazers	51-4121	152	162	40	4	132	13	182	18	High school diploma or equivalent	None	Moderate-term on-the-job training	\$14.34	\$20.32
Dental assistants	31-9091	158	160	74	7	105	10	181	17	Postsecondary nondegree award	None	None	\$11.31	\$15.17
Packers and packagers, hand	53-7064	116	116	69	7	98	10	167	17	No formal educational credential	None	Short-term on-the-job training	\$8.62	\$12.28
Industrial engineers	17-2112	214	227	44	4	106	11	163	16	Bachelor's degree	None	None	\$26.71	\$37.09
Clinical laboratory technologists and technicians	29-2010	225	244	65	6	83	8	167	16	Bachelor's degree	None	None	\$15.87	\$27.75
Physical therapist assistants	31-2021	105	126	50	5	93	9	164	16	Associate degree	None	None	\$21.74	\$27.38
Court, municipal, and license clerks	43-4031	155	164	72	7	76	8	157	16	High school diploma or equivalent	None	Long-term on-the-job training	\$10.72	\$15.79
Hotel, motel, and resort desk clerks	43-4081	98	97	53	5	112	11	164	16	High school diploma or equivalent	None	Short-term on-the-job training	\$8.02	\$9.47
Human resources specialists	13-1071	140	146	38	4	105	10	149	15	Bachelor's degree	None	None	\$16.08	\$25.28

Radiologic technologists	29-2034	234	255	60	6	74	7	155	15	Associate degree	None	None	\$17.67	\$24.76
Bus and truck mechanics and diesel engine specialists	49-3031	150	161	43	4	101	10	155	15	High school diploma or equivalent	None	Long-term on-the-job training	\$12.51	\$20.01
Mobile heavy equipment mechanics, except engines	49-3042	137	144	44	4	96	10	147	15	High school diploma or equivalent	None	Long-term on-the-job training	\$14.20	\$22.92
Respiratory therapists	29-1126	167	210	52	5	48	5	143	14	Associate degree	None	None	\$19.06	\$24.42
Automotive body and related repairers	49-3021	136	142	45	4	89	9	140	14	High school diploma or equivalent	None	Long-term on-the-job training	\$11.26	\$16.67
Educational, guidance, school, and vocational counselors	21-1012	116	127	39	4	85	8	135	13	Master's degree	None	None	\$15.06	\$29.80
Education, training, and library workers, all other	25-9099	124	133	53	5	66	7	128	13	Bachelor's degree	None	None	\$20.82	\$23.84
Emergency medical technicians and paramedics	29-2041	185	194	34	3	92	9	135	13	Postsecondary nondegree award	None	None	\$10.34	\$13.65
Dishwashers	35-9021	86	87	64	6	73	7	138	13	No formal educational credential	None	Short-term on-the-job training	\$8.55	\$10.89
First-line supervisors of landscaping, lawn service, and groundskeeping workers	37-1012	98	107	35	4	76	8	120	13	High school diploma or equivalent	Less than 5 years	None	\$16.98	\$26.89
Recreation workers	39-9032	70	80	45	4	80	8	135	13	High school diploma or equivalent	None	Short-term on-the-job training	\$9.91	\$12.44
Parts salespersons	41-2022	111	109	45	4	87	9	130	13	No formal educational credential	None	Moderate-term on-the-job training	\$9.45	\$13.52

Heating, air conditioning, and refrigeration mechanics and installers	49-9021	121	128	34	3	88	9	129	13	Postsecondary nondegree award	None	Long-term on-the-job training	\$15.11	\$22.20
Laundry and dry-cleaning workers	51-6011	91	95	58	6	66	7	128	13	No formal educational credential	None	Short-term on-the-job training	\$8.37	\$10.75
Refuse and recyclable material collectors	53-7081	82	89	47	5	71	7	125	13	No formal educational credential	None	Short-term on-the-job training	\$9.03	\$13.95
Kindergarten teachers, except special education	25-2012	106	112	43	4	66	7	115	12	Bachelor's degree	None	None	\$38.73 8.00	\$54,759. 00
Special education teachers, Kindergarten and elementary school	25-2052	136	142	46	5	58	6	110	12	Bachelor's degree	None	None	\$36.68 0.00	\$53,991. 00
Coaches and scouts	27-2022	71	79	42	4	67	7	117	12	Bachelor's degree	None	None		
Nurse practitioners	29-1171	149	183	33	3	56	6	123	12	Master's degree	None	None	\$37.18	\$49.06
Postal service mail carriers	43-5052	230	195	77	8	80	8	122	12	High school diploma or equivalent	None	Short-term on-the-job training	\$19.00	\$24.64
Industrial production managers	11-3051	128	134	28	3	67	7	101	11	Bachelor's degree	5 years or more	None	\$28.45	\$42.31
Computer user support specialists	15-1151	121	132	23	2	80	8	114	11	Some college, no degree	None	None	\$13.68	\$20.80
Pharmacists	29-1051	248	249	59	6	53	5	113	11	Doctoral or professional degree	None	None	\$46.38	\$59.33
Health Information Technologist, Medical Registrars, Technical Workers	29-9098	150	161	46	5	53	5	110	11	Postsecondary nondegree award	None	None	\$11.43	\$18.02
Phlebotomists	31-9097	87	98	35	4	63	6	109	11	Postsecondary nondegree award	None	None	\$12.87	\$15.92

First-line supervisors of housekeeping and janitorial workers	37-1011	86	95	38	4	65	6	112	11	High school diploma or equivalent	Less than 5 years	None	\$11.93	\$16.44
Library assistants, clerical	43-4121	72	71	57	6	51	5	107	11	High school diploma or equivalent	None	Short-term on-the-job training	\$9.73	\$11.49
Insurance claims and policy processing clerks	43-9041	95	109	38	4	64	6	116	11	High school diploma or equivalent	None	Moderate-term on-the-job training	\$9.98	\$11.21
Food service managers	11-9051	86	91	27	3	74	7	106	10	High school diploma or equivalent	Less than 5 years	None	\$11.32	\$22.09
Physician assistants	29-1071	115	144	20	2	54	5	103	10	Master's degree	None	None	\$34.54	\$45.93
Construction managers	11-9021	116	126	25	2	62	6	97	9	Bachelor's degree	None	Moderate-term on-the-job training	\$18.23	\$33.99
Social and community service managers	11-9151	84	96	27	3	51	5	90	9	Bachelor's degree	Less than 5 years	None	\$21.83	\$28.62
Buyers and purchasing agents	13-1020	103	96	31	3	72	7	96	9	Bachelor's degree	None	Moderate-term on-the-job training	\$14.56	\$19.91
Preschool teachers, except special education	25-2011	81	87	33	3	51	5	90	9	Associate degree	None	None	\$8.16	\$18.36
Special education teachers, secondary school	25-2054	107	112	36	4	46	5	87	9	Bachelor's degree	None	None	\$35,554.00	\$48,879.00
Speech-language pathologists	29-1127	121	144	26	3	45	4	94	9	Master's degree	None	Internship/residency	\$23.51	\$31.89
Surgical technologists	29-9098	96	104	29	3	52	5	89	9	Postsecondary nondegree award	None	None	\$11.43	\$18.02
Production, planning, and expediting clerks	43-5061	88	88	29	3	62	6	91	9	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.78	\$18.69
Farm equipment mechanics and service technicians	49-3041	76	85	25	2	55	6	89	9	High school diploma or equivalent	None	Long-term on-the-job training	\$13.00	\$15.51

