

ATTACHMENT 5

Louisville MSA Talent Demand vs. Supply Analysis

**INDIANA STATE CAREER COUNCIL Demand
and Supply Analysis for Works Council
Region 10**

**INCLUDING THE GREATER LOUISVILLE, KY LABOR MARKET
AND EDUCATIONAL SUPPLY**



**November 2015
Discussion**

What we did:

- **Demand in 13 Counties of the Indiana/Louisville regional labor market:**
 - *Description of demand for talent within the region's six key economic and employment sectors*
- **Postsecondary Education Supply**
 - *Description of credentials and degrees awarded by selected colleges and universities*
 - Colleges and Universities located within the 13 Counties of Greater Louisville and Southern Indiana.
 - Colleges and Universities within 100 miles of downtown Louisville
- **Demand Supply Alignment**
 - *Comparisons of labor market demand with the supply of talent from area colleges and universities.*

Goals:

- *Provide data useful for identifying workforce development and educational needs in the region*
- *Provide data in a format not usually seen in Indiana*
- *Support a demand/supply perspective of meeting employer needs for talent*
- *Create a data and information platform for discussion and planning among members of the Works Council and with partners in the community and in education*

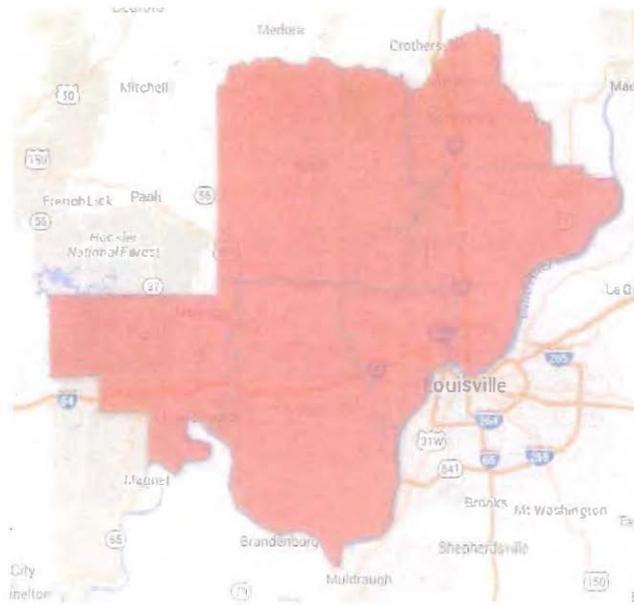
Some cautions about the data:

- **It is not exact.** All the demand data here are estimates and show scale and direction.
- **Not everything is captured here.**
 - *Not all the demand and open jobs are represented in these demand and employment figures.*
 - *Not all the educational programs or the supply of talent is shown in the supply tables.*
- **BUT, this is still the best data available** to give an overview of the regional labor market, demand in key sectors, and comparison with the supply of educational credentials related to demand.

SECTION 1

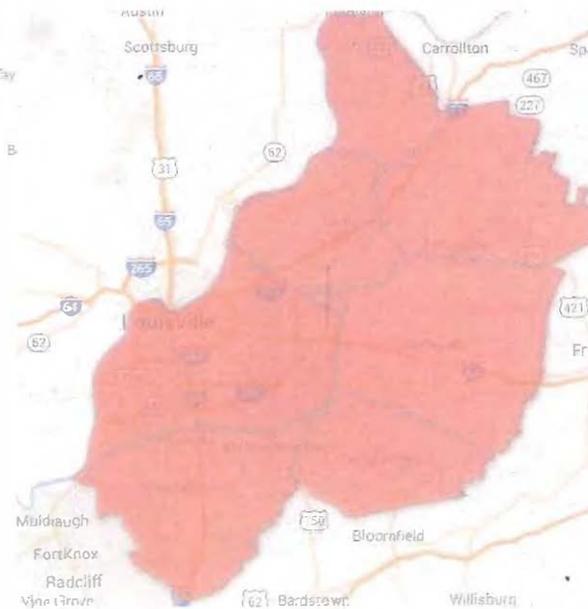
Overview of Demand

- **What Jobs and Occupations are in High Demand in the Key Sectors of the Region:**
 - *which occupational groups are most important to current and future wealth creation in the economy?*
 - *which have substantial demand?*
 - *which have career earning potential, and*
 - *what kind of education is required?*
- **Industry sector targets identified in the region include:**
 - *Healthcare, Manufacturing, Computers and Information Technology, Construction, Business and Professional Services, Transportation, Distribution, and Logistics (TDL).*
- **Examine 96 occupational groups, encompassing over 700 individual occupational titles, organized by regional industry clusters.**



*Indiana Counties:
Clark, Crawford,
Floyd, Harrison,
Scott and
Washington*

*Kentucky Counties:
Bullitt, Henry, Jefferson,
Oldham, Shelby,
Spencer and Trimble*



Summary of Labor Market Demand in Key Regional Industry Sectors and Requirements for Postsecondary Education.

| Regional Sector | Estimated Regional Labor Market Demand 2014 | Weighted Average Median Hourly Earnings | Total Employment in the Regional Economy | Weighted Percent of Jobs Requiring Postsecondary Education |
|--------------------------------------|---|---|--|--|
| Business and Professional Services | 19,400 | \$22.66 | 160,700 | 77% |
| Computers and Information Technology | 4,700 | \$30.20 | 13,000 | 94% |
| Construction and Energy | 1,000 | \$18.45 | 24,000 | 32% |
| Healthcare | 8,000 | \$26.76 | 58,600 | 82% |
| Manufacturing | 6,800 | \$18.76 | 96,000 | 42% |
| Transportation and Logistics | 6,700 | \$15.66 | 82,000 | 37% |

** Estimates based on Bureau of Labor Statistics job growth projections and real time job postings showing open positions in the region.

SECTION 1

Overview of Demand

| BUSINESS AND PROFESSIONAL SERVICES | | | | | |
|--|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Information and Record Clerks | 2,981 | \$15.22 | \$14.64 | 23,202 | 68% |
| Business Operations Specialists | 2,426 | \$28.53 | \$26.64 | 17,161 | 87% |
| Other Management Occupations | 2,326 | \$32.85 | \$30.64 | 11,944 | 83% |
| Secretaries and Administrative Assistants | 1,792 | \$16.24 | \$15.67 | 16,620 | 68% |
| Financial Clerks | 1,464 | \$17.03 | \$16.65 | 17,083 | 66% |
| Financial Specialists | 1,350 | \$30.31 | \$26.52 | 9,822 | 92% |
| Other Office and Administrative Support Workers | 1,184 | \$15.29 | \$14.74 | 16,610 | 66% |
| Operations Specialties Managers | 1,066 | \$45.14 | \$41.15 | 8,039 | 84% |
| Advertising, Marketing, Promotions, Public Relations, and Sales Managers | 862 | \$47.01 | \$41.92 | 2,672 | 86% |
| Engineers | 817 | \$40.08 | \$38.97 | 5,310 | 96% |
| Sales Representatives, Services | 787 | \$32.90 | \$23.41 | 10,206 | 84% |
| Supervisors of Office and Administrative Support Workers | 587 | \$24.51 | \$23.02 | 6,587 | 74% |

SECTION 1

Overview of Demand

BUSINESS AND PROFESSIONAL SERVICES (Continued)

| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
|--|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Art and Design Workers | 562 | \$18.27 | \$17.53 | 2,670 | 87% |
| Lawyers, Judges, and Related Workers | 263 | \$46.17 | \$41.83 | 2,921 | 99% |
| Drafters, Engineering Technicians, and Mapping Technicians | 211 | \$23.92 | \$23.31 | 2,562 | 77% |
| Media and Communication Workers | 193 | \$22.15 | \$20.38 | 2,583 | 93% |
| Legal Support Workers | 129 | \$20.29 | \$20.18 | 1,825 | 86% |
| Mathematical Science Occupations | 122 | \$35.40 | \$32.41 | 451 | 96% |
| Media and Communication Equipment Workers | 51 | \$16.84 | \$14.95 | 1,130 | 83% |
| Social Scientists and Related Workers | 39 | \$31.29 | \$30.50 | 710 | 100% |
| Architects, Surveyors, and Cartographers | 31 | \$30.05 | \$28.43 | 617 | 99% |

| COMPUTERS AND INFORMATION TECHNOLOGY | | | | | |
|---|--------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group* | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Computer Occupations, General | 1,269 | \$31.49 | \$30.31 | 1,065 | 90% |
| Software Developers, Applications | 1,006 | \$34.36 | \$33.88 | 2,969 | 97% |
| Computer User Support Specialists | 617 | \$21.94 | \$21.11 | 1,982 | 88% |
| Computer Systems Analysts | 518 | \$35.46 | \$32.58 | 1,540 | 95% |
| Network and Computer Systems Administrators | 329 | \$30.53 | \$29.27 | 1,292 | 93% |
| Database Administrators | 223 | \$34.78 | \$34.99 | 558 | 94% |
| Computer Programmers | 216 | \$29.21 | \$28.24 | 877 | 95% |
| Web Developers | 157 | \$20.81 | \$19.60 | 478 | 95% |
| Computer Network Architects | 132 | \$40.94 | \$40.14 | 610 | 95% |
| Software Developers, Systems Software | 113 | \$39.92 | \$39.29 | 837 | 97% |
| Information Security Analysts | 98 | \$39.50 | \$36.99 | 180 | 93% |
| Computer Network Support Specialists | 25 | \$24.06 | \$22.11 | 798 | 88% |

| Occupational Group* | CONSTRUCTION | | | | |
|--|--------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Construction Trades Workers | 796 | \$18.92 | \$18.14 | 19,504 | 32% |
| Supervisors of Construction and Extraction Workers | 79 | \$24.73 | \$23.86 | 2,078 | 44% |
| Other Construction and Related Workers | 70 | \$18.75 | \$17.71 | 1,340 | 43% |
| Helpers, Construction Trades | 46 | \$12.96 | \$12.80 | 830 | N/A |
| Extraction Workers | 29 | \$20.61 | \$20.38 | 252 | N/A |

*Construction occupations are often under-represented in total demand counts due to the unique ways in which workers are recruited and hired in the industry.

| Occupational Group | HEALTHCARE | | | | |
|--|--------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Health Diagnosing and Treating Practitioners | 3,963 | \$40.95 | \$40.24 | 25,740 | 99% |
| Health Technologists and Technicians | 2,029 | \$20.21 | \$19.58 | 13,803 | 81% |
| Aides: Nursing, Psychiatric, and Home Health | 989 | \$11.78 | \$11.52 | 10,387 | 49% |
| Other Healthcare Support Occupations | 779 | \$14.63 | \$14.45 | 7,095 | 70% |
| Occupational Therapy and Physical Therapist Assistants and Aides | 209 | \$24.62 | \$24.17 | 899 | 89% |
| Other Healthcare Practitioners and Technical Occupations | 61 | \$30.87 | \$27.05 | 673 | 87% |

| MANUFACTURING | | | | | |
|--|--------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Sales Representatives, Wholesale and Manufacturing | 1,836 | \$33.67 | \$28.94 | 8,098 | 79% |
| Other Installation, Maintenance, and Repair Occupations | 1,207 | \$20.86 | \$20.24 | 14,153 | 44% |
| Other Production Occupations | 836 | \$15.16 | \$14.18 | 17,212 | 34% |
| Metal Workers and Plastic Workers | 677 | \$18.59 | \$18.04 | 11,007 | 34% |
| Assemblers and Fabricators | 522 | \$19.53 | \$17.18 | 17,091 | 33% |
| Vehicle and Mobile Equipment Mechanics, Installers, and Repairers | 467 | \$21.41 | \$20.78 | 8,193 | 38% |
| Supervisors of Production Workers | 342 | \$26.33 | \$25.00 | 3,284 | 51% |
| Electrical and Electronic Equipment Mechanics, Installers, and Repairers | 222 | \$18.03 | \$17.37 | 4,180 | 67% |

| MANUFACTURING (Continued) | | | | | |
|--|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Supervisors of Installation, Maintenance, and Repair Workers | 203 | \$28.46 | \$27.23 | 2,531 | 58% |
| Food Processing Workers | 129 | \$12.94 | \$12.45 | 2,866 | 26% |
| Textile, Apparel, and Furnishings Workers | 113 | \$11.14 | \$10.81 | 2,251 | 23% |
| Woodworkers | 107 | \$14.13 | \$13.67 | 2,126 | 28% |
| Printing Workers and Related | 92 | \$17.95 | \$17.67 | 2,016 | 41% |
| Plant and System Operators | 64 | \$26.29 | \$26.10 | 968 | 56% |

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
|---|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Motor Vehicle Operators | 2,832 | \$18.58 | \$17.34 | 20,284 | 35% |
| Material Moving Workers | 2,157 | \$14.22 | \$13.03 | 34,387 | 28% |
| Material Recording, Scheduling, Dispatching, and Distributing Workers | 1,360 | \$15.45 | \$14.89 | 20,561 | 49% |
| Supervisors of Transportation and Material Moving Workers | 130 | \$25.28 | \$23.44 | 2,881 | 56% |
| Other Transportation Workers | 80 | \$16.18 | \$15.53 | 1,471 | 45% |
| Water Transportation Workers | 60 | \$27.58 | \$27.99 | 745 | 47% |
| Rail Transportation Workers | 57 | \$30.90 | \$28.83 | 806 | #N/A |
| Air Transportation Workers | 53 | \$55.62 | \$48.79 | 911 | 90% |

SECTION 1

Overview of Demand

| OTHER OCCUPATIONAL GROUPS | | | | | |
|--|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Retail Sales Workers | 2,912 | \$10.58 | \$9.36 | 32,717 | 54% |
| Food and Beverage Serving Workers | 2,326 | \$8.85 | \$8.78 | 33,275 | 43% |
| Supervisors of Sales Workers | 1,539 | \$19.74 | \$17.49 | 7,212 | 65% |
| Other Personal Care and Service Workers | 1,405 | \$10.00 | \$9.54 | 14,306 | 57% |
| Supervisors of Food Preparation and Serving Workers | 836 | \$15.40 | \$14.05 | 5,646 | 50% |
| Cooks and Food Preparation Workers | 733 | \$10.11 | \$9.80 | 14,790 | 28% |
| Building Cleaning and Pest Control Workers | 730 | \$10.83 | \$9.92 | 15,520 | 27% |
| Counselors, Social Workers, and Other Community and Social Service Specialists | 725 | \$18.99 | \$18.35 | 7,468 | 90% |
| Other Protective Service Workers | 583 | \$13.92 | \$12.32 | 6,342 | 58% |
| Other Sales and Related Workers | 467 | \$14.95 | \$13.43 | 5,333 | 73% |

OTHER OCCUPATIONAL GROUPS (continued)

| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
|---|----------------|-----------------------------|--------------------------------|-------------------------------|---|
| Other Food Preparation and Serving Workers | 447 | \$8.85 | \$8.86 | 4,934 | 30% |
| Preschool, Primary, Secondary, and Special Education School Teachers | 422 | \$26.83 | \$26.71 | 14,673 | 97% |
| Postsecondary Teachers | 247 | \$33.13 | \$30.35 | 5,070 | 100% |
| Personal Appearance Workers | 204 | \$11.60 | \$10.77 | 3,893 | 45% |
| Law Enforcement Workers | 200 | \$19.86 | \$18.99 | 4,387 | 79% |
| Entertainers and Performers, Sports and Related Workers | 199 | \$19.27 | \$16.64 | 3,121 | 86% |
| Entertainment Attendants | 176 | \$9.53 | \$9.11 | 2,603 | 60% |
| Other Teachers and Instructors | 175 | \$17.29 | \$16.59 | 3,895 | 87% |
| Grounds Maintenance Workers | 169 | \$12.18 | \$11.45 | 4,041 | 25% |
| Life Scientists | 168 | \$26.21 | \$24.88 | 710 | 100% |
| Other Education, Training, and Library Occupations | 162 | \$15.91 | \$15.05 | 6,174 | 73% |
| Military occupations | 150 | \$15.31 | \$14.87 | 4,147 | #N/A |

| OTHER OCCUPATIONAL GROUPS (Continued) | | | | | |
|--|-------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| Occupational Group | Demand 2014 | Average Hourly Wage 2013 | Median Hourly Earnings 2013 | Total Jobs in Economy 2014 | Postsecondary Education Required 2012 |
| Top Executives | 142 | \$50.66 | \$43.34 | 9,608 | 92% |
| Religious Workers | 140 | \$21.81 | \$20.13 | 2,617 | 91% |
| Supervisors of Building and Grounds Cleaning and Maintenance Workers | 87 | \$18.00 | \$17.00 | 1,719 | 46% |
| Supervisors of Personal Care and Service Workers | 80 | \$15.20 | \$14.61 | 1,156 | 66% |
| Agricultural Workers | 75 | \$11.89 | \$11.42 | 1,124 | 19% |
| Animal Care and Service Workers | 75 | \$11.13 | \$10.45 | 1,489 | 54% |
| Supervisors of Protective Service Workers | 58 | \$25.65 | \$24.22 | 1,203 | 83% |
| Librarians, Curators, and Archivists | 49 | \$22.69 | \$22.60 | 929 | 85% |
| Life, Physical, and Social Science Technicians | 46 | \$19.97 | \$18.83 | 746 | 79% |
| Fire Fighting and Prevention Workers | 39 | \$18.62 | \$17.54 | 950 | #N/A |
| Physical Scientists | 25 | \$33.69 | \$31.73 | 474 | 100% |