Tool and die makers	51-4111	80	86	30	3	52	5	88	9	Postsecondary nondegree award	None	Long-term on-the-job training	\$17.84	\$23.09
Chief executives	11-1011	105	102	28	3	46	5	71	8	Bachelor's degree	5 years or more	None	\$24.21	\$55.33
Healthcare social workers	21-1022	70	79	22	2	51	5	82	8	Master's degree	None	Internship/residency	\$16.26	\$26.43
Lawyers	23-1011	155	165	34	3	42	4	86	8	Doctoral or professional degree	None	None	\$21.15	\$30.14
Physical therapist aides	31-2022	54	61	25	2	47	5	79	8	High school diploma or equivalent	None	Short-term on-the-job training	\$10.72	\$14.62
Police, fire, and ambulance dispatchers	43-5031	79	84	29	3	48	5	82	8	High school diploma or equivalent	None	Moderate-term on-the-job training	\$10.84	\$14.68
Electrical power-line installers and repairers	49-9051	94	97	23	2	57	6	83	8	High school diploma or equivalent	None	Long-term on-the-job training	\$15.81	\$35.26
Power Distributers and Dispatchers	51-9011	79	73	18	2	66	7	78	8	High school diploma or equivalent	None	Long-term on-the-job training	\$30.35	\$40.54
Librarians	25-4021	72	76	40	4	34	3	78	7	Master's degree	None	None	\$22.29	\$28.98
Physical therapists	29-1123	118	137	23	2	30	3	72	7	Doctoral or professional degree	None	None	\$31.81	\$40.86
Veterinarians	29-1131	113	144	24	2	25	2	80	7	Doctoral or professional degree	None	None	\$17.28	\$23.68
Paralegal and Legal Assistant	23-2011	84	69	39	4	46	5	70	7	High school diploma or equivalent	None	Moderate-term on-the-job training	\$15.56	\$18.42
Butchers and meat cutters	51-3021	58	60	24	2	49	5	75	7	No formal educational credential	None	Long-term on-the-job training	\$9.02	\$12.74
Property, real estate, and community association managers	11-9141	84	89	32	3	34	3	71	6	High school diploma or equivalent	Less than 5 years	None	\$20.58	\$44.36

Market research analysts and marketing specialists	13-1161	51	64	14	1	45	4	72	6	Bachelor's degree	None	None	\$10.22	\$25.45
Civil engineers	17-2051	76	78	16	2	44	4	62	6	Bachelor's degree	None	None	\$27.57	\$43.12
Mechanical engineers	17-2141	135	120	24	2	62	6	71	6	Bachelor's degree	None	None	\$24.05	\$37.55
Occupational therapists	29-1122	74	83	18	2	27	3	54	6	Master's degree	None	None	\$27.64	\$36.52
First-line supervisors of non-retail sales workers	41-1012	65	66	21	2	41	4	63	6	High school diploma or equivalent	Less than 5 years	None	\$10.12	\$25.89
Advertising sales agents	41-3011	49	43	15	2	48	5	57	6	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.49	\$31.31
Office and administrative support workers, all other	43-9199	51	54	22	2	39	4	64	6	High school diploma or equivalent	None	Short-term on-the-job training	\$10.72	\$16.47
Telecommunications equipment installers and repairers, except line installers	49-2022	60	54	16	2	47	5	57	6	Postsecondary nondegree award	None	Moderate-term on-the-job training	\$31.48	\$37.31
Medical equipment repairers	49-9062	43	49	20	2	28	3	54	6	Associate degree	None	Moderate-term on-the-job training	\$13.17	\$24.16
Sales managers	11-2022	62	62	13	1	42	4	55	5	Bachelor's degree	Less than 5 years	None	\$24.15	\$50.15
Architectural and engineering managers	11-9041	83	78	14	1	44	4	53	5	Bachelor's degree	5 years or more	None	\$28.93	\$46.39
Cost estimators	13-1051	39	45	11	1	31	3	48	5	Bachelor's degree	None	Moderate-term on-the-job training	\$13.75	\$19.15
Management analysts	13-1111	41	49	14	1	28	3	50	5	Bachelor's degree	Less than 5 years	None	\$12.94	\$18.15
Training and development specialists	13-1151	34	40	11	1	29	3	46	5	Bachelor's degree	Less than 5 years	None	\$8.93	\$21.59

Network and computer systems administrators	15-1142	85	83	14	1	45	4	57	5	Bachelor's degree	None	None	\$16.02	\$23.92
Environmental scientists and specialists, including health	19-2041	42	41	8	1	37	4	44	5	Bachelor's degree	None	None	\$18.65	\$23.57
Special education teachers, middle school	25-2053	61	64	21	2	26	3	50	5	Bachelor's degree	None	None	\$35,554.00	\$48,879.00
Dental hygienists	29-2021	82	82	34	3	21	2	55	5	Associate degree	None	None	\$27.00	\$31.03
Massage therapists	31-9011	28	35	20	2	17	2	44	5	Postsecondary nondegree award	None	None	\$9.20	\$23.11
First-line supervisors of police and detectives	33-1012	69	73	17	2	27	3	48	5	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training	\$24.52	\$30.32
Switchboard operators, including answering service	43-2011	54	40	27	3	31	3	44	5	High school diploma or equivalent	None	Short-term on-the-job training	\$10.19	\$13.43
Payroll and timekeeping clerks	43-3051	53	51	24	2	33	3	55	5	High school diploma or equivalent	None	Moderate-term on-the-job training	\$11.45	\$17.92
Dispatchers, except police, fire, and ambulance	43-5032	51	54	18	2	31	3	52	5	High school diploma or equivalent	None	Moderate-term on-the-job training	\$14.70	\$18.96
Human resources managers	11-3121	47	51	11	1	30	3	45	4	Bachelor's degree	5 years or more	None	\$27.91	\$40.00
Compliance officers	13-1041	49	50	14	1	30	3	45	4	Bachelor's degree	None	Moderate-term on-the-job training	\$13.34	\$26.16
Industrial engineering technicians	17-3026	42	44	14	1	28	3	44	4	Associate degree	None	None	\$18.08	\$29.65
Surveying and mapping technicians	17-3031	29	33	9	1	28	3	41	4	High school diploma or equivalent	None	Moderate-term on-the-job training	\$15.22	\$20.51
Public relations specialists	27-3031	35	39	11	1	28	3	43	4	Bachelor's degree	None	None	\$19.23	\$32.06

Physicians	29-1069	122	125	20	2	16	2	39	4	Doctoral or professional degree	None	Internship/residency	\$76.84	\$104.56
Morticians, undertakers, and funeral directors	39-4031	30	31	15	2	21	2	37	4	Associate degree	None	Long-term on-the-job training	\$14.12	\$18.16
Human resources assistants, except payroll and timekeeping	43-4161	36	36	13	1	28	3	41	4	Associate degree	None	None	\$10.88	\$18.98
Meter readers, utilities	43-5041	38	35	15	2	20	2	32	4	High school diploma or equivalent	None	Short-term on-the-job training	\$8.44	\$13.68
Tire repairers and changers	49-3093	43	38	12	1	32	3	39	4	High school diploma or equivalent	None	Short-term on-the-job training	\$8.27	\$11.13
Transportation, storage, and distribution managers	11-3071	38	43	9	1	23	2	37	3	High school diploma or equivalent	5 years or more	None	\$22.13	\$45.28
Computer systems analysts	15-1121	37	40	7	1	20	2	30	3	Bachelor's degree	None	None	\$19.17	\$32.79
Electrical and electronics engineering technicians	17-3023	36	33	11	1	22	2	30	3	Associate degree	None	None	\$26.47	\$38.13
Graphic designers	27-1024	35	36	12	1	24	2	37	3	Bachelor's degree	None	None	\$12.89	\$15.22
Family and general practitioners	29-1215	90	92	15	2	12	1	29	3	Doctoral or professional degree	None	Internship/residency	\$76.84	\$104.56
Diagnostic medical sonographers	29-2032	43	51	12	1	14	1	34	3	Associate degree	None	None	\$24.02	\$30.69
Occupational health and safety specialists	19-5011	51	52	12	1	17	2	30	3	Bachelor's degree	None	None	\$17.12	\$29.09
Medical transcriptionists	31-9094	28	21	15	2	19	2	27	3	Postsecondary nondegree award	None	None	\$13.81	\$19.01
Bill and account collectors	43-3011	28	26	10	1	22	2	30	3	High school diploma or equivalent	None	Moderate-term on-the-job training	\$9.18	\$17.39