SECTION 2

Overview of the Region's Talent Supply

TALENT SUPPLY FROM POSTSECONDARY INSTITUTIONS:

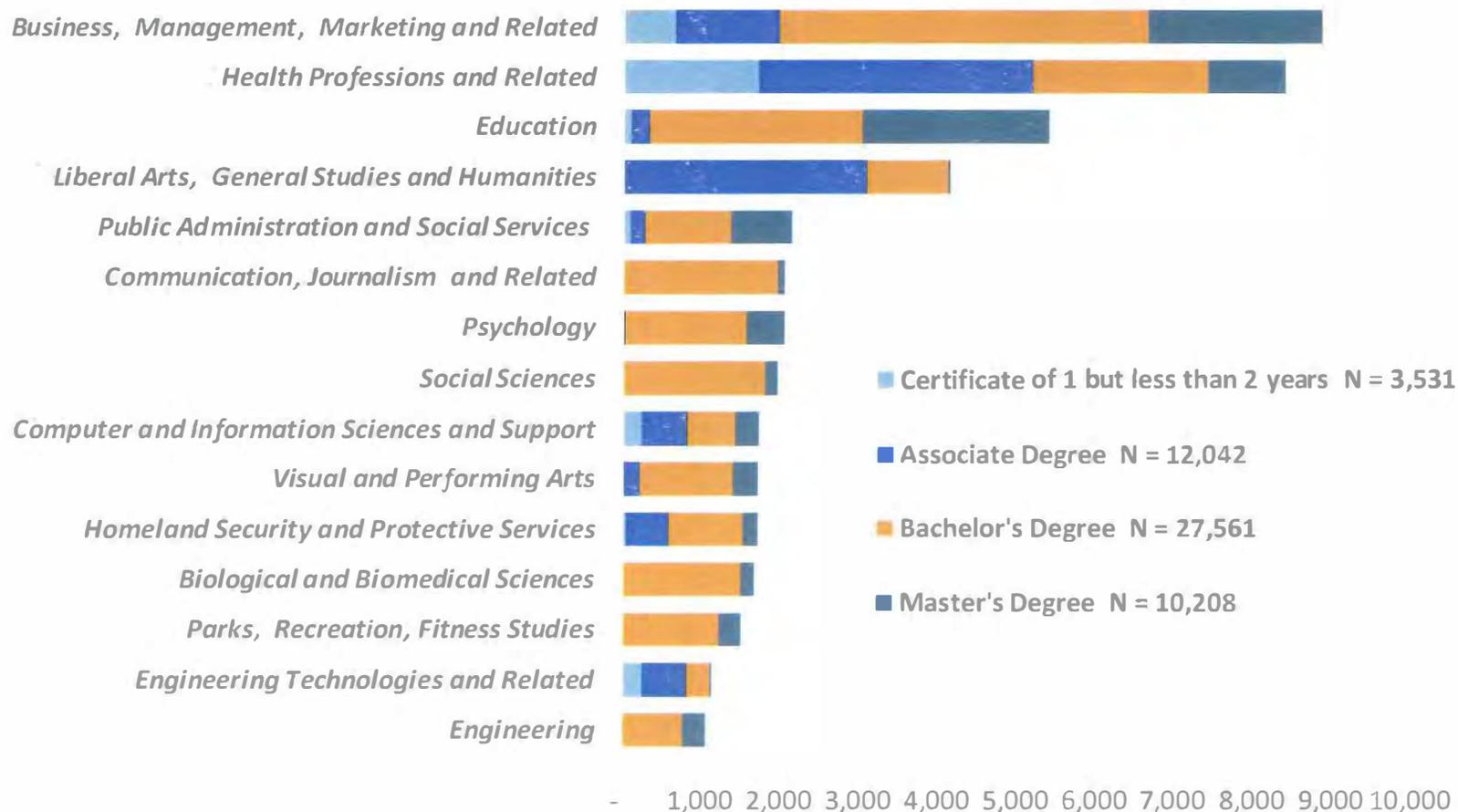
- 48 Indiana and Kentucky public and private colleges and universities across the region and within 100 mile radius
- Enrolling approximately 230,000 undergraduate students and another 40,000 graduate or professional students
- Awarded approximately 53,000 certificates of one to two years study, associate degrees, bachelor's degrees and master's degrees in 2013
- Charts and tables in report show the top fields of study
- Total degrees awarded for each are reported on the tables and charts

LIST OF COLLEGES AND UNIVERSITIES INCLUDED IN THE STUDY:

| Institution Name | State | Institution Name | State |
|--|-------|---|-------|
| Asbury University | KY | Ivy Tech Community College - Southeast | IN |
| ATA College* | KY | Ivy Tech Community College - Southwest | IN |
| Beckfield College-Florence | KY | Jefferson Community and Technical College* | KY |
| Bellarmino University* | KY | Kentucky State University* | KY |
| Berea College | KY | Lindsey Wilson College | KY |
| Bluegrass Community and Technical College | KY | Midway College | KY |
| Brescia University | KY | National College-Lexington | KY |
| Brown Mackie College-Louisville* | KY | Northern Kentucky University | KY |
| Brown Mackie College-Northern Kentucky | KY | Ottawa University-Jeffersonville* | IN |
| Campbellsville University | KY | Owensboro Community and Technical College | KY |
| Centre College | KY | Purdue University College of Technology-Columbus | IN |
| Eastern Kentucky University | KY | Purdue University College of Technology-New Albany* | IN |
| Elizabethtown Community and Technical College* | KY | Saint Catharine College* | KY |
| Franklin College | IN | Southcentral Kentucky Community and Technical College | KY |
| Galen College of Nursing-Louisville* | KY | Spalding University* | KY |
| Gateway Community and Technical College | KY | Spencerian College-Louisville* | KY |
| Georgetown College | KY | Sullivan University* | KY |
| Hanover College* | IN | Thomas More College | KY |
| Indiana University-Bloomington | IN | Transylvania University | KY |
| Indiana University-Southeast* | IN | University of Evansville | IN |
| ITT Technical Institute-Louisville* | KY | University of Kentucky | KY |
| ITT Technical Institute-Newburgh* | IN | University of Louisville* | KY |
| Ivy Tech Community College - Columbus | IN | Vincennes University | IN |
| Ivy Tech Community College – Sellersberg* | IN | Western Kentucky University | KY |

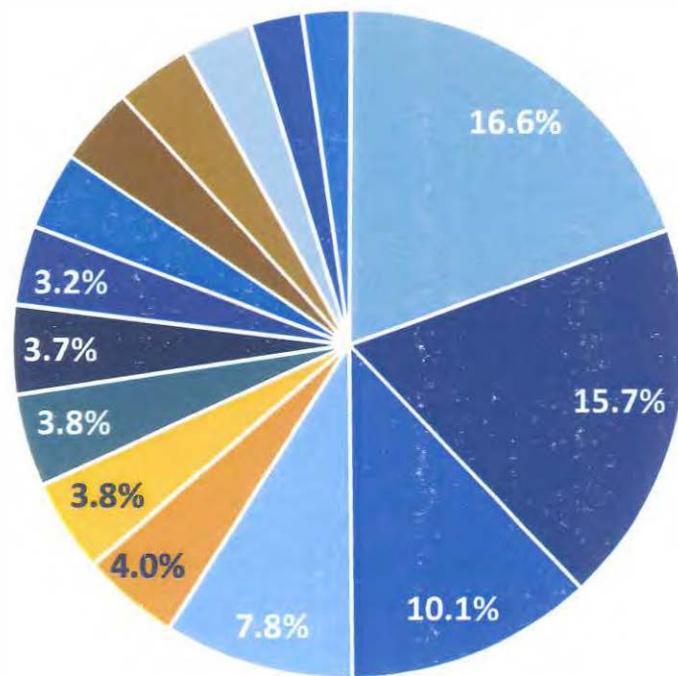
* Comprising the group of schools included in the analysis of 13 counties. Schools in Indiana 19, Kentucky 29.

TOP PROGRAMS OF STUDY, 48 INDIANA AND KENTUCKY POSTSECONDARY INSTITUTIONS IN THE REGION*, 2012-2013



* Within a 100 mile radius of downtown Louisville. Source: National Center for Education Statistics, IPEDS, 2015. Total Credentials Awarded, All Programs, N = 53,342

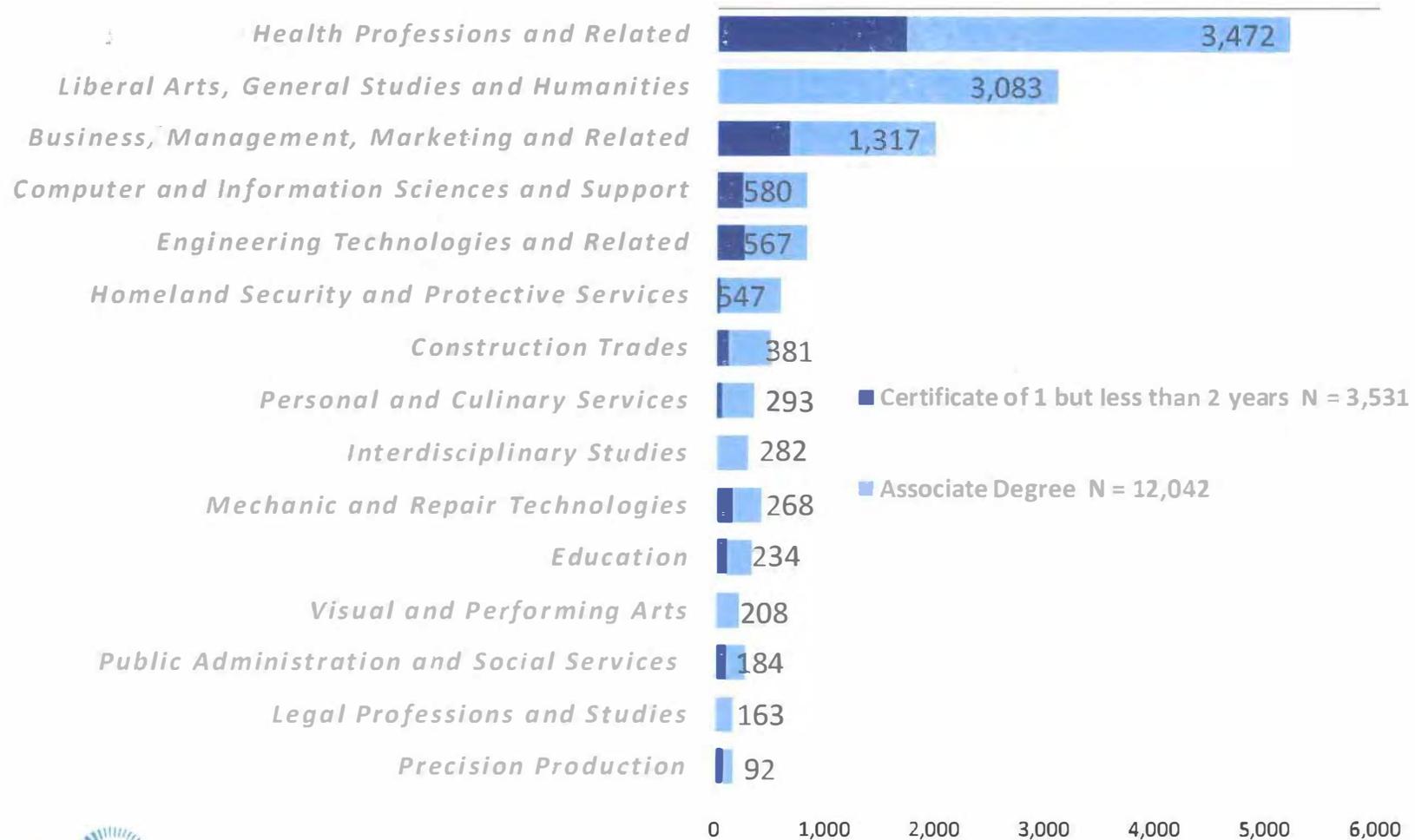
TOP PROGRAMS OF STUDY, 48 INDIANA AND KENTUCKY POSTSECONDARY INSTITUTIONS IN THE REGION*, AWARDS IN FIELDS AS PERCENTAGES OF ALL CREDENTIALS AWARDED, 2012-2013



- Business, Management, Marketing and Related
- Health Professions and Related
- Education
- Liberal Arts, General Studies and Humanities
- Public Administration and Social Services
- Communication, Journalism and Related
- Psychology
- Social Sciences
- Computer and Information Sciences and Support
- Visual and Performing Arts
- Homeland Security and Protective Services
- Biological and Biomedical Sciences
- Parks, Recreation, Fitness Studies
- Engineering Technologies and Related
- Engineering

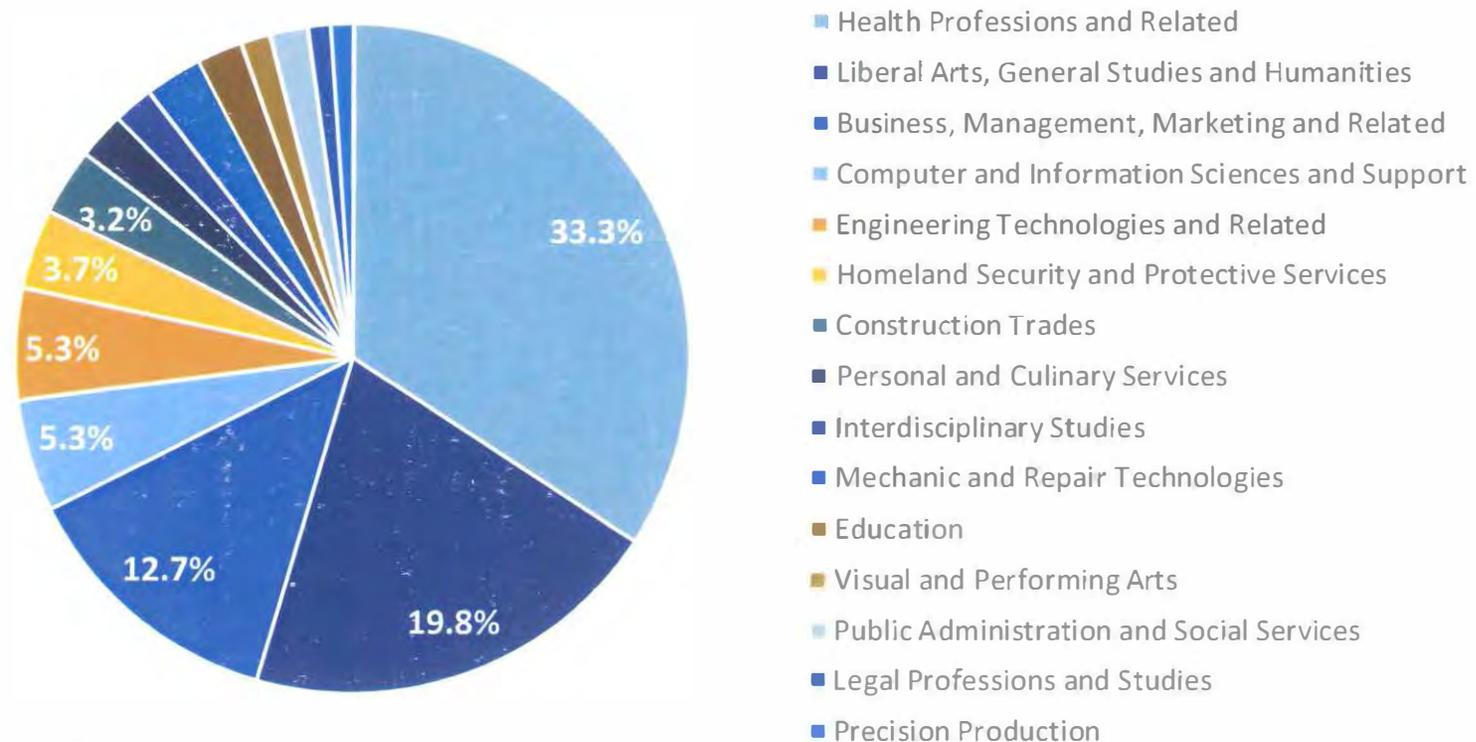
Total Credentials Awarded, All Programs, N = 53,342