Loan interviewers and clerks	43-4131	31	35	12	1	21	2	37	3	High school diploma or equivalent	None	Short-term on-the-job training	\$13.42	\$17.75
Information and record clerks, all other	43-4199	28	30	14	1	19	2	35	3	High school diploma or equivalent	None	Short-term on-the-job training	\$12.97	\$16.89
Postal service clerks	43-5051	67	55	25	2	21	2	34	3	High school diploma or equivalent	None	Short-term on-the-job training	\$18.59	\$25.66
Construction and building inspectors	47-4011	23	25	13	1	17	2	32	3	High school diploma or equivalent	5 years or more	Moderate-term on-the-job training	\$17.65	\$22.57
Outdoor power equipment and other small engine mechanics	49-3053	35	38	14	1	22	2	39	3	High school diploma or equivalent	None	Moderate-term on-the-job training	\$13.13	\$16.12
Bus drivers, transit and intercity	53-3021	21	23	17	2	11	1	30	3	High school diploma or equivalent	None	Moderate-term on-the-job training		
Machine feeders and off bearers	53-7063	27	27	14	1	22	2	36	3	No formal educational credential	None	Short-term on-the-job training	\$8.80	\$12.16
Marketing managers	11-2021	26	25	5	0	17	2	21	2	Bachelor's degree	5 years or more	None	\$19.81	\$39.52
Compensation, benefits, and job analysis specialists	13-1141	21	17	6	1	12	1	14	2	Bachelor's degree	Less than 5 years	None	\$16.72	\$25.51
Forest and conservation technicians	19-4093	17	18	5	0	16	2	22	2	Associate degree	None	None	\$11.57	\$19.48
Special education teachers, all other	25-2059	21	23	7	1	9	1	18	2	Bachelor's degree	None	None	\$45,142.00	\$56,963.00
Floral designers	27-1023	34	27	10	1	21	2	24	2	High school diploma or equivalent	None	Moderate-term on-the-job training	\$7.95	\$9.20
Dietitians and nutritionists	29-1031	32	35	11	1	10	1	24	2	Bachelor's degree	None	Internship/residency	\$13.18	\$27.37
Animal control workers	33-9011	17	19	8	1	9	1	19	2	High school diploma or equivalent	None	Moderate-term on-the-job training	\$9.76	\$11.13

Data entry	43-9021	23	18	9	1	14	1	18	2	High school diploma or equivalent	None	Short-term on-the-job training	\$8.27	\$14.28
Multiple machine tool setters, operators, and tenders, metal and plastic	51-4081	18	21	7	1	14	1	24	2	High school diploma or equivalent	None	Moderate-term on-the-job training	\$12.99	\$15.06
Computer and information systems managers	11-3021	16	16	3	0	10	1	13	1	Bachelor's degree	5 years or more	None	\$23.31	\$43.71
Postmasters and mail superintendents	11-9131	17	13	4	0	8	1	8	1	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training	\$32.75	\$39.24
Mental health and substance abuse social workers	21-1023	12	13	4	0	9	1	14	1	Master's degree	None	Internship/residency	\$10.88	\$17.19
Detectives and criminal investigators	33-3021	15	15	3	0	6	1	9	1	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training	\$19.64	\$26.73
Dentists, general	29-1021	24	23	5	0	2	0	6	0	Doctoral or professional degree	None	None	\$45.89	\$60.90

Highlighted occupations are currently on the TENCO WDB High Demand, High Wage Occupational List  
Sorted by Total Annual Job Openings.

# ATTACHMENT 2

## Top Ten Occupations by Education and Projected Job Openings

KYSTATS.ky.gov



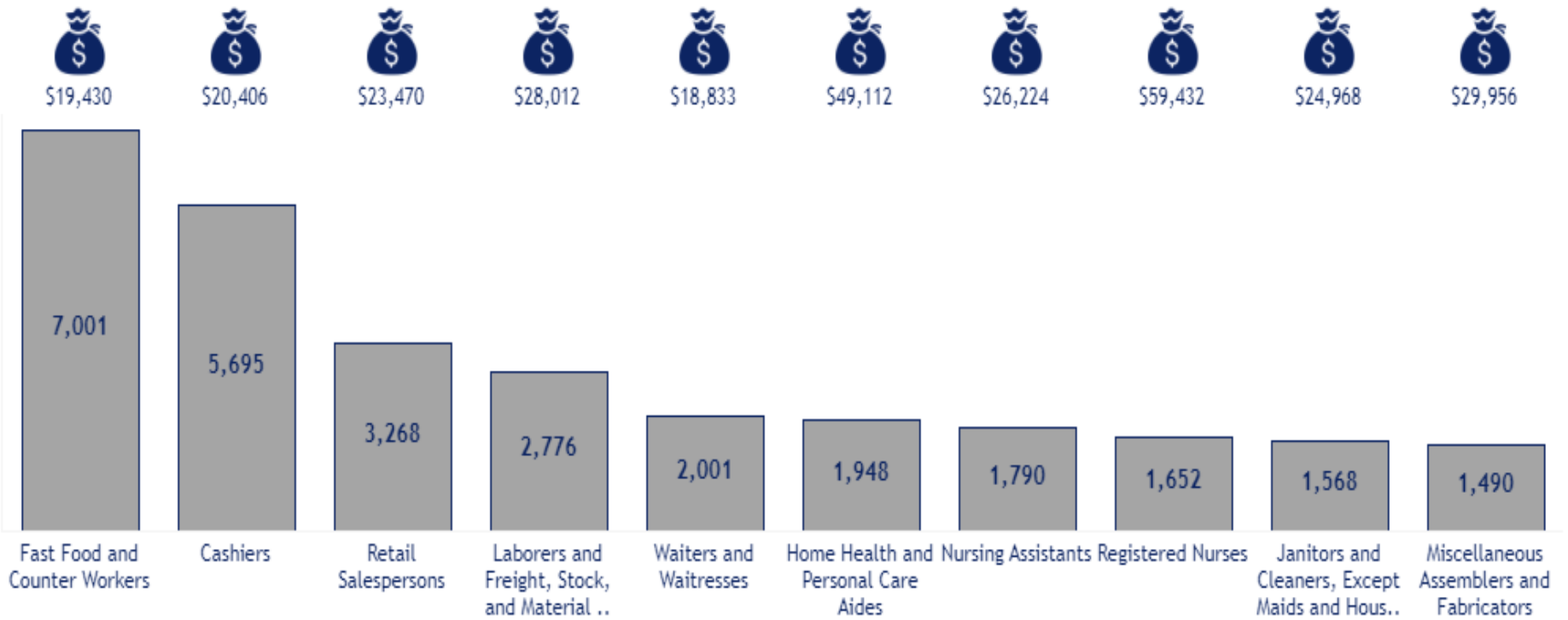
## Top Ten Highest Projected Openings for All Educational Levels