TOP PROGRAMS OF STUDY, CERTIFICATES OF 1-2 YEARS AND ASSOCIATE DEGREES, INDIANA AND KENTUCKY REGION*, 2012-2013



* Within a 100 mile radius of downtown Louisville. Source: National Center for Education Statistics, IPEDS, 2015. Total Credentials Awarded, Certificate and Associate Programs, N = 15,573

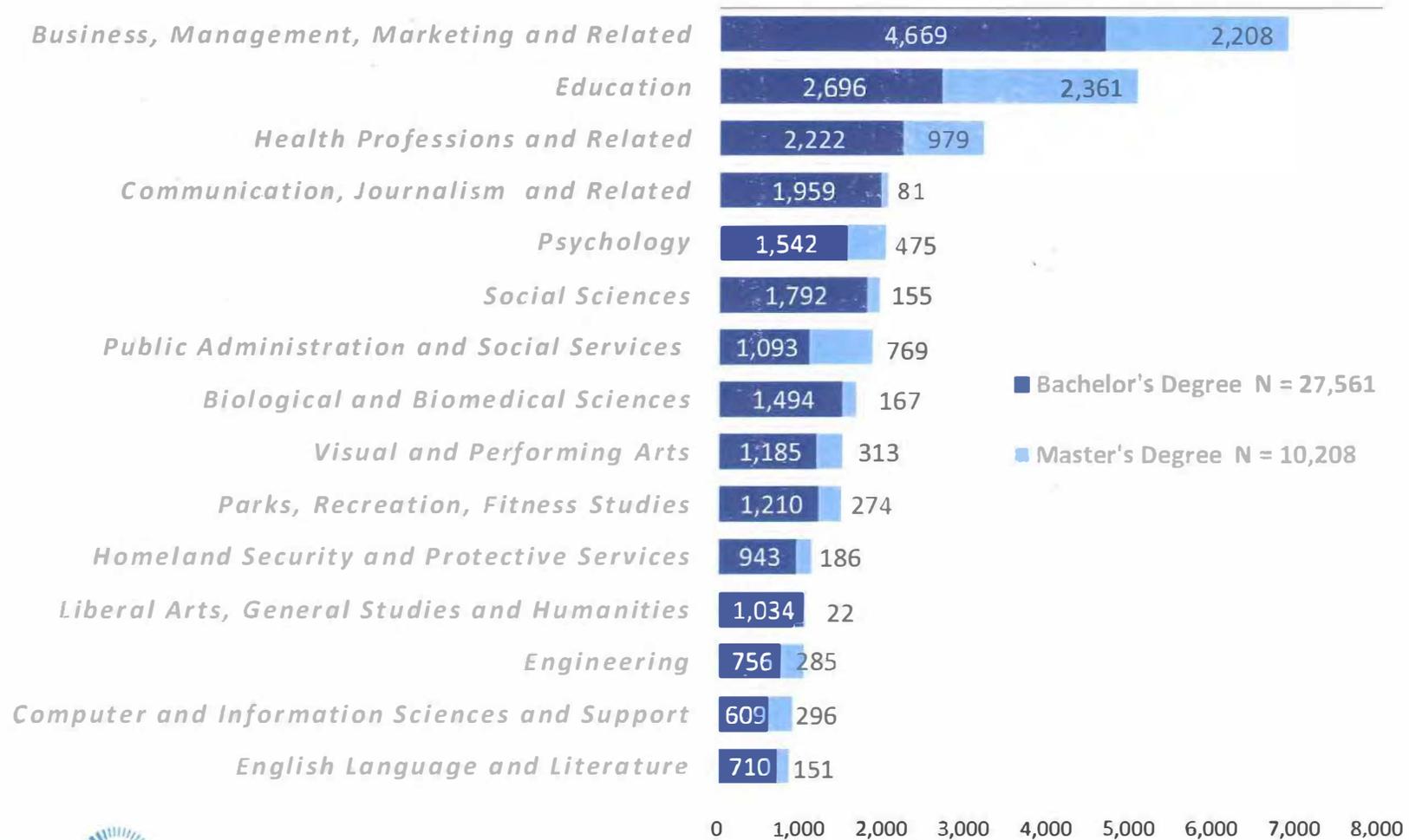
TOP PROGRAMS OF STUDY, CERTIFICATES OF 1-2 YEARS AND ASSOCIATE DEGREES, INDIANA AND KENTUCKY REGION, AS PERCENTAGES OF ALL CREDENTIALS AWARDED, 2012-2013



Total Certificate and Associate Credentials Awarded, All Programs, N = 15,573

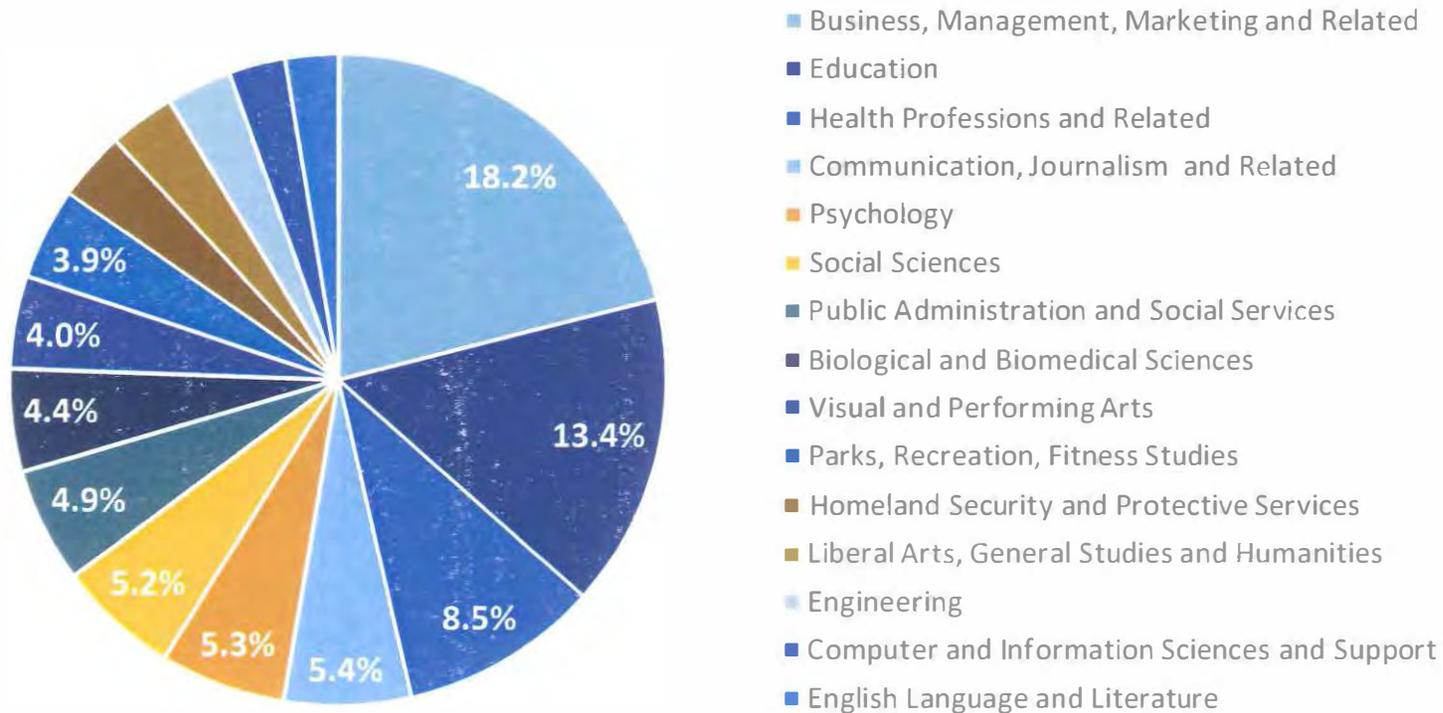
Source: National Center for Education Statistics, IPEDS, 2015.

TOP PROGRAMS OF STUDY, BACHELOR'S AND MASTER'S DEGREES, INDIANA AND KENTUCKY REGION, 2012-2013



Source: National Center for Education Statistics, IPEDS, 2015. Total Bachelor's and Master's Credentials Awarded, All Programs, N = 37,769

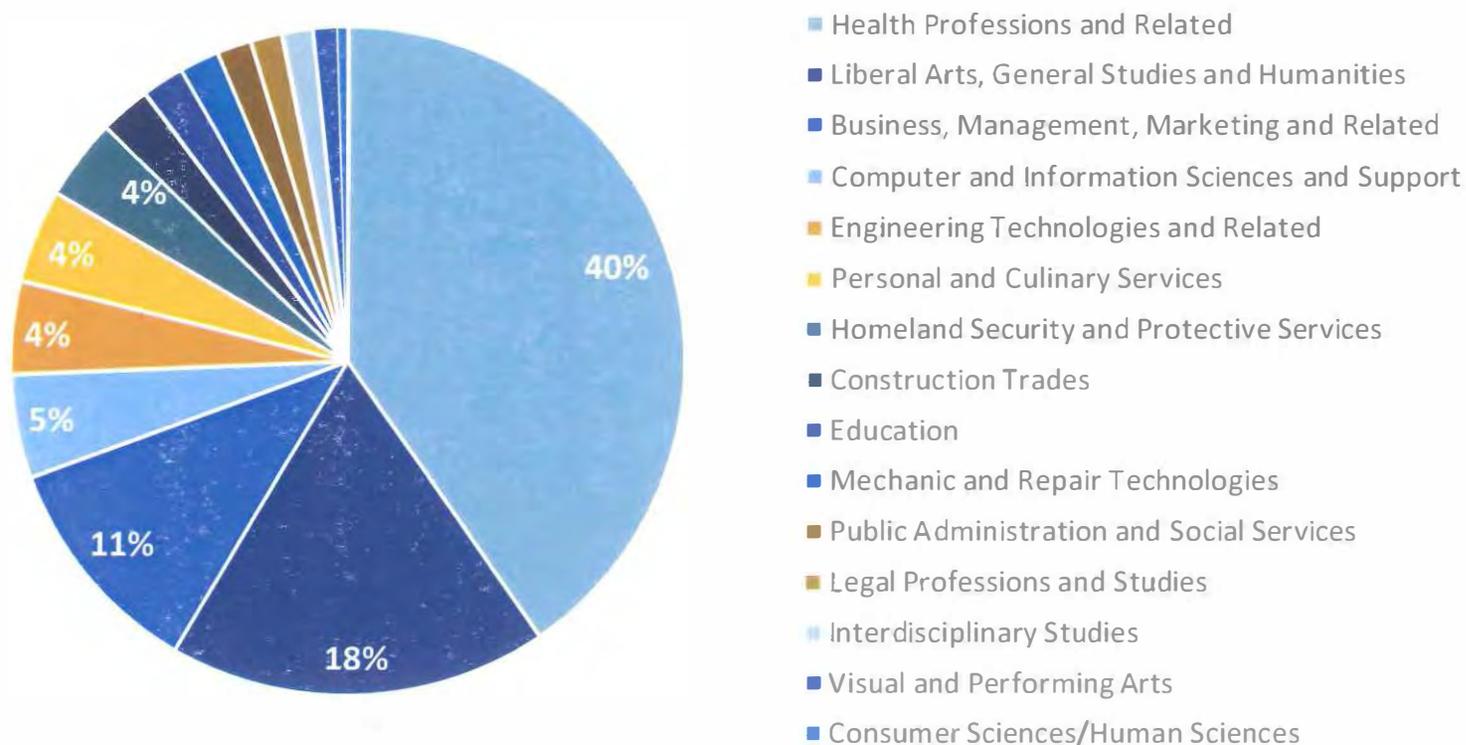
TOP PROGRAMS OF STUDY, BACHELOR'S AND MASTER'S DEGREES, INDIANA AND KENTUCKY REGION*, AS PERCENTAGES OF ALL CREDENTIALS AWARDED, 2012-2013



Total Credentials Awarded, All Programs, N = 37,769

* Within a 100 mile radius of downtown Louisville. *Source: National Center for Education Statistics, IPEDS, 2015.*

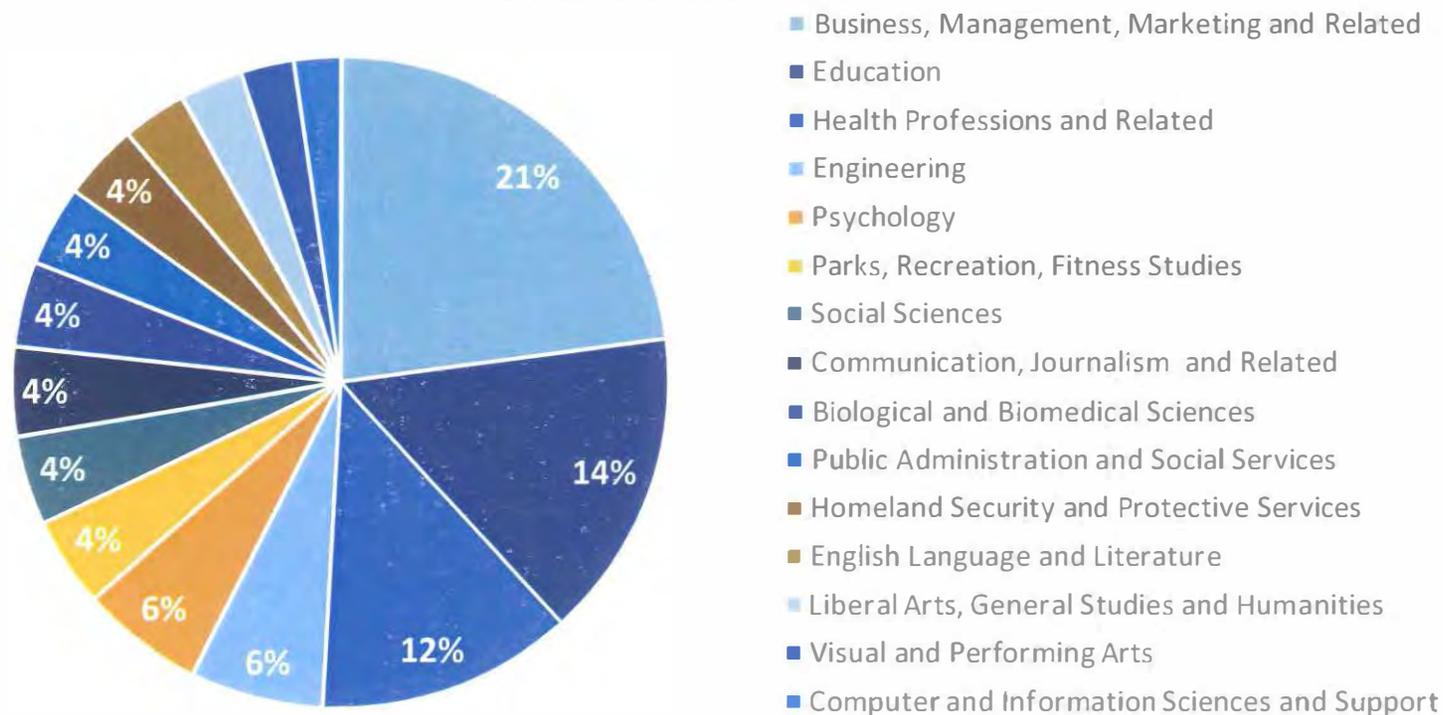
TOP PROGRAMS OF STUDY, CERTIFICATES OF 1-2 YEARS AND ASSOCIATE DEGREES, 13 COUNTIES INDIANA AND KENTUCKY REGION, AS PERCENTAGES OF ALL CREDENTIALS AWARDED, 2012-2013



Total Certificate and Associate Credentials Awarded, All Programs, N = 5,832

Source: National Center for Education Statistics, IPEDS, 2015.