### KYStats.ky.gov

#### Top 10 Occupations by Number of Projected Job Openings for **TENCO (LWA)**

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry



## Top Ten Highest Projected Openings for High School Diploma/Equivalent

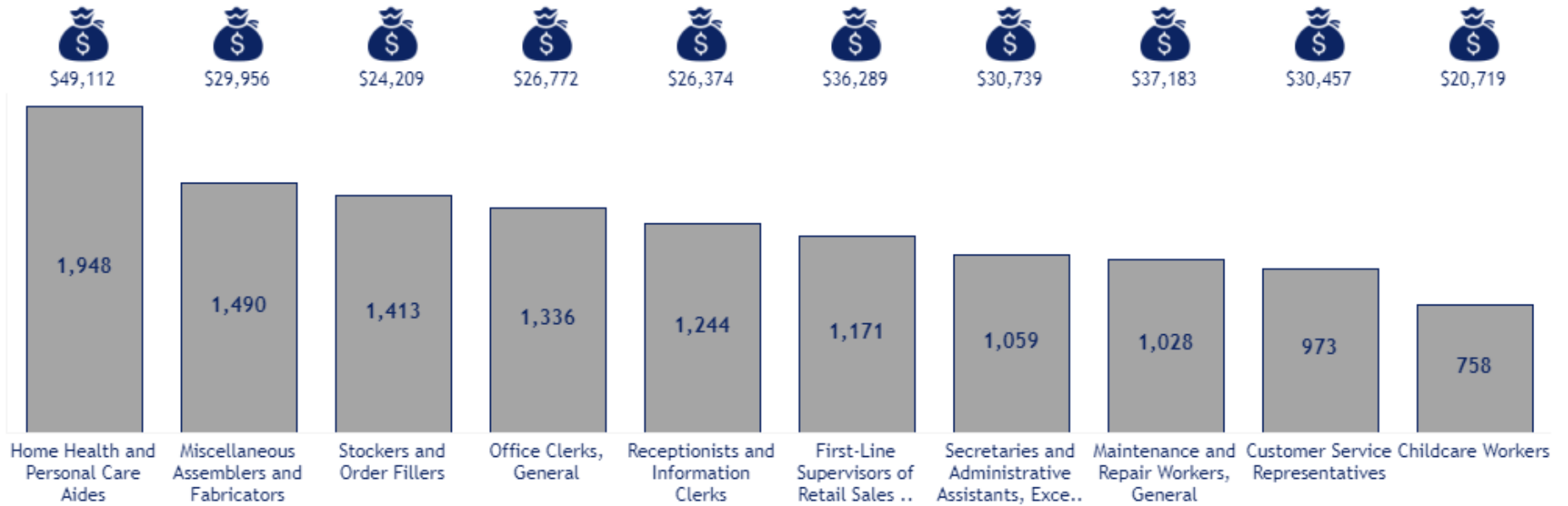
### KYStats.ky.gov

*Top 10 Occupations by Number of Projected Job Openings for TENCO (LWA)*

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

High school diploma or equivalent



## Top Ten Highest Projected Openings for Post-Secondary, Diploma, Certificate, License

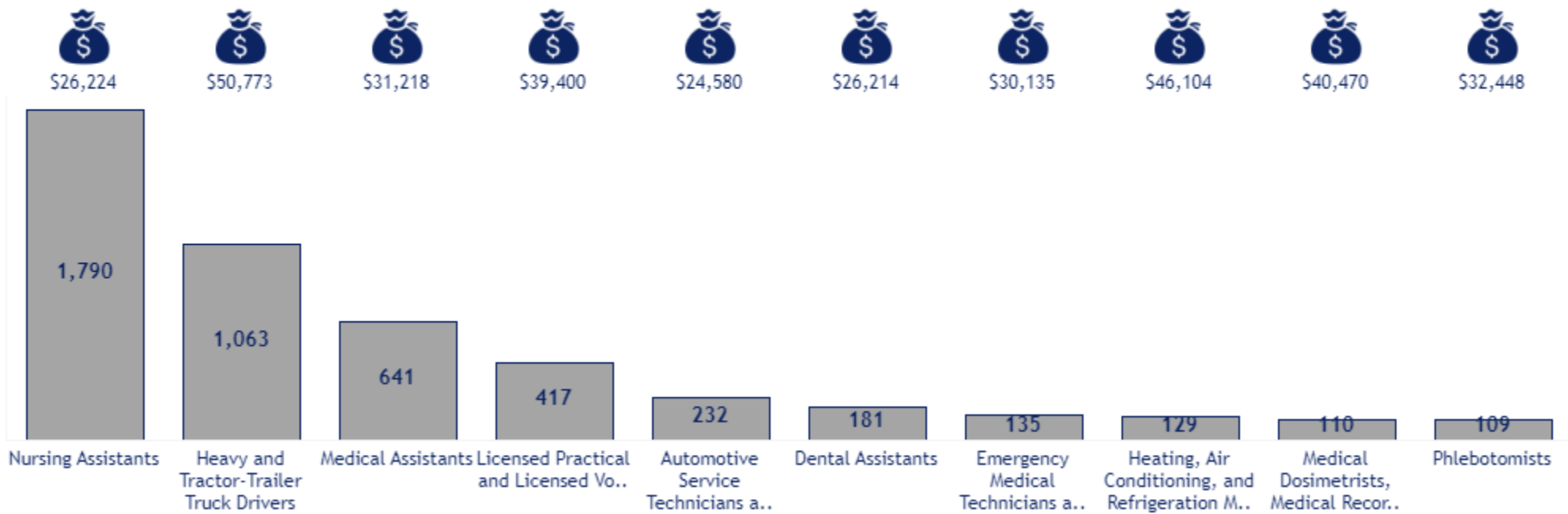
KYStats.ky.gov

*Top 10 Occupations by Number of Projected Job Openings for TENCO (LWA)*

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

Postsecondary nondegree award



## Top Ten Projected Openings for Associate Degrees

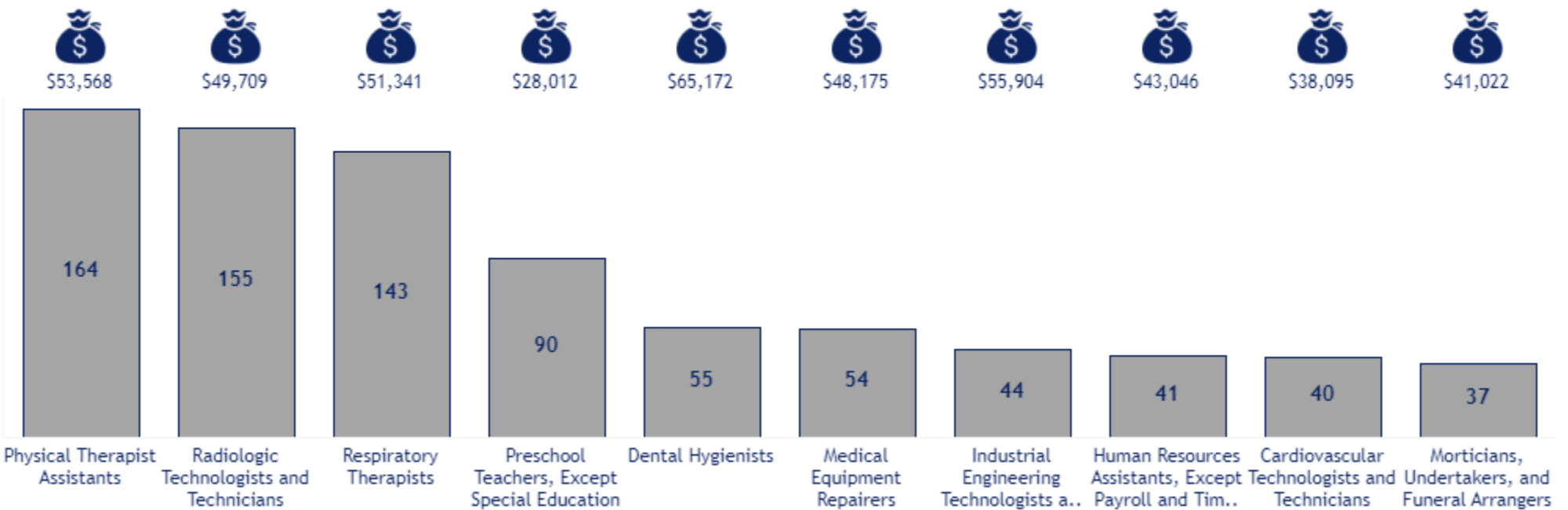
KYStats.ky.gov

*Top 10 Occupations by Number of Projected Job Openings for Tenco (LWA)*

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

Associate degree



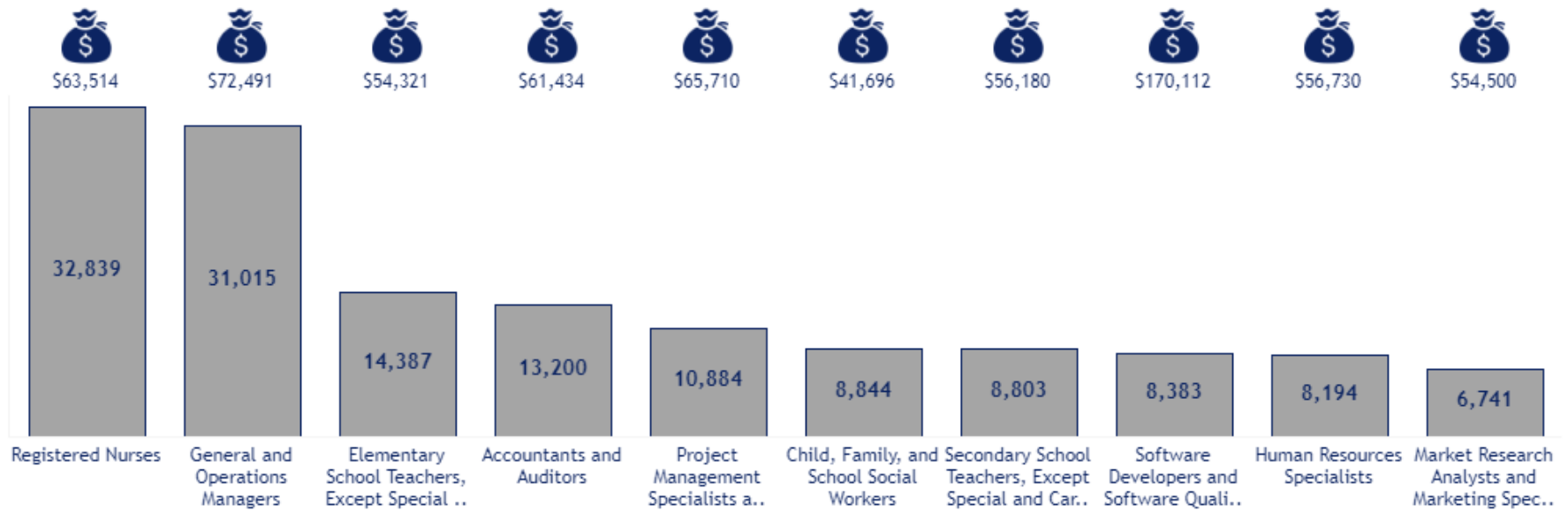
## Top Ten Projected Openings for Bachelor's Degrees KYstats.ky.gov