TOP PROGRAMS OF STUDY, BACHELOR'S AND MASTER'S DEGREES, 13 COUNTIES
INDIANA AND KENTUCKY REGION, AS PERCENTAGES OF ALL CREDENTIALS
AWARDED, 2012-2013



Total Credentials Awarded, All Programs, N = 7,982

SECTION 3

Overview of Demand Supply Alignment

Summary Chart of Demand and Supply Alignment

Summary of the alignment between labor market demand and the supply of related degrees awarded by 48 colleges in the region.

| Regional Sector | Estimated Regional Labor Market Demand 2013** | Total Related PSE Credentials Awarded 2013 | Region 10 CTE Concentrators 2013*** |
|--------------------------------------|---|--|-------------------------------------|
| Computers and Information Technology | 4,700 | 1,627 | 119 |
| Manufacturing | 5,200 | 1,230 | 71 |
| Healthcare | 8,000 | 8,000 | 121 |
| Transportation and Logistics | 6,700 | 17* | 147 |
| Business and Professional Services | 9,400 | 3,400 | 2 |
| Construction and Energy | 1,000 | 540* | 100 |

• Credentials for some jobs in this group may be primarily less than a one year certificate and will not appear in our analysis.
 ** Estimates based on BLS job growth projections and real time job postings showing open positions in the region.
 *** CTE Concentrators included here for informational purposes, for analysis refer to the prior report.

SECTION 3

Summary Chart of Demand and Education Supply Alignment for 13 Counties

SUMMARY CHART OF ALIGNMENT

 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

 Generally speaking, there appears to be more supply of credentials than demand.

| SECTOR | OCCUPATIONAL GROUP | Demand 2013 | PSE Credentials Awarded 2013 | R10 CTE Concentrators 2013 | Alignment |
|---------------|--|-------------|------------------------------|----------------------------|---|
| IT | Computer and IT Workers | 4,690 | 468 | 119 |  |
| | Skilled Production, Engineering Technology and Related | 3,092 | 353 | 71 |  |
| Manufacturing | Installation, Maintenance and Repair Workers | 2,099 | 112 | |  |
| Healthcare | Health Diagnosing and Treating Practitioners | 3,963 | 1,937 | 48 |  |
| | Health Technologists and Technicians | 2,090 | 779 | 0 |  |
| | Health Aides and Support Workers | 1,977 | 562 | 73 |  |

SECTION 3

Summary Chart of Demand and Education Supply Alignment for 13 Counties

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 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

 Generally speaking, there appears to be more supply of credentials than demand.

| SECTOR | OCCUPATIONAL GROUP | Demand 2013 | PSE Credentials Awarded 2013 | R10 CTE Concentrators 2013 | Alignment |
|---------------------------|---|-------------|------------------------------|----------------------------|---|
| TDL | Transportation and Logistics Workers | 6,729 | 0* | 147 |  |
| Business and Professional | Finance and Business Operations Specialists | 3,776 | 901 | 2 |  |
| | Financial and Information Clerks and Administrative Support | 5,629 | 26 | |  |
| Construction | Construction and Energy | 1,020 | 150 | 106 |  |

* Credentials for some jobs in this group may be primarily less than a one year certificate and will not appear in our analysis.

SECTION 3

Summary Chart of Demand and Education Supply Alignment for Larger Region

 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

 Generally speaking, there appears to be more supply of credentials than demand.

| SUMMARY CHART OF ALIGNMENT | | | | | |
|----------------------------|--|-------------|------------------------------|----------------------------|---|
| SECTOR | OCCUPATIONAL GROUP | Demand 2013 | PSE Credentials Awarded 2013 | R10 CTE Concentrators 2013 | Alignment |
| IT | Computer and IT Workers | 4,690 | 1,627 | 119 |  |
| | Skilled Production, Engineering Technology and Related | 3,092 | 1,230 | 71 |  |
| Manufacturing | Installation, Maintenance and Repair Workers | 2,099 | 280 | |  |
| | Health Diagnosing and Treating Practitioners | 3,963 | 4,820 | 48 |  |
| Healthcare | Health Technologists and Technicians | 2,090 | 1,929 | 0 |  |
| | Health Aides and Support Workers | 1,977 | 1,335 | 73 |  |

SECTION 3

Summary Chart of Demand and Education Supply Alignment for Larger Region

 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

 Generally speaking, there appears to be more supply of credentials than demand.

| SUMMARY CHART OF ALIGNMENT | | | | | |
|----------------------------|---|-------------|------------------------------|----------------------------|---|
| SECTOR | OCCUPATIONAL GROUP | Demand 2013 | PSE Credentials Awarded 2013 | R10 CTE Concentrators 2013 | Alignment |
| TDL | Transportation and Logistics Workers | 6,729 | 17* | 147 |  |
| Business and Professional | Finance and Business Operations Specialists | 3,776 | 3,210 | 2 |  |
| | Financial and Information Clerks and Administrative Support | 5,629 | 207 | |  |
| Construction | Construction and Energy | 1,020 | 538 | 106 |  |

* Credentials for some jobs in this group may be primarily less than a one year certificate and will not appear in our analysis.

SECTION 4

Reccomendations

Recommendations based on these data:

- Use data as foundation for action and for accountability toward significant efforts not “small” programs
- Rely on ‘employer led’ partnerships to define solutions with educators and communities
- Create region-wide, “big” efforts to increase credential completions in key fields of study
- Lead a *talent creation* strategy to help more students enter key fields of study
- Lead a *talent retention* strategy to help more students stay in the region after graduation
 - Employers engaging students and colleges in internships
 - Employers engaged in developing their workforce



PREPARED BY: FUTUREWORKS CONSULTING.

THIS RESEARCH IS SUPPORTED BY THE INDIANA STATE CAREER COUNCIL AND THE INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT. ALL CONCLUSIONS AND INTERPRETATIONS IN THIS DOCUMENT ARE THE RESPONSIBILITY OF FUTUREWORKS.

ATTACHMENT 6

Fast Forward Report



JUST 1.4% POINT
GROWTH PER YEAR IN
EDUCATION ATTAINMENT
GETS LOUISVILLE
THE COMPETITIVE
WORKFORCE IT NEEDS.

FAST FORWARD
2015 REPORT

55,000
Degrees



A DEGREE OF URGENCY

The future of our city depends on having more high-wage jobs, which in turn depends on more highly skilled employees.

Louisville's **55,000 Degrees** movement is halfway through its ten-year mission to increase educational attainment in Louisville. **KentuckianaWorks**, a founding partner of **55,000 Degrees**, has stepped up to provide incisive analysis on jobs, earnings, and workforce development. These valuable data provide context and clarity to our conversation.

Skills take many forms. We must be supportive of any program that increases employability. But the data here are clear that education beyond high school, especially a college degree, remains the single best path to a good job for individuals and a growing economy for the community.

Today, as we issue this joint report on how to create a more vibrant and innovative economy, we do so with a sense of urgency that has only increased with time. Our community deserves a dynamic, growing economy — one that pairs a competitive, highly skilled workforce with challenging, high-wage jobs that can support a family.



A handwritten signature in blue ink that reads "Greg Fischer".

Mayor Greg E. Fischer
Chair, 55,000 Degrees



A handwritten signature in blue ink that reads "Mary Gwen Wheeler".

Mary Gwen Wheeler
Executive Director, 55,000 Degrees



A handwritten signature in blue ink that reads "Michael Gritton".

Michael Gritton
Executive Director, KentuckianaWorks



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THE BOTTOM LINE ON PAYCHECKS

LOUISVILLE'S ECONOMY DEPENDS ON HIGH-SKILL, HIGH-WAGE JOBS

What does it take to support a family? In the Louisville region, it takes \$45,341 to support a family of four — even more with childcare costs — according to the Massachusetts Institute of Technology living wage calculator.¹

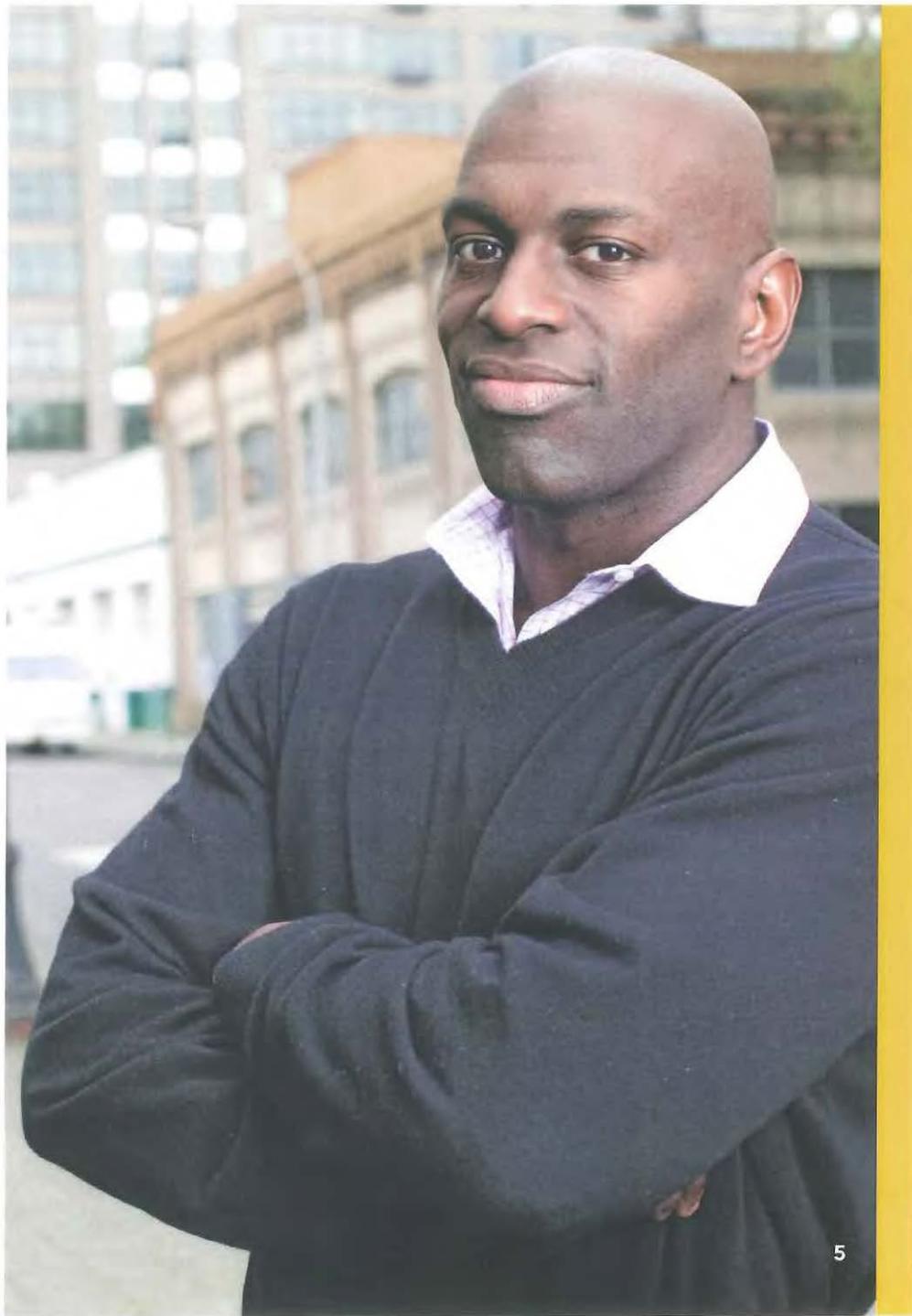
While not every job needs to support four people, a healthy economy thrives on family-supporting jobs. In the Louisville region, 70 percent of these existing jobs typically require some form of postsecondary education.²

High school level jobs used to be the backbone of the middle class, but American cities have gone through a radical transformation in the past half-century. In the 1970s and early 1980s, the average wages of workers in Louisville were above the national average. That changed as offshoring and technological disruption upended the economic picture. In 1984, Louisville's wages fell below the national average and have never recovered.³

Needing Higher Wage Jobs



Louisville's Average Wage and Salaries per Job.³



AVOIDING THE LOW SKILLS TRAP

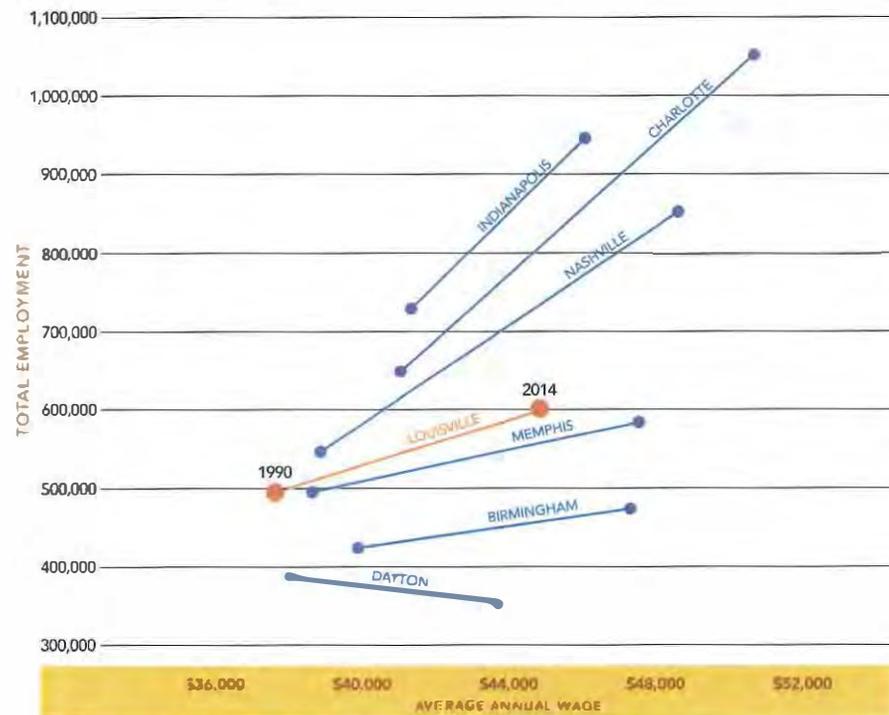
Now, like many cities in the South, Louisville faces what the Georgetown Center on Education and the Workforce calls the “low-skill trap of the Southern economy”—a downward spiral where “low demand for skill... discourages individuals and employers from developing skill from education, training, and on-the-job skill enhancement.”⁴ That negative cycle is essentially the opposite of the innovation economy we’re working to create.

On the other hand, there are some signs of promise. Louisville is not losing people. Educational attainment is rising, albeit not quickly enough. And wages and jobs are going upward, if not yet meeting our aspirations.

According to economist Enrico Moretti, there are now three kinds of cities: 1) super brain hubs—cities that are growing, attracting talent, attracting jobs, raising their educational attainment; 2) traditional manufacturing centers—cities that are losing jobs and people in a downward spiral; and 3) cities on the cusp.⁵

Louisville is on the cusp. In order to make sure the regional economy falls on the right side of this growing divide, we must carefully study the data on the interplay between wages and skills and apply new thinking and approaches to economic development. In fact, we have begun to do just that.