*Top 10 Occupations by Number of Projected Job Openings for Kentucky*

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

Bachelor's degree





## Top Ten Projected Growth Occupations for Master's Degree

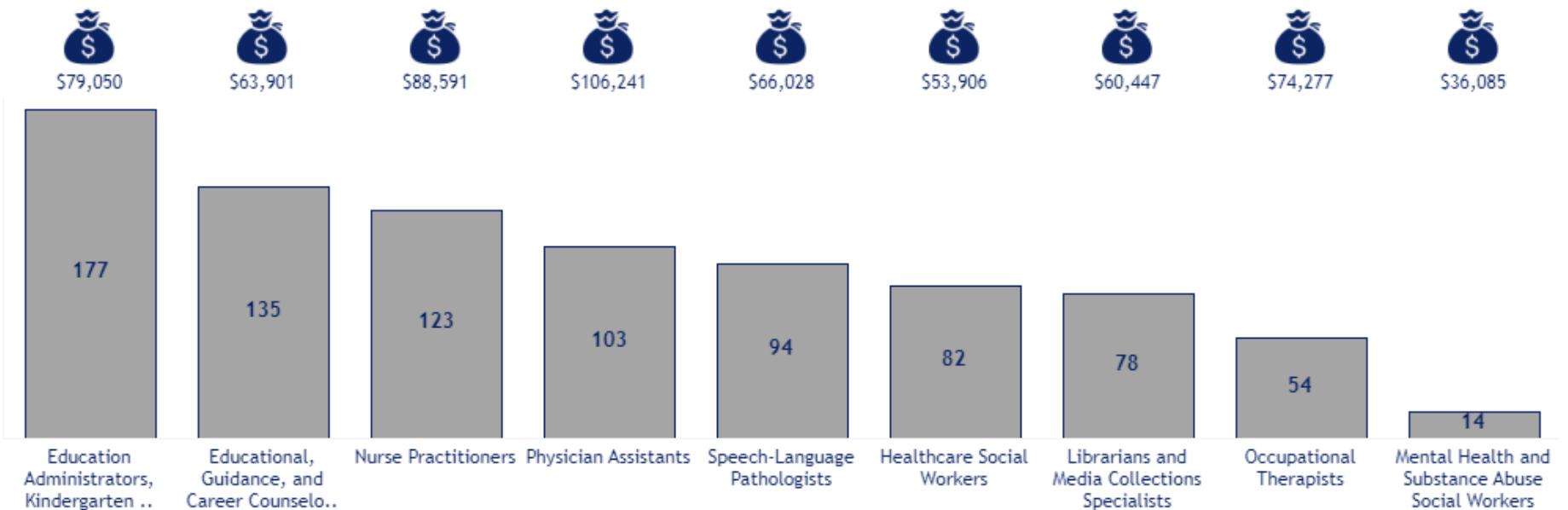
KYStats.ky.gov

*Top 10 Occupations by Number of Projected Job Openings for TENCO (LWA)*

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

Master's degree ▾



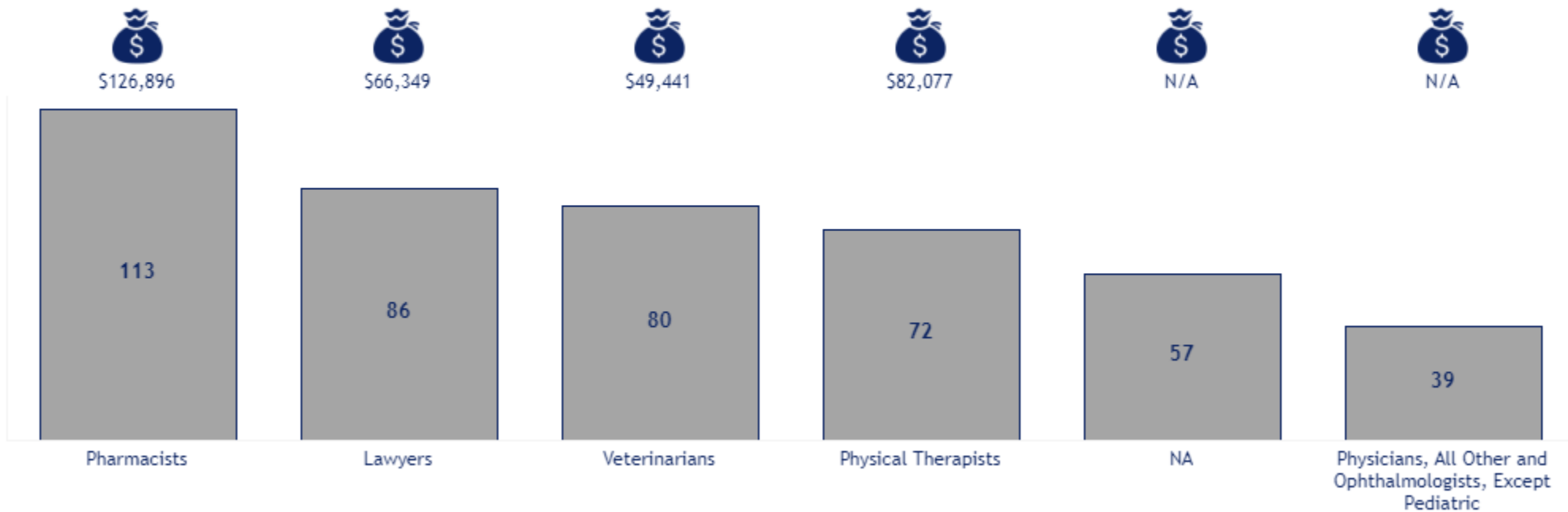
## Top Projected Growth Occupations for Professional Degree KYStats.ky.gov

### Top 10 Occupations by Number of Projected Job Openings for **TENCO (LWA)**

Projected job openings are the total job openings in the projected 2018-2028 time period. Wages are the 2020 median annual wage for an occupation.

Select the Typical Education Needed For Entry

Doctoral or professional degree



# ATTACHMENT 3

## Job Advertisements by Occupation, Certification, and Soft Skills

JobsEQ



Advertisements per Occupation/6 months  
JobsEQ

Occupation	Total Ads
Heavy and Tractor-Trailer Truck Drivers	1,162
Retail Salespersons	908
Registered Nurses	553
First-Line Supervisors of Retail Sales Workers	480
Stockers and Order Fillers	427
Social and Human Service Assistants	286
Fast Food and Counter Workers	286
Customer Service Representatives	213
Maintenance and Repair Workers, General	209
First-Line Supervisors of Food Preparation and Serving Workers	193
Licensed Practical and Licensed Vocational Nurses	181
Nursing Assistants	177
Medical Secretaries and Administrative Assistants	176
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	172
Production Workers, All Other	171
Driver/Sales Workers	171
Laborers and Freight, Stock, and Material Movers, Hand	169
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	156
Personal Care Aides	138
First-Line Supervisors of Production and Operating Workers	136
Hairdressers, Hairstylists, and Cosmetologists	125
Cooks, Restaurant	111
Cashiers	111
Light Truck Drivers	106
Medical and Health Services Managers	99
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	94
Pharmacy Technicians	92
Securities, Commodities, and Financial Services Sales Agents	90
Automotive Service Technicians and Mechanics	88
Waiters and Waitresses	87