A City on the Cusp



In jobs and wages, the Louisville region has been growing at approximately the same rate as Memphis, and Birmingham. Meanwhile, Nashville, Indianapolis, and Charlotte have been accelerating.⁶

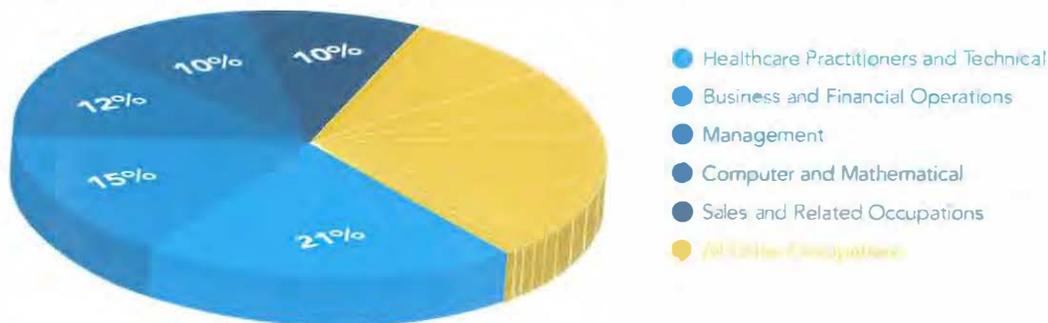
HITTING “FAST FORWARD” ON BETTER-PAYING JOBS

Recognizing the need to fast forward into the innovation economy, Louisville Mayor Greg Fischer this year adopted two interconnected economic goals.

The first goal is to raise the city’s median wage so that we are in the top half of peer cities by 2020. This goal will be adjusted by a cost-of-living index, to ensure that Louisvillians are truly getting ahead, not just running in place (which appears to be happening in Nashville, as the cost of living rises along with wages).

The second goal is to double the projected growth of high-skill, high-wage jobs in five of our community’s strongest industry clusters by 2024, identified in concert with Greater Louisville Inc.’s (GLI) Advantage Louisville plan. By focusing on industries where we are already strong, we can best leverage our momentum and accelerate our growth. We already expect to see 15,000 new higher-wage

68% of \$45K+ job growth projected to come from 5 job groups



Source: KentuckianaWorks analysis based on data from EMSI Analyst7

jobs by 2024 in these five industry clusters — growing that to 30,000 will strengthen those clusters and the entire regional economy.

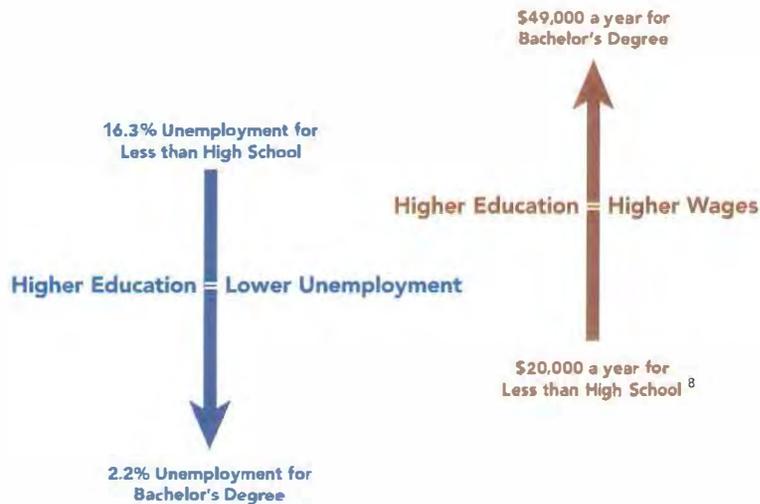
LOUISVILLE’S FIVE TARGET CLUSTERS

- Advanced Manufacturing
- Business Services
- Lifelong Wellness & Aging Care (often understood as “Healthcare”)
- Food & Beverage
- Logistics & eCommerce

It’s important to understand that these clusters require a variety of skills and educational backgrounds, but current projections show 68 percent of the jobs paying a family-supporting wage coming from just five major occupation groups: Business & Financial, Computer & Mathematical, Healthcare Practitioners & Technical, Management, and Sales & Related.

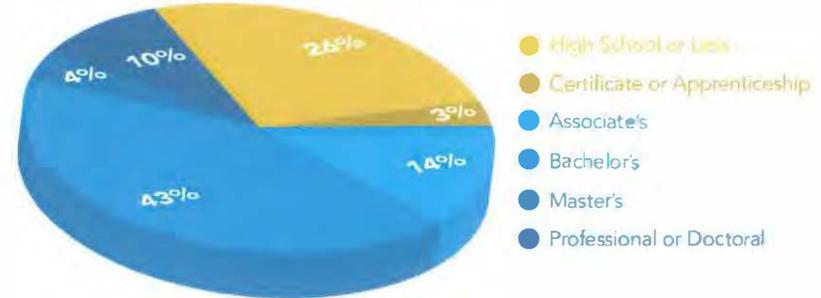
POSTSECONDARY EDUCATION IS A KEY DRIVER...

People with higher levels of educational attainment are both more likely to be employed and more likely to earn a family-sustaining wage. In fact, there is a very strong correlation between educational attainment and earnings. Looking at education levels as groups, only those with bachelor's degrees or above are, as a group, earning a family-supporting wage. There will, of course, be exceptions, such as certain skilled trades or sales jobs. Still, a college education remains the surest way of getting to a family-supporting wage.



This correlation between wages and education does not seem likely to change. Among the family-supporting jobs Louisville is projected to add over the next ten years, 75 percent will likely require some form of postsecondary education.⁷

3/4 of New Family Supporting Jobs Will Require Postsecondary Education



Source: KentuckianaWorks analysis based on data from EMSI Analyst⁷



POSTSECONDARY EDUCATION IS A KEY DRIVER...

People with higher levels of educational attainment are more employed and more likely to earn a family-sustaining wage. There is a very strong correlation between educational attainment and earnings at education levels as groups, only those with bachelor's degrees are, as a group, earning a family-supporting wage. There are exceptions, such as certain skilled trades or sales jobs, but higher education remains the surest way of getting to a family-supporting wage.

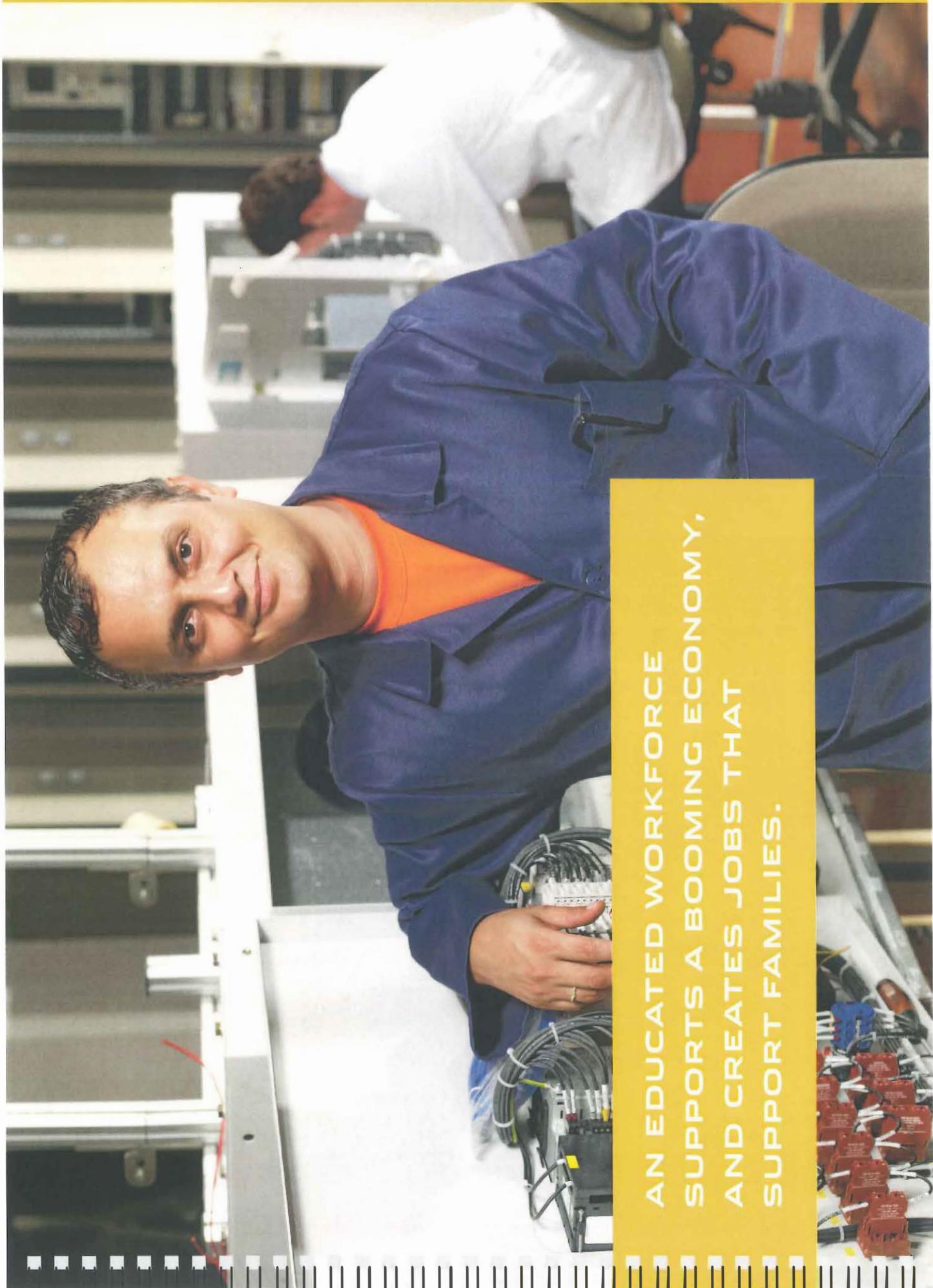


ARE CREDENTIALS A VIABLE ALTERNATIVE TO A COLLEGE DEGREE?

Credentials are becoming a bigger part of the workforce conversation, particularly to fill the so-called "middle skills" jobs. Recently, the appliance division of General Electric, based in Louisville, promoted their preference for the Certified Production Technician training as a qualification for production jobs at Appliance Park. They expect to hire 500 certified technicians in the next year and have challenged the region to increase the number of these certificates.

That kind of direct employer communication and action gives us a clear, reliable signal on a credential with real labor market value. Unfortunately, we do not have such clear indicators on most types of credentials.

We need better data to discern which credentials make a difference to wages and employability, and KentuckianaWorks is exploring whether alternative data sources, (e.g., online resumes), may be able to provide more specific data about the number and effect of credentials.



AN EDUCATED WORKFORCE
SUPPORTS A BOOMING ECONOMY,
AND CREATES JOBS THAT
SUPPORT FAMILIES.

WHAT ABOUT “THE SKILLS GAP”?

While some employers say they have trouble finding a skilled workforce, the available data make it difficult to say whether Louisville is over-producing or under-producing certain degrees or skill sets. Many complex variables must be accounted for — including migration of talent or jobs and the uncertainty about which career path people may take with their education.

Simply put, the data we have do not — for the most part — clearly illuminate gaps between local educational output and job growth. We need continued collaboration with employers, higher education institutions, and other community partners to collect and analyze the right data over the coming years.

However, the data we have do show that different college majors can lead to vastly different earnings outcomes. While a college graduate can expect to earn, over a lifetime, \$1 million more than a high school graduate, the gap between the lowest-earning major and the highest-earning major is \$3.4 million.¹⁰

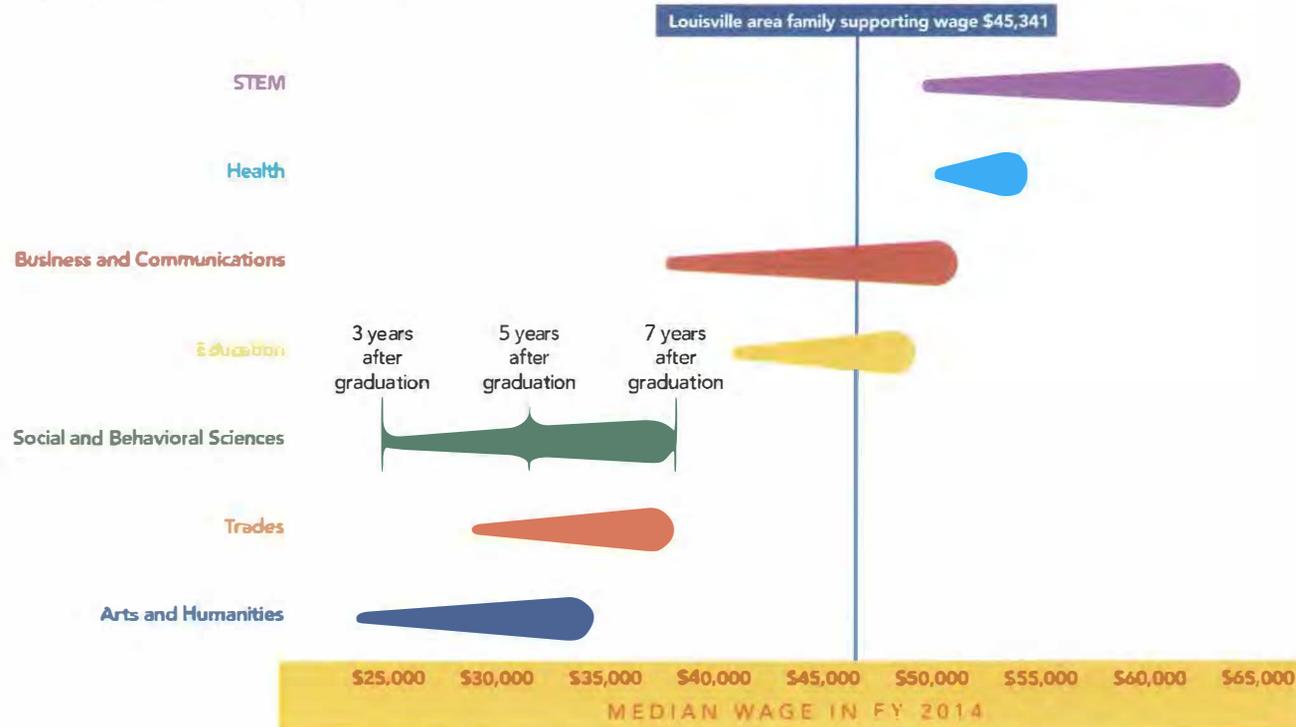
Multiple Career Paths Make It Hard to Do a Supply/Demand Analysis of Specific Majors ⁹



New data from the Kentucky Center for Education and Workforce Statistics on Louisville area college graduates indicates that some move up the wage ladder more quickly. In fact, three years after graduation, four-year degree holders with STEM (Science, Technology, Engineering, and Mathematics), Health,

Business & Communications, and Education majors earn more than those who majored in Social & Behavioral Sciences and Human Services, Trades, and Arts & Humanities. In fact, the top four major groups have higher earnings after three years than the bottom three groups have after seven years.¹¹