Occupation	Total Ads
Mental Health and Substance Abuse Social Workers	86
Speech-Language Pathologists	85
Security Guards	81
Food Preparation Workers	80
Refuse and Recyclable Material Collectors	80
Accountants and Auditors	78
Maids and Housekeeping Cleaners	77
Coaches and Scouts	70
Dishwashers	68
Mental Health Counselors	67
Medical Assistants	66
Demonstrators and Product Promoters	66
Construction Laborers	65
Insurance Sales Agents	62
Human Resources Specialists	58
First-Line Supervisors of Office and Administrative Support Workers	58
Receptionists and Information Clerks	57
Spa Managers	54
Merchandise Displayers and Window Trimmers	53
Cooks, Institution and Cafeteria	53
Cleaners of Vehicles and Equipment	53
Computer User Support Specialists	52
Secondary School Teachers, Except Special and Career/Technical Education	52
Elementary School Teachers, Except Special Education	51
Parts Salespersons	50
Home Health Aides	48
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	48
Food Service Managers	47
Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education	44
Physical Therapists	44
Landscaping and Groundskeeping Workers	44
Office Clerks, General	44
Radiologic Technologists and Technicians	43
Phlebotomists	43

Respiratory Therapists	42
Inspectors, Testers, Sorters, Samplers, and Weighers	42
Preschool Teachers, Except Special Education	39
Middle School Teachers, Except Special and Career/Technical Education	39
Food Preparation and Serving Related Workers, All Other	38
Pharmacists	37
Nurse Practitioners	35
Childcare Workers	34
Bus and Truck Mechanics and Diesel Engine Specialists	33
Physicians, All Other	32
Medical and Clinical Laboratory Technicians	31
Medical and Clinical Laboratory Technologists	30
Welders, Cutters, Solderers, and Brazers	30
Critical Care Nurses	29
Industrial Engineers	28
Assemblers and Fabricators, All Other	28
Cardiovascular Technologists and Technicians	27
First-Line Supervisors of Mechanics, Installers, and Repairers	27
Dental Assistants	26
Bartenders	26
Diagnostic Medical Sonographers	25
Bookkeeping, Accounting, and Auditing Clerks	25
Tutors	24
Dietetic Technicians	24
Physical Therapist Assistants	24
Nannies	24
Tellers	24
Postal Service Mail Carriers	24
Machinists	24
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	24
Laundry and Dry-Cleaning Workers	24
Business Operations Specialists, All Other	23
Nurse Anesthetists	23

Family Medicine Physicians	23
Pharmacy Aides	23
Shipping, Receiving, and Inventory Clerks	23
Hospitalists	22
Surgical Technologists	22
Occupational Therapy Assistants	22
Recreation Workers	22
Team Assemblers	22
Sales Managers	20
Financial Managers	20
Education Administrators, Postsecondary	20
Special Education Teachers, All Other	20
Emergency Medicine Physicians	20
Correctional Officers and Jailers	20
Animal Caretakers	20
Sales and Related Workers, All Other	20
Hotel, Motel, and Resort Desk Clerks	20
General and Operations Managers	19
Baristas	19
Bus Drivers, School	19
Property, Real Estate, and Community Association Managers	18
Emergency Medical Technicians	18
Dining Room and Cafeteria Attendants and Bartender Helpers	18
Highway Maintenance Workers	18
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	18
Industrial Truck and Tractor Operators	18
Architectural and Engineering Managers	17
Quality Control Analysts	17
Career/Technical Education Teachers, Postsecondary	17
Carpenters	17
Electricians	17
Computer Numerically Controlled Tool Operators	17
Taxi Drivers	17
Transportation, Storage, and Distribution Managers	16
Network and Computer Systems Administrators	16
Physician Assistants	16

Psychiatrists	16
Education Administrators, Kindergarten through Secondary	15
Loan Officers	15
Child, Family, and School Social Workers	15
Substitute Teachers, Short-Term	15
Surgeons, All Other	15
Medical Records Specialists	15
Telecommunications Equipment Installers and Repairers, Except Line Installers	15
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	15
Instructional Coordinators	14
General Internal Medicine Physicians	14
Education and Childcare Administrators, Preschool and Daycare	13
Software Developers	13
Educational, Guidance, and Career Counselors and Advisors	13
Dentists, General	13
Health Technologists and Technicians, All Other	13
First-Line Supervisors of Construction Trades and Extraction Workers	13
Packaging and Filling Machine Operators and Tenders	13
Management Analysts	12
Training and Development Specialists	12
Farm and Home Management Educators	12
Neurologists	12
Psychiatric Technicians	12
Health Information Technologists and Medical Registrars	12
Plumbers, Pipefitters, and Steamfitters	12
Bakers	12
Water and Wastewater Treatment Plant and System Operators	12
Environmental Engineering Technologists and Technicians	11
Occupational Health and Safety Specialists	11
Dietitians and Nutritionists	11
Cardiologists	11
Bill and Account Collectors	11

Shuttle Drivers and Chauffeurs	11
Marketing Managers	10
Patient Representatives	10
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	10
Tax Preparers	9
Substance Abuse and Behavioral Disorder Counselors	9
Lawyers	9
Crossing Guards and Flaggers	9
Cooks, Fast Food	9
Tree Trimmers and Pruners	9
Postal Service Clerks	9
Construction and Building Inspectors	9
Financial and Investment Analysts	8
Electrical Engineers	8
Forest and Conservation Technicians	8
Art, Drama, and Music Teachers, Postsecondary	8
Obstetricians and Gynecologists	8
Massage Therapists	8
Veterinary Assistants and Laboratory Animal Caretakers	8
Chefs and Head Cooks	8
Pesticide Handlers, Sprayers, and Applicators, Vegetation	8
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	8
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	8
Industrial Production Managers	7
Purchasing Agents, Except Wholesale, Retail, and Farm Products	7
Healthcare Social Workers	7
Special Education Teachers, Elementary School	7
Teachers and Instructors, All Other	7
Public Relations Specialists	7
Photographers	7
Police and Sheriff's Patrol Officers	7
School Bus Monitors	7
Billing and Posting Clerks	7
Dispatchers, Except Police, Fire, and Ambulance	7
Audiovisual Equipment Installers and Repairers	7

Packers and Packagers, Hand	7
Tax Examiners and Collectors, and Revenue Agents	6
Mechanical Engineers	6
Clinical and Counseling Psychologists	6
Paralegals and Legal Assistants	6
Nursing Instructors and Teachers, Postsecondary	6
Urologists	6
Veterinary Technologists and Technicians	6
Forest Fire Inspectors and Prevention Specialists	6
Library Assistants, Clerical	6
Production, Planning, and Expediting Clerks	6
Executive Secretaries and Executive Administrative Assistants	6
Operating Engineers and Other Construction Equipment Operators	6
Managers, All Other	5
Information Security Analysts	5
Park Naturalists	5
Chemists	5
Chemical Technicians	5
Health Specialties Teachers, Postsecondary	5
Teaching Assistants, Postsecondary	5
Acute Care Nurses	5
Athletic Trainers	5
Occupational Therapy Aides	5
Pest Control Workers	5
Farm Equipment Mechanics and Service Technicians	5
Industrial Machinery Mechanics	5
Meat, Poultry, and Fish Cutters and Trimmers	5
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	5
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	5
Human Resources Managers	4
Clinical Research Coordinators	4
Social and Community Service Managers	4

Meeting, Convention, and Event Planners	4
Market Research Analysts and Marketing Specialists	4
Manufacturing Engineers	4
Hydrologic Technicians	4
Probation Officers and Correctional Treatment Specialists	4
Clergy	4
Career/Technical Education Teachers, Secondary School	4
Special Education Teachers, Secondary School	4
Librarians and Media Collections Specialists	4
Technical Writers	4
Ophthalmic Medical Technicians	4
Neurodiagnostic Technologists	4
First-Line Supervisors of Housekeeping and Janitorial Workers	4
Ushers, Lobby Attendants, and Ticket Takers	4
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4
Real Estate Sales Agents	4
Data Entry Keyers	4
Cement Masons and Concrete Finishers	4
Helpers--Electricians	4
Radio, Cellular, and Tower Equipment Installers and Repairers	4
Tire Repairers and Changers	4
Butchers and Meat Cutters	4
Captains, Mates, and Pilots of Water Vessels	4
Parking Attendants	4
Quality Control Systems Managers	3
Claims Adjusters, Examiners, and Investigators	3
Cost Estimators	3
Search Marketing Strategists	3
Credit Analysts	3
Operations Research Analysts	3
Chemical Engineers	3
Electrical and Electronic Engineering Technologists and Technicians	3

Community and Social Service Specialists, All Other	3
Recreation and Fitness Studies Teachers, Postsecondary	3
Special Education Teachers, Middle School	3
Library Technicians	3
Interpreters and Translators	3
Podiatrists	3
Physical Medicine and Rehabilitation Physicians	3
Dental Hygienists	3
Paramedics	3
Physical Therapist Aides	3
Firefighters	3
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	3
Retail Loss Prevention Specialists	3
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	3
Grounds Maintenance Workers, All Other	3
Human Resources Assistants, Except Payroll and Timekeeping	3
Couriers and Messengers	3
Public Safety Telecommunicators	3
Farmworkers, Farm, Ranch, and Aquacultural Animals	3
Excavating and Loading Machine and Dragline Operators, Surface Mining	3
Electrical and Electronics Repairers, Commercial and Industrial Equipment	3
Recreational Vehicle Service Technicians	3
Home Appliance Repairers	3
Millwrights	3
Coin, Vending, and Amusement Machine Servicers and Repairers	3
Electrical and Electronic Equipment Assemblers	3
Tool and Die Makers	3
Printing Press Operators	3
Bus Drivers, Transit and Intercity	3
Public Relations Managers	2
Entertainment and Recreation Managers, Except Gambling	2

Computer Systems Analysts	2
Computer Systems Engineers/Architects	2
Robotics Engineers	2
Mechanical Drafters	2
Surveying and Mapping Technicians	2
Zoologists and Wildlife Biologists	2
Environmental Restoration Planners	2
School Psychologists	2
Urban and Regional Planners	2
Food Science Technicians	2
Environmental Science and Protection Technicians, Including Health	2
Geological Technicians, Except Hydrologic Technicians	2
Community Health Workers	2
Computer Science Teachers, Postsecondary	2
Social Work Teachers, Postsecondary	2
Foreign Language and Literature Teachers, Postsecondary	2
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	2
Teaching Assistants, Special Education	2
News Analysts, Reporters, and Journalists	2
Optometrists	2
Advanced Practice Psychiatric Nurses	2
Physicians, Pathologists	2
Medical Equipment Preparers	2
Customs and Border Protection Officers	2
Animal Trainers	2
Concierges	2
Postal Service Mail Sorters, Processors, and Processing Machine Operators	2
Mail Clerks and Mail Machine Operators, Except Postal Service	2
First-Line Supervisors of Farming, Fishing, and Forestry Workers	2
Agricultural Inspectors	2
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2
Floor Layers, Except Carpet, Wood, and Hard Tiles	2
Paving, Surfacing, and Tamping Equipment Operators	2



<b>Tapers</b>	2
<b>Sheet Metal Workers</b>	2
<b>Helpers--Carpenters</b>	2
<b>Fence Erectors</b>	2
<b>Explosives Workers, Ordnance Handling Experts, and Blasters</b>	2
<b>Automotive Body and Related Repairers</b>	2
<b>Automotive Glass Installers and Repairers</b>	2
<b>Commercial Divers</b>	2
<b>Installation, Maintenance, and Repair Workers, All Other</b>	2
<b>Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic</b>	2
<b>Textile Knitting and Weaving Machine Setters, Operators, and Tenders</b>	2
<b>Mixing and Blending Machine Setters, Operators, and Tenders</b>	2
<b>First-Line Supervisors of Material-Moving Machine and Vehicle Operators</b>	2
<b>Rail Yard Engineers, Dinkey Operators, and Hostlers</b>	2
<b>Railroad Brake, Signal, and Switch Operators and Locomotive Firers</b>	2
<b>Chief Executives</b>	1
<b>Computer and Information Systems Managers</b>	1
<b>Treasurers and Controllers</b>	1
<b>Purchasing Managers</b>	1
<b>Supply Chain Managers</b>	1
<b>Compensation and Benefits Managers</b>	1
<b>Farmers, Ranchers, and Other Agricultural Managers</b>	1
<b>Construction Managers</b>	1
<b>Emergency Management Directors</b>	1
<b>Loss Prevention Managers</b>	1
<b>Fundraisers</b>	1
<b>Appraisers and Assessors of Real Estate</b>	1
<b>Insurance Underwriters</b>	1
<b>Financial Risk Specialists</b>	1
<b>Health Informatics Specialists</b>	1
<b>Computer and Information Research Scientists</b>	1
<b>Database Administrators</b>	1

<b>Web Developers</b>	1
<b>Business Intelligence Analysts</b>	1
<b>Civil Engineers</b>	1
<b>Health and Safety Engineers, Except Mining Safety Engineers and Inspectors</b>	1
<b>Marine Engineers and Naval Architects</b>	1
<b>Architectural and Civil Drafters</b>	1
<b>Electrical and Electronics Drafters</b>	1
<b>Drafters, All Other</b>	1
<b>Industrial Engineering Technologists and Technicians</b>	1
<b>Food Scientists and Technologists</b>	1
<b>Conservation Scientists</b>	1
<b>Foresters</b>	1
<b>Medical Scientists, Except Epidemiologists</b>	1
<b>Environmental Scientists and Specialists, Including Health</b>	1
<b>Geoscientists, Except Hydrologists and Geographers</b>	1
<b>Anthropologists and Archeologists</b>	1
<b>Mathematical Science Teachers, Postsecondary</b>	1
<b>Architecture Teachers, Postsecondary</b>	1
<b>Engineering Teachers, Postsecondary</b>	1
<b>Biological Science Teachers, Postsecondary</b>	1
<b>Physics Teachers, Postsecondary</b>	1
<b>Psychology Teachers, Postsecondary</b>	1
<b>Education Teachers, Postsecondary</b>	1
<b>Criminal Justice and Law Enforcement Teachers, Postsecondary</b>	1
<b>Communications Teachers, Postsecondary</b>	1
<b>English Language and Literature Teachers, Postsecondary</b>	1
<b>Special Education Teachers, Preschool</b>	1
<b>Self-Enrichment Teachers</b>	1
<b>Artists and Related Workers, All Other</b>	1
<b>Broadcast Technicians</b>	1
<b>Lighting Technicians</b>	1
<b>Camera Operators, Television, Video, and Film</b>	1
<b>Film and Video Editors</b>	1
<b>Chiropractors</b>	1
<b>Radiation Therapists</b>	1
<b>Veterinarians</b>	1

Nurse Midwives	1
Dermatologists	1
Pediatricians, General	1
Radiologists	1
Preventive Medicine Physicians	1
Ophthalmologists, Except Pediatric	1
Orthopedic Surgeons, Except Pediatric	1
Pediatric Surgeons	1
Magnetic Resonance Imaging Technologists	1
First-Line Supervisors of Firefighting and Prevention Workers	1
Detectives and Criminal Investigators	1
Transit and Railroad Police	1
Food Servers, Nonrestaurant	1
Manicurists and Pedicurists	1
Skincare Specialists	1
Exercise Trainers and Group Fitness Instructors	1
Real Estate Brokers	1
Payroll and Timekeeping Clerks	1
Court, Municipal, and License Clerks	1
Loan Interviewers and Clerks	1
Order Clerks	1
Information and Record Clerks, All Other	1
Cargo and Freight Agents	1
Meter Readers, Utilities	1
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	1
Legal Secretaries and Administrative Assistants	1
Agricultural Equipment Operators	1
Roofers	1
Rail-Track Laying and Maintenance Equipment Operators	1
Electrical and Electronics Installers and Repairers, Transportation Equipment	1
Aircraft Mechanics and Service Technicians	1
Rail Car Repairers	1
Mechanical Door Repairers	1
Maintenance Workers, Machinery	1
Medical Equipment Repairers	1
Helpers--Installation, Maintenance, and Repair Workers	1

Engine and Other Machine Assemblers	1
Structural Metal Fabricators and Fitters	1
Food Batchmakers	1
Print Binding and Finishing Workers	1
Sewing Machine Operators	1
Cabinetmakers and Bench Carpenters	1
Woodworkers, All Other	1
Power Plant Operators	1
Gas Plant Operators	1
Petroleum Pump System Operators, Refinery Operators, and Gaugers	1
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	1
Commercial Pilots	1
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	1
Railroad Conductors and Yardmasters	1
Bridge and Lock Tenders	1
Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation	1
Conveyor Operators and Tenders	1
Tank Car, Truck, and Ship Loaders	1