Some Majors Earn More Out of the Gate

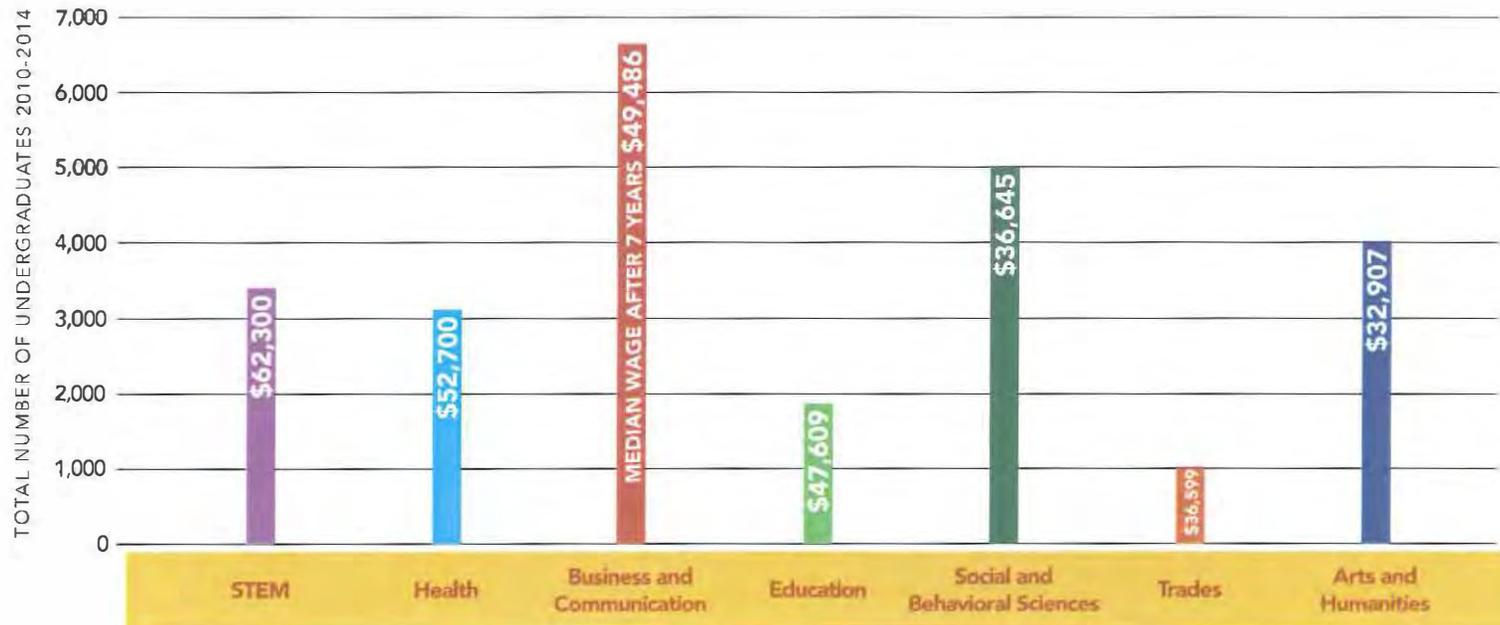


The bottom three groups of Louisville area graduates who are working in Kentucky 3, 5 and 7 years after graduation have lower median earnings after seven years than the other four groups have after three years. These are bachelor's graduates who did not go to graduate school within the timeframe.¹¹

The decision of what to major in has both personal and practical considerations, all of which must be balanced differently for each person. Earnings are just one part of the equation. But information about the return

on investment of different types of education and different types of degrees, can help students make the best choice for them — one that balances their interests and economic aspirations.

The Most Popular Louisville Area Majors Aren't Always the Best Paying



The most popular majors aren't always the best-paying. Business & Communications is the most popular major and the 3rd-highest-paying. But STEM and Health majors – the 1st and 2nd best-paying – fall behind Social & Behavioral Sciences and Arts & Humanities, which are the 5th and 7th major groups by wages (out of seven).¹²

THE PATH FORWARD

As the Georgetown Center on Education & the Workforce notes, breaking out of the low-skill trap "is no small feat."⁴ It requires coordinated strategies to modernize existing industries, attract new ones, and raise postsecondary educational attainment. And these coordinated strategies require good information.

More than ever, we are using labor market intelligence to help policymakers and the public make more informed decisions on higher education.

These data are shining a light on the path forward: placing bets on our target industry clusters, supplying talent in key major occupation groups (either through degree production or talent retention and attraction), and highlighting the degrees most likely to lead to family-supporting wages.

PROGRESS TOWARD EDUCATION GOAL IS SLOWING

HOW ARE WE DOING IN REACHING THE 2020 GOAL?

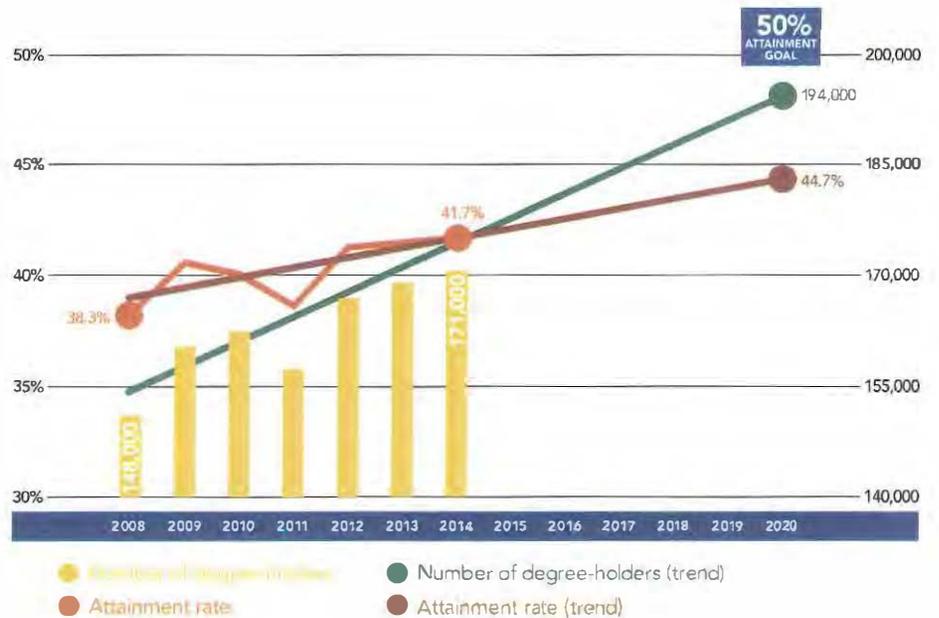
The analysis in the previous section shows that city leaders were on target in 2010 when they launched 55,000 Degrees with an ambitious goal: hitting a 50 percent college attainment rate in Jefferson County by 2020 — 40 percent or 40,000 more bachelor’s degrees and 10 percent or 15,000 more associate degrees. With postsecondary education increasingly linked to high-wage, in-demand jobs in the target sectors we want to grow, the 55K partnership met in June and reaffirmed its dedication to the goal as a way forward for our city.

So how are we doing?

There has been undeniable progress in Louisville’s education outcomes since 2010. High school graduation rates have increased in recent years.¹³ At the same time, the percentage of Jefferson County students graduating ready for college and/or a career has skyrocketed.¹⁴ Local postsecondary institutions are also awarding more degrees and credentials than ever,¹⁵ and they are graduating a higher percentage of the students they enroll.¹⁶ **And we are at a record high for degree attainment — 41.7 percent in 2014.** This represents an additional 23,337 degrees added to our working-age population since 2008.¹⁷

There are signs that progress is slowing. After some big ups and downs, **this is the second year in a row in which the city’s attainment rate grew by only 0.2 percentage points.** Also, the number of adults with an associate or bachelor’s degree in Louisville fell. This decline was balanced by the significant growth in graduate or professional degrees — mostly amongst 25-34 year olds. Their presences in Louisville will be key to our future success.

Louisville’s Education Attainment Stagnating



Jefferson County Education Attainment, Associate and Higher 2008-2014¹⁷ and Projections 2015-2020¹⁸

These numbers point to stagnation in our educational progress. At our current pace, Louisville will only reach 44.7 percent degree attainment by 2020, below the 50 percent goal.¹⁸ In short, our progress is stagnating. That’s not good enough — not when the stakes are so high.

WHERE ARE LEAKAGE POINTS?

Since the initiative began, city leaders have focused on areas where we are losing potential college graduates. We lose students who:

1. Don't graduate from high school or don't graduate "ready" to go on to college,
2. Graduate high school, but don't enroll in college or
3. Enroll in college, but don't complete their studies.

How are we doing in improving these "student success" indicators?

HIGH SCHOOL TO COLLEGE LEAKS CLOSING

With a high school diploma as the entry point for almost any successful career path, the local secondary education system is a crucial part of the talent pipeline. In particular, Jefferson County Public Schools (JCPS) represents about 80 percent of Jefferson County's K-12 students,¹⁹ which makes it a good population to study for trends that will affect our future labor market supply.

The good news is that high school graduation rates for JCPS are increasing. But the rate of increase is leveling off and still falls below state graduation rates. Even with the recent increase, the class of 2015 lost more than 1,500 students.¹³ That's too many people facing grim economic prospects.

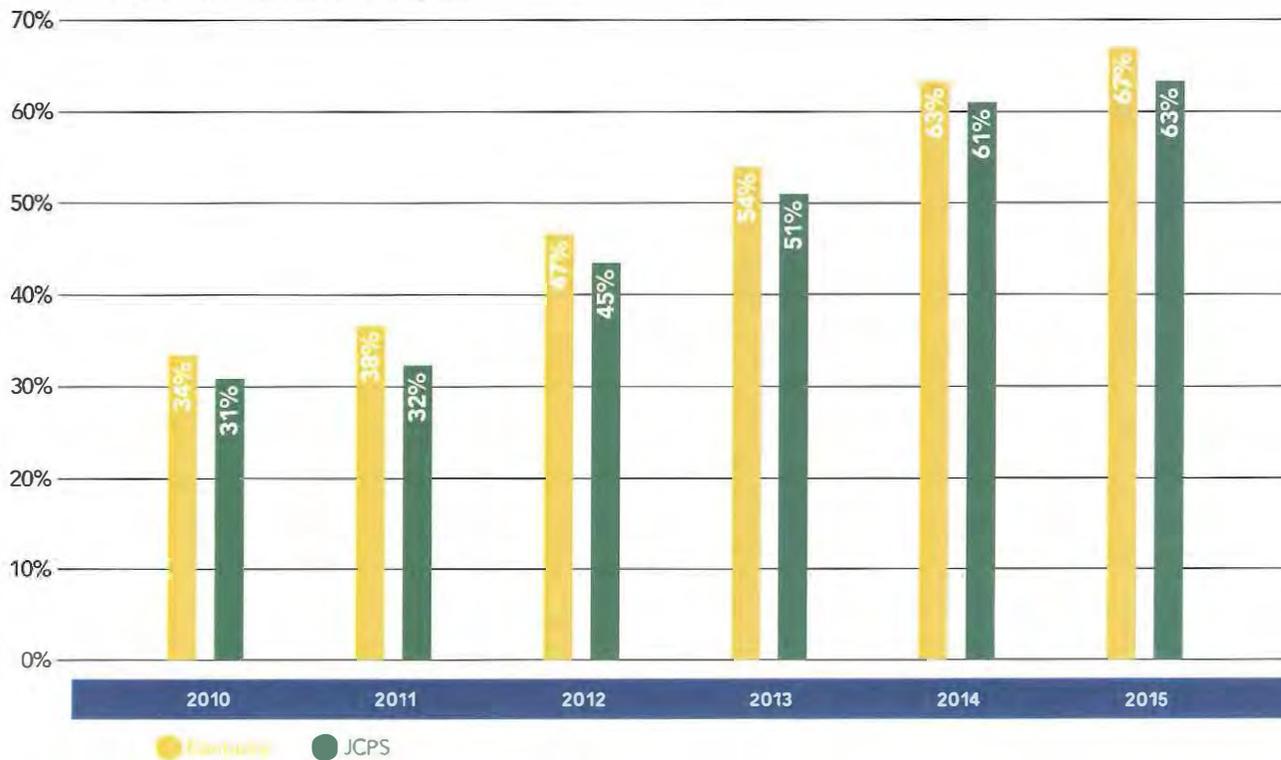
High School Graduation Rate Up But Leveling Off



Kentucky and JCPS High School Graduation Rates 2013-2015¹³

Graduating more students is one thing but graduating more prepared students is another. In recent years, JCPS has greatly improved in this area. Between 2010 and 2015 the percentage of JCPS students who were deemed college and/or career ready (CCR) leapt from 31% to 63%. In that time, the district averaged a 6.4% point increase annually in CCR. In 2015, 63% of JCPS graduates were CCR.¹⁴ This continued progress is welcome news. Moreover, it's a hopeful indicator of increased college-going — “ready” students at JCPS went to college at nearly twice the rate as those who were not ready.²⁰

Readiness of Graduates Grows Yet Again



Kentucky and JCPS College and/or Career Readiness rates 2010-2015¹⁴

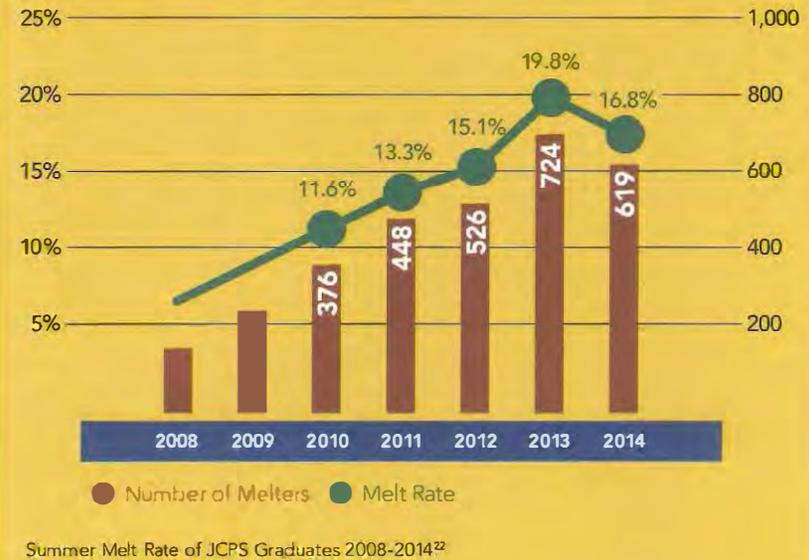
To ensure a secure economic future, most high school graduates need to continue their education and training. This past year, the percentage of JCPS and Archdiocesan graduates who enrolled in a postsecondary institution nudged up 1%, reversing a five year downward trend.²¹ While any progress is preferable to moving backward, the modest gain here continues the theme of stagnation. We must accelerate improvement to reach our goal.

Five Year Decline in College-Going Rate Comes to an End



JCPS College-Going Rate of Graduating Seniors 2008-2014²¹

Big Drop in JCPS Summer Melt Rate is Encouraging



Summer Melt Rate of JCPS Graduates 2008-2014²²

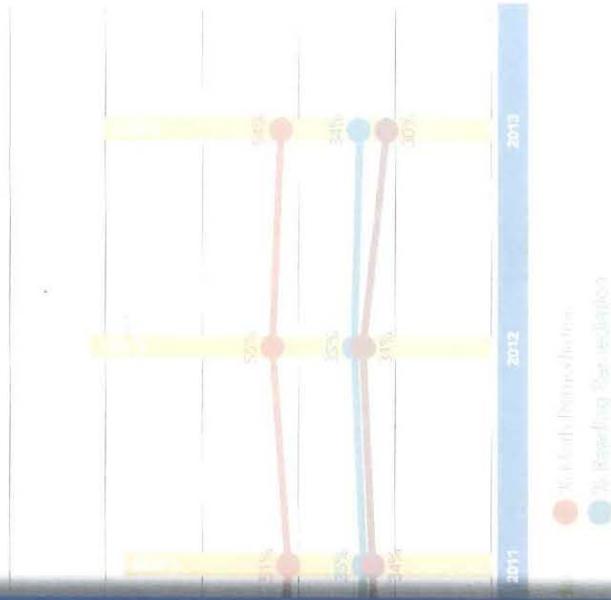
One encouraging sign is our success in mitigating “summer melt” — the phenomenon in which students who indicate an interest in college (by applying for financial aid) but do not actually enroll. In 2014, summer melt decreased by 3% points; down from 19.8% to 16.8% in just one year and reversing a five-year upward trend.²² This is a significant turnaround and an indication that one of the most critical leaks in our pipeline may be starting to close.

FOR-PROFIT SCHOOLS CHALLENGED, AFFECTING CAPACITY TO ACCELERATE COMMUNITY OUTPUT

Nationally, for-profit schools are at a crossroads — plagued by questions of cost and quality and subject to state and federal investigations. Last year alone, enrollment at for-profit schools in Louisville dropped by nearly 16 percent.²³ Similarly, an 11 percent decrease in for-profit degree completions dragged down overall growth despite positive growth of non-proprietary institutions.¹⁵

This situation highlights the value of good consumer information for students when selecting majors or institutions. While many for-profit schools offer quality programs, prospective students should consider the “return on investment” in terms of transferability of credit and average earnings of graduates. Regardless of questions of quality and cost, however, these data raise concerns as to the capacity of the rest of the system to fill the void left by the for-profit industry.