**Advertisements by Certifications/6 Months  
JobsEQ**

<b>Certificate Name</b>	<b>Total Ads</b>
Driver's License	520
Basic Life Support (BLS)	415
Class A Commercial Driver's License (CDL-A)	368
Registered Nurse (RN)	324
Certification in Cardiopulmonary Resuscitation (CPR)	189
Advanced Cardiac Life Support Certification (ACLS)	178
Pediatric Advanced Life Support (PALS)	129
Licensed Practical Nurse (LPN)	110
Certified Nursing Assistant (CNA)	104
Commercial Driver's License (CDL)	95
Licensed Clinical Social Worker (LCSW)	76
HAZMAT	70
DOT Medical Card	55
Licensed Professional Counselor (LPC)	48
Medical Assistant Certification (MA)	45
First Aid Certification	41
Medical Technologist (MT)	27
National Phlebotomy Association Certified Phlebotomist	27
Neonatal Resuscitation Program (NRP)	27
Emergency Medical Technician (EMT)	26
The American Registry of Radiologic Technologists (ARRT) Certification	25
Certified Public Accountant (CPA)	22
Certified Alcohol and Drug Counselor (ADC)	20
Transportation Worker Identification Credential (TWIC)	19
Critical Care Registered Nurse (CCRN)	17
Certified Pharmacy Technician (CPT)	16
Certified Emergency Nurse (CEN)	15
State Tested Nursing Assistant (STNA)	15
CNOR Certification (CNOR)	14
Class B Commercial Driver's License (CDL-B)	14
Medical Laboratory Technician (MLT)	13
Medication Aide Certification (MACE)	11
Advanced Trauma Life Support (ATLS)	10
Certified Social Worker	10
Child Development Associate (CDA)	9
Registered Dental Assistant (RDA)	9
Automotive Service Excellence (ASE) Certification	8

<b>Pediatric Emergency Medicine</b>	8
<b>Certified Clinical Medical Assistant (NHA)</b>	7
<b>Forklift Certified</b>	7
<b>Internal Medicine / Pediatrics</b>	7
<b>Registered Health Information Administrator (RHIA)</b>	7
<b>Emergency Response</b>	6
<b>Registered Health Information Technician (RHIT)</b>	6
<b>Registered Medical Assistant</b>	6
<b>ServSafe Food Protection Manager Certification</b>	6
<b>Certified Welder</b>	5
<b>Registered Dietitian (RD)</b>	5
<b>Certified Dietary Manager (CDM)</b>	4
<b>Certified Histotechnician (HT)</b>	4
<b>Certified Home Health Aide</b>	4
<b>Certified Registered Nurse First Assistant (CRNFA)</b>	4
<b>Certified in Internal Medicine</b>	4
<b>Critical Care Medicine</b>	4
<b>National Center for Construction Education &amp; Research Certification (NCCER)</b>	4
<b>OSHA 10</b>	4
<b>Secret Clearance</b>	4
<b>Associate Service Executive (ASE)</b>	3
<b>Certified Clinical Supervisor (CCS)</b>	3
<b>Certified Healthcare Facility Manager (CHFM)</b>	3
<b>Certified Hemodialysis Technologist (CHT)</b>	3
<b>Certified Occupational Health Nurse (COHN)</b>	3
<b>Certified Pesticide Applicator</b>	3
<b>Certified Surgical Technologist (CST)</b>	3
<b>Pediatric Gastroenterology</b>	3
<b>Pulmonary Disease</b>	3
<b>Registered Behavior Technician (RBT)</b>	3
<b>Automobile Technician: Engine Repair (Test A1)</b>	2
<b>Cardiovascular Disease</b>	2
<b>Certification in Pathology: Neuropathology (NP)</b>	2
<b>Certified Dialysis Nurse (CDN)</b>	2
<b>Certified Nephrology Nurse (CNN)</b>	2
<b>Certified Occupational Health Nurse - Specialist (COHN-S)</b>	2
<b>Certified Phlebotomy Technician (CPT)</b>	2
<b>Certified Quality Engineer (CQE)</b>	2
<b>Corrosion Technician</b>	2

<b>Educational Commission for Foreign Medical Graduates Certification (ECFMG)</b>	2
<b>Emergency Medical Dispatcher Certification (EMD)</b>	2
<b>Engineer in Training (EIT)</b>	2
<b>Family Nurse Practitioner (FNP-BC)</b>	2
<b>Interventional Cardiology</b>	2
<b>Licensed Master Social Worker (LMSW)</b>	2
<b>Neonatal Advanced Life Support (NALS)</b>	2
<b>Notary Public</b>	2
<b>Occupational Therapist Registered (OTR)</b>	2
<b>Orthopedic Surgery</b>	2
<b>Professional in Human Resources (PHR)</b>	2
<b>Adult Nurse Practitioner (ANP-BC)</b>	1
<b>Apple Certified Technical Coordinator (ACTC)</b>	1
<b>Associate Business Continuity Professional (ABCP)</b>	1
<b>Associated Professional Member (APM)</b>	1
<b>Board Certified Behavior Analyst (BCBA)</b>	1
<b>Certification in Physical Medicine &amp; Rehabilitation (PM&amp;R)</b>	1
<b>Certified Arborist</b>	1
<b>Certified Case Manager (CCM)</b>	1
<b>Certified Coding Specialist (CCS)</b>	1
<b>Certified Energy Manager (CEM)</b>	1
<b>Certified Flight Instructor (CFI)</b>	1
<b>Certified Fraud Examiner (CFE)</b>	1
<b>Certified Hyperbaric Technologist (CHT)</b>	1
<b>Certified Information Security Manager (CISM)</b>	1
<b>Certified Information Systems Auditor (CISA)</b>	1
<b>Certified Information Systems Security Professional (CISSP)</b>	1
<b>Certified Insurance Counselors (CIC)</b>	1
<b>Certified Insurance Service Representatives (CISR)</b>	1
<b>Certified Medical Oncology</b>	1
<b>Certified Nurse Midwife (CNM)</b>	1
<b>Certified Occupational Therapy Assistant (COTA)</b>	1
<b>Certified Peer Specialist (CPS)</b>	1
<b>Certified Prevention Specialist (CPS)</b>	1
<b>Certified Professional Coder (CPC)</b>	1
<b>Certified Quality Auditor (CQA)</b>	1
<b>Certified Radiologic Technologist (CRT)</b>	1
<b>Certified Registered Central Service Technician (CRCST)</b>	1
<b>Certified Registered Nurse Anesthetist (CRNA)</b>	1
<b>Certified Safety Professional (CSP)</b>	1

<b>Certified Six Sigma Yellow Belt</b>	1
<b>Cisco Certified Internetwork Expert (CCIE)</b>	1
<b>Cisco Certified Network Associate (CCNA)</b>	1
<b>Cisco Certified Network Professional (CCNP)</b>	1
<b>Clinical Perfusion</b>	1
<b>Clinical Supervisor Credential (CSC)</b>	1
<b>CompTIA Security+ CE (Continuing Education) Certification</b>	1
<b>Earned Value Professional (EVP)</b>	1
<b>Emergency Medical Technician - Basic (EMT-B)</b>	1
<b>Emergency Medical Technician - Paramedic (EMT-P)</b>	1
<b>Equipment Management Specialist (EMS)</b>	1
<b>Foreign Pharmacy Graduate Examination Committee Certification (FPGEC)</b>	1
<b>Housing Credit Certified Professional (HCCP)</b>	1
<b>Institute of Inspection Cleaning and Restoration Certification (IICRC) Certified</b>	1
<b>Loss Prevention Certified (LPC)</b>	1
<b>Loss Prevention Qualified (LPQ)</b>	1
<b>Master of Financial Technical Analysis (MFTA)</b>	1
<b>Network+ Certification</b>	1
<b>Obstetrics and Gynecology (Obstetrics &amp; Gynecology)</b>	1
<b>Registered Diagnostic Medical Sonographer (RDMS)</b>	1
<b>Registered Pharmacy Technician (RPT)</b>	1
<b>Registered Physical Therapist (RPT)</b>	1
<b>Registered Polysomnographic Technologist (RPSGT)</b>	1
<b>Registered Respiratory Therapist (RRT)</b>	1
<b>Registered Sleep Technologist</b>	1
<b>Regulatory Affairs Certification - US (RAC)</b>	1
<b>Senior Professional in Human Resources (SPHR)</b>	1
<b>Series 63</b>	1
<b>Six Sigma Black Belt (ICBB)</b>	1
<b>Six Sigma Black Belt Certification (SSBB)</b>	1
<b>Six Sigma Green Belt Certification (SSGB)</b>	1
<b>Society for Human Resource Management Certified Professional (SHRM-CP)</b>	1
<b>Trauma Nursing Core Course (TNCC)</b>	1
<b>Vascular Surgery</b>	1
<b>Vmware Certified Professional (VCP)</b>	1