Students Need Remediation Each Year

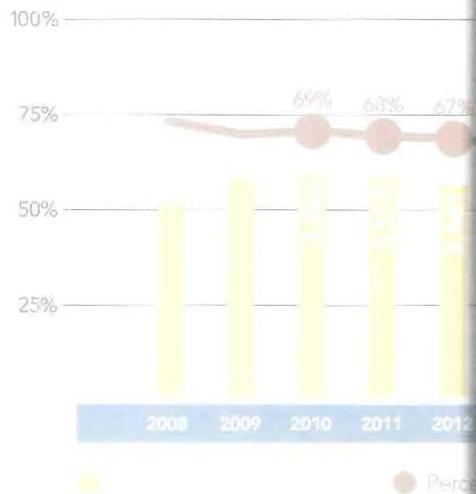


percentage of remedial coursework: 2010-2013 and percentage of Remedial Math, Reading, or English courses.²⁴

Who pursue postsecondary education are deemed or example, a significant and consistent portion Community and Technical College (JCTC) need g questions about whether the CCR measure ang for. Given the potentially dire consequences extra expense and, worst of all, incomplete to address this issue.

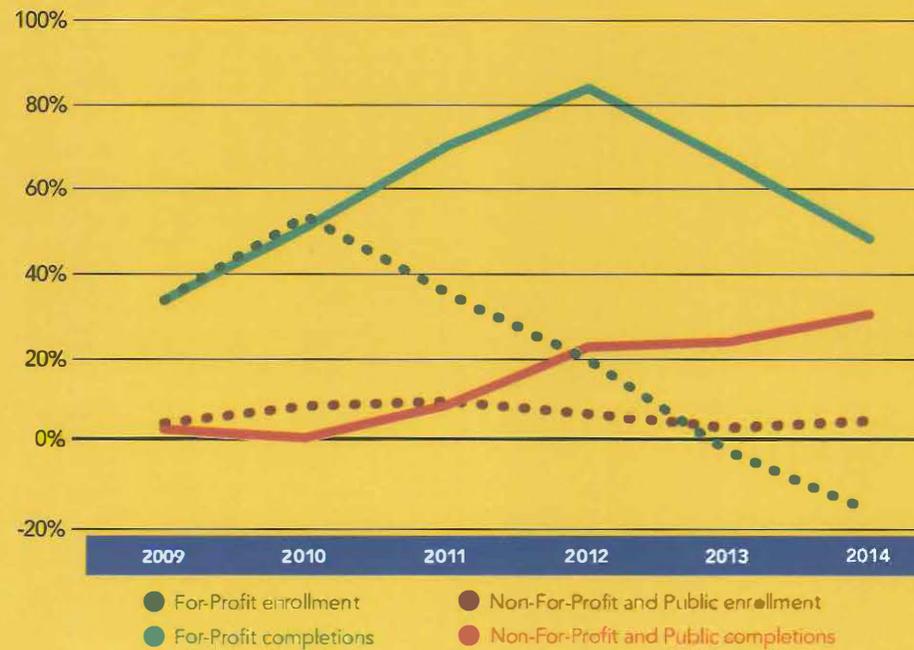
To ensure a secure economic future, most high school graduates continue their education and training. This past year, the JCPS and Archdiocesan graduates who enrolled in a college or university nudged up 1%, reversing a five year downward trend. While it is preferable to moving backward, the modest gain is a sign of stagnation. We must accelerate improvement.

Five Year Decline in College-Going Rate Comes to an End



JCPS College-Going Rate of Graduating Seniors 2008-2012

For-Profit Schools Negate Positive Trend for Enrollments and Completions



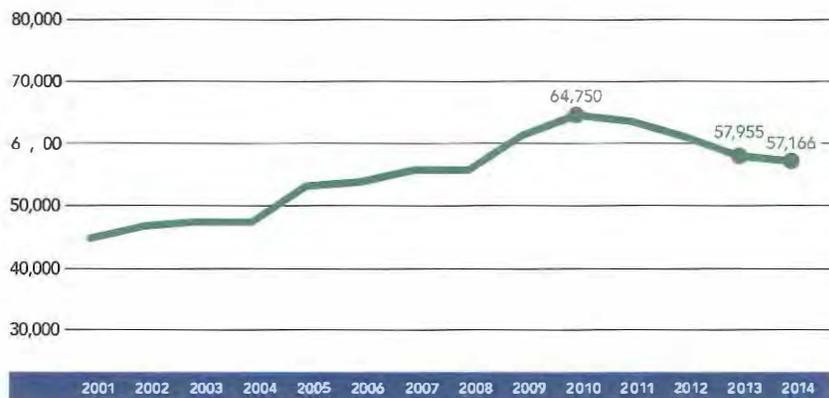
Percentage change, since 2008, in Enrollment²³ and Completions¹⁵ by Institution Sector

POSTSECONDARY INDICATORS MIXED: CAUTION SIGNS AMIDST SUCCESSES

Despite all this positive movement, enrollment at Louisville-area postsecondary institutions has been falling since 2010 – five years in a row. The result of this is a 12% decline in fall enrollment since 2010.²³ The decline mirrors a national downward trend in undergraduate enrollment.²⁴ This is partly because of the improving economy. (Many people responded to being laid off during the recession by going back to school.)²⁵

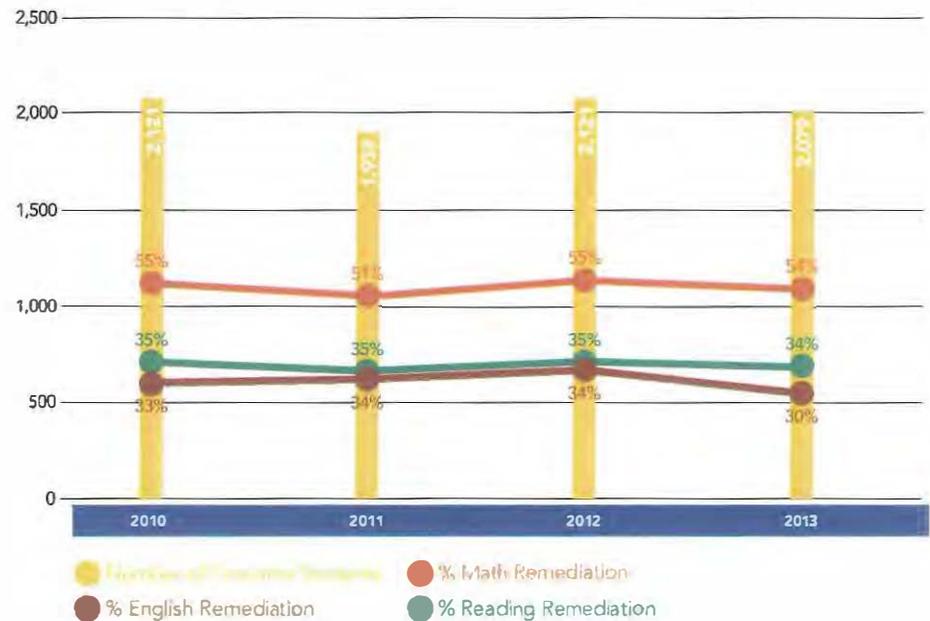
Local data also show a major contributor to be the declining enrollment at for-profit schools,²³ discussed below. With college costs rising, there is even more reason to be concerned about long-term enrollment trends.

Postsecondary Enrollment on Decline Since 2010



Fall Enrollment in Louisville-area Postsecondary Institutions 2001-2014²³

Approximately 1,000 Entering JCTC Students Need Remediation Each Year



Number of first-time JCTC students in 2010-2013 and percentage of first-time students in need of developmental Math, Reading, or English courses.²⁴

Unfortunately, many students who pursue postsecondary education are deemed academically underprepared. For example, a significant and consistent portion of students entering Jefferson Community and Technical College (JCTC) need remedial coursework²⁴ — raising questions about whether the CCR measure matches what colleges are looking for. Given the potentially dire consequences of not being ready — delays, extra expense and, worst of all, incomplete degrees — we must continue to address this issue.

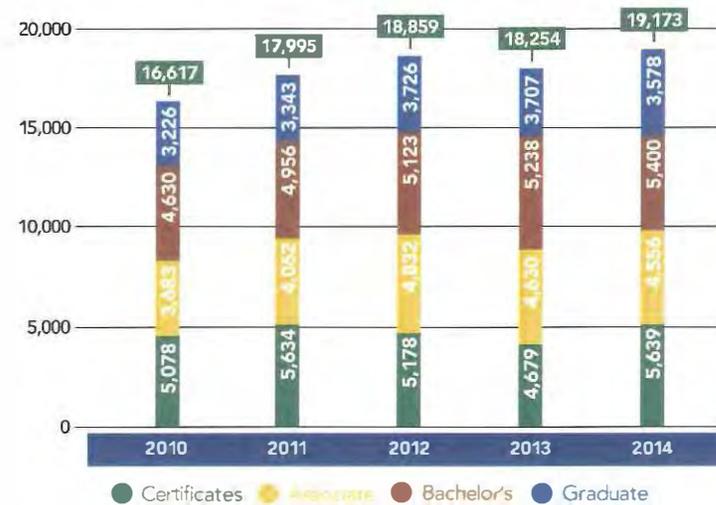
Degree Completions, Graduation, and Persistence

Enrolling in college, and in credit-bearing courses, is not the goal, however. Completing the degree is the goal. Here again, the picture is mixed.

In 2014, Louisville-area institutions awarded the largest number of associate and bachelor's degrees in our city's history — 20% more than the annual production in 2010. This appears promising, but the truer story is that growth in degree completions has come to a screeching halt. The 9,956 associate and bachelor's degrees awarded in 2014 was an increase of only 88 degrees, or less than 1% over 2013 and bests the previous high of 9,955 set in 2012 by only one.¹⁵

Degree completions have increased from 8,313 in 2010 to 9,956 in 2014, but growth has leveled off since 2012.

Increase in Completions led by Certificates and Bachelor's Degrees

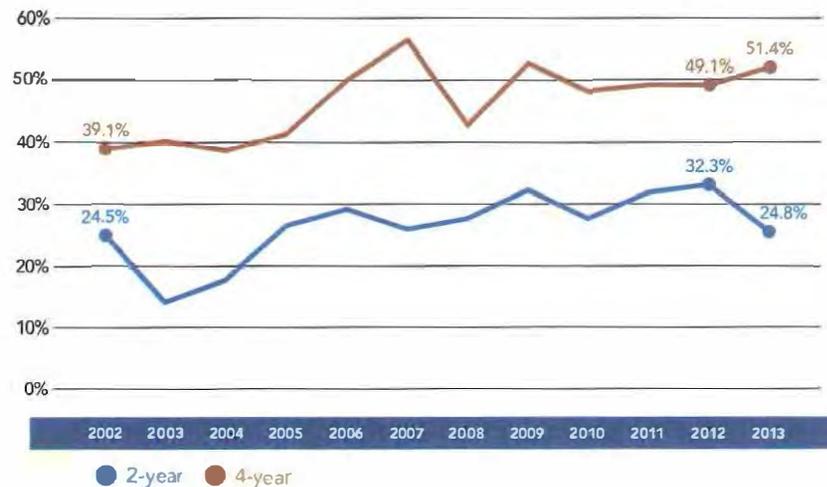


Postsecondary Degree and Credentials (Less than 2-Year) Completions 2010-2014¹⁵

Some of these new graduates are part of a one-year five percent increase in the overall number of degrees and credentials awarded (including certificates, associate, bachelor's, and graduate degrees) in Louisville in 2014. (a record for our city.) However, closer analysis once again reveals a murkier picture. Graduate and associate degree production both fell in 2014. Therefore all of the growth seen in 2014 was due to a 3% increase in bachelor's degrees and a 21% spike in the number of certificates awarded.¹⁵

The only way to increase degree completions in the face of declining enrollments is to graduate more of those who start. Here, there is good news: The percentage of college students who complete a bachelor's degree within six years is increasing at most area four-year institutions.¹⁶

Mixed Trends in Graduation Rates



Graduation Rates within 150% of Time by Institution Type¹⁶

BACHELOR'S GRADUATION RATES

At Bellarmine, the rate increased from 62 to 66 percent.

At Hanover, it increased from 65 to 72 percent.

At Indiana University Southeast, it increased from 28 to 30 percent.

At the University of Louisville, it increased from 52 to 53 percent.

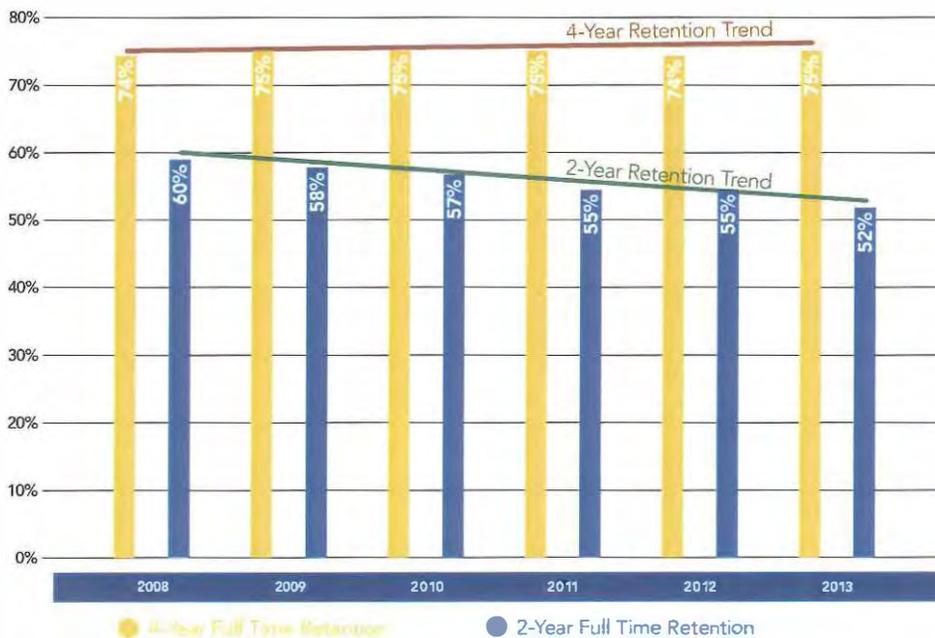
While taking an extra year or two to complete college is preferable to not finishing, it is also costly and can increase the odds of never graduating. That's why the data above are so promising.

Unfortunately, that progress is tempered by a seven percentage point drop in three-year graduation rates at local two-year colleges. That is the biggest one year drop in three-year graduation rates in more than a decade.¹⁶

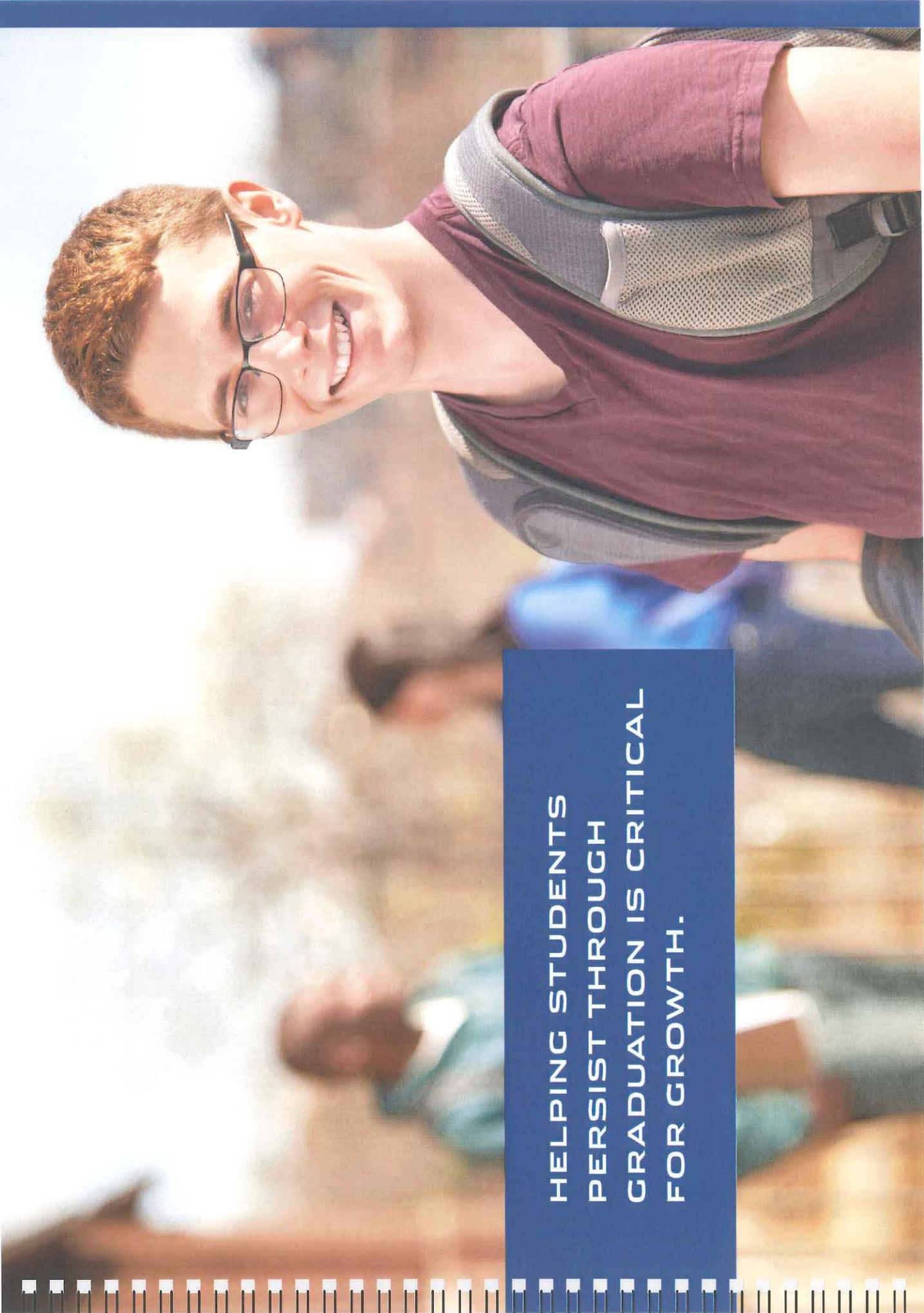


Meanwhile, two-year colleges are also struggling to retain students after the first year. In fact, the second year retention rate at local two-year institutions dropped to a six-year low.²⁷ Although some of these students may come back, it creates a “leak in the pipeline” that is challenging both for the individual students and the community as a whole.

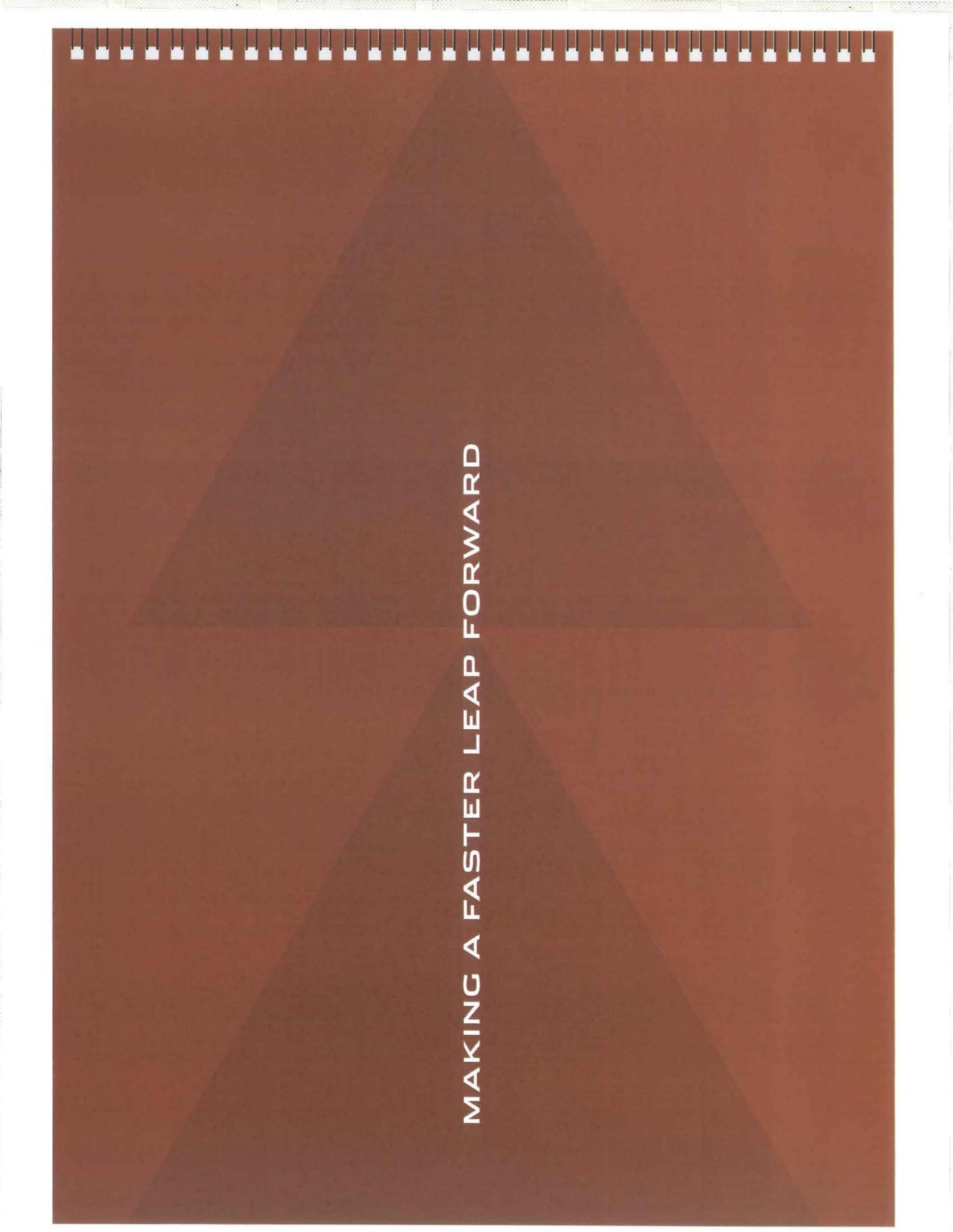
First-to-Second Year Retention of Full Time Students is Mixed



First-to-Second Year Retention of First-Time Full-Time Students at Four-Year and Two-Year Local Institutions.²⁷



HELPING STUDENTS
PERSIST THROUGH
GRADUATION IS CRITICAL
FOR GROWTH.

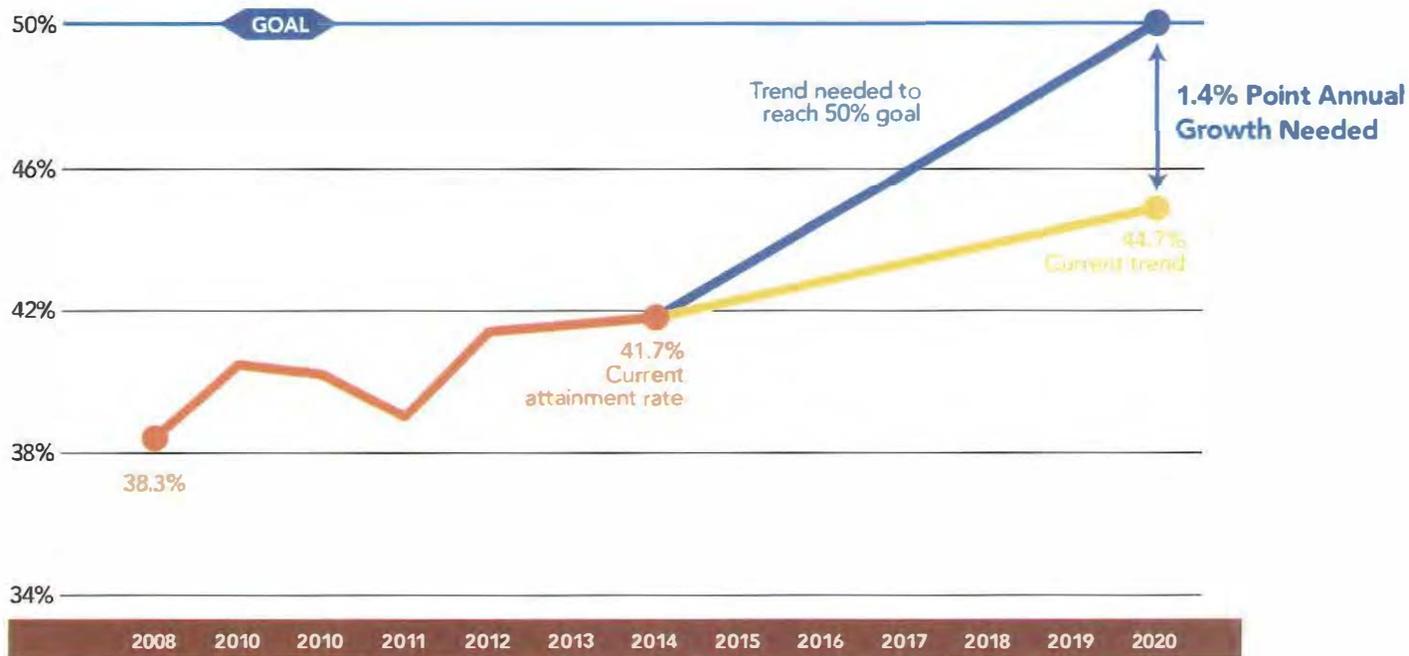
The image shows the cover of a spiral-bound notebook. The cover is a solid dark brown color. In the center, there is a large, faint geometric pattern consisting of two overlapping triangles that form a four-pointed star or a cross shape. The top edge of the notebook is bound with a silver metal spiral. The text "MAKING A FASTER LEAP FORWARD" is printed vertically in the center of the cover.

MAKING A FASTER LEAP FORWARD

HOW TO ACCELERATE GROWTH

The divergence between our current trend line and the trend line we would need to reach our goal is striking. It makes clear that we need an “all-hands-on-deck” effort to close this gap. The stakes are high. The goal of 50 percent is not arbitrary. We chose 50 percent because that is the point where we would move into the top tier of our peer cities²⁹ and have the critical mass of degrees necessary to ignite a more innovative and robust economy.

The Gap Between our Current Trajectory and What we Need to Reach our Goal



Jefferson County Education Attainment, Associate and Higher 2008-2014¹⁷ and Projections 2015-2020¹⁸

Closing the gap will take an annual **1.4% point increase** in college attainment. Is this possible? Yes! Nashville has done it and Cincinnati and Dayton have come close. Since 2011, Nashville has averaged a 1.5% point increase per year, while Cincinnati and Dayton have each averaged an annual 1.2% point increase in attainment.²⁹

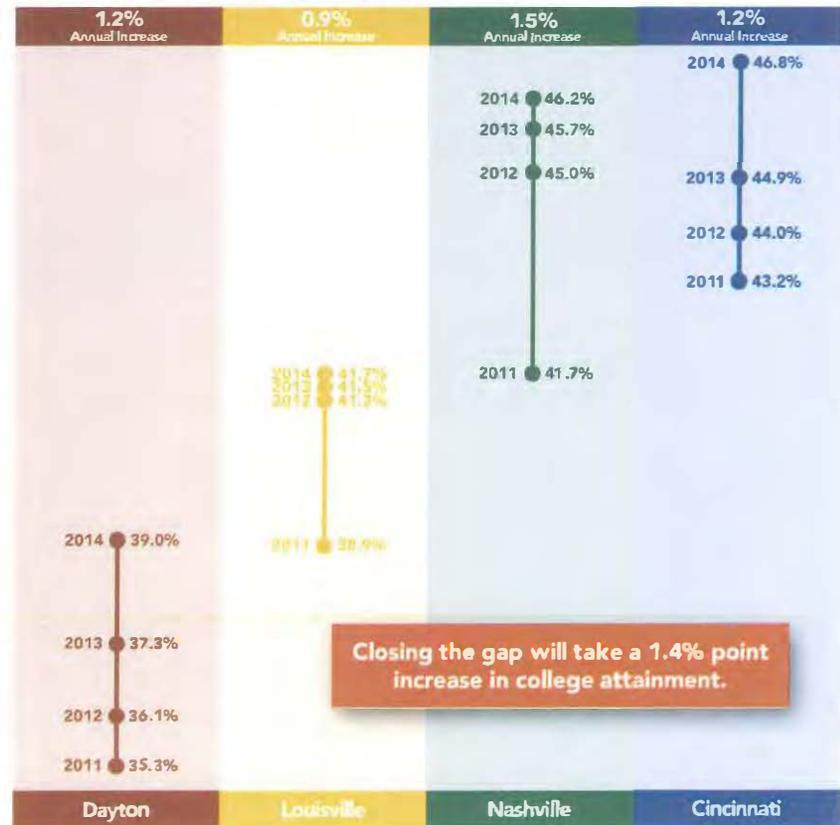
What does that challenge mean in hard numbers for Louisville? To reach the 50% goal, we need more than **36,000 additional degrees** added to the population — more than 6,000 a year over the six years of census data still to be reported by 2020.¹⁷ (Interestingly, Nashville added 8,700 per year from 2011-2014.)²⁹

Louisville's education pipeline has actually produced more than 62,000 undergraduate degrees between 2008 and 2014,¹⁵ but Louisville's population numbers reflected only about 23,000 additional degrees.¹⁷ If we maintain that ratio, we would need 16,400 degrees completed each year to meet our goal — more than a 60% increase in the number of degrees granted in our area each year. While Nashville did have a 30% average annual increase over six years (from 2008-2014)²⁹ they must have had other dynamics at play, such as talent in-migration.

We must focus on strategies that will not only increase annual degree production, but will also attract and retain skilled and educated talent.

Acceleration depends on boosting ALL the forces at play, from growing jobs to making Louisville a magnet for professionals to improving the efficiency of our education pipeline. In the short term, we must get to work and there are just three pools from which these additional degrees can come.

Percentage of Working Age Degree Holders



Education Attainment of Selected Peer Cities, 2011 - 2014²⁹

HOW LOUISVILLE CAN ADD 36,000 DEGREES

1. Encouraging and enabling adults already working in Louisville to go back to school.

- 95,000 adults in Louisville have some college but no degree¹⁷
- Another 144,000 have only a high school diploma or less¹⁷

2. Attracting new degree-holders and retaining degreed "talent."

- Boomerangers – approximately 14,000 local high school grads leave for college but could move back³⁰
- International immigrants who account for 50% of our population growth³¹
- Young and mid-career professionals who come for jobs

3. Continuing to ensure that current high school and college students graduate.

- A 25% increase in degree production would take us to 12,000 graduates per year¹⁵

...easier — Of the adults in Louisville with Degree," two-thirds have more than one have completed the credits necessary for an don't realize it. In 2014, JCTC and the University ese Transfer pathway. To date, over 2,000 identified as eligible to receive an associate students have been awarded more than 400 these types of cross-institutional co-operative

FILLING LOUISVILLE'S TALENT POOL

Closing the gap will take an annual 1.4% point increase. Is this possible? Yes! Nashville has done it and Cincinnati come close. Since 2011, Nashville has averaged 1.4% per year, while Cincinnati and Dayton have each averaged 1.2% per year increase in attainment.²⁹

What does that challenge mean in hard numbers? To reach our goal, we need more than 36,000 additional degrees — more than 6,000 a year over the six years of completion by 2020.¹⁷ (Interestingly, Nashville added 8,700 pe

Louisville's education pipeline has actually produced more undergraduate degrees between 2008 and 2014,¹³ but the numbers reflected only about 23,000 additional degrees. At that ratio, we would need 16,400 degrees completed each year — more than a 60% increase in the number of degrees granted. While Nashville did have a 30% average annual increase in degrees (2008-2014)²⁹ they must have had other dynamics at play, such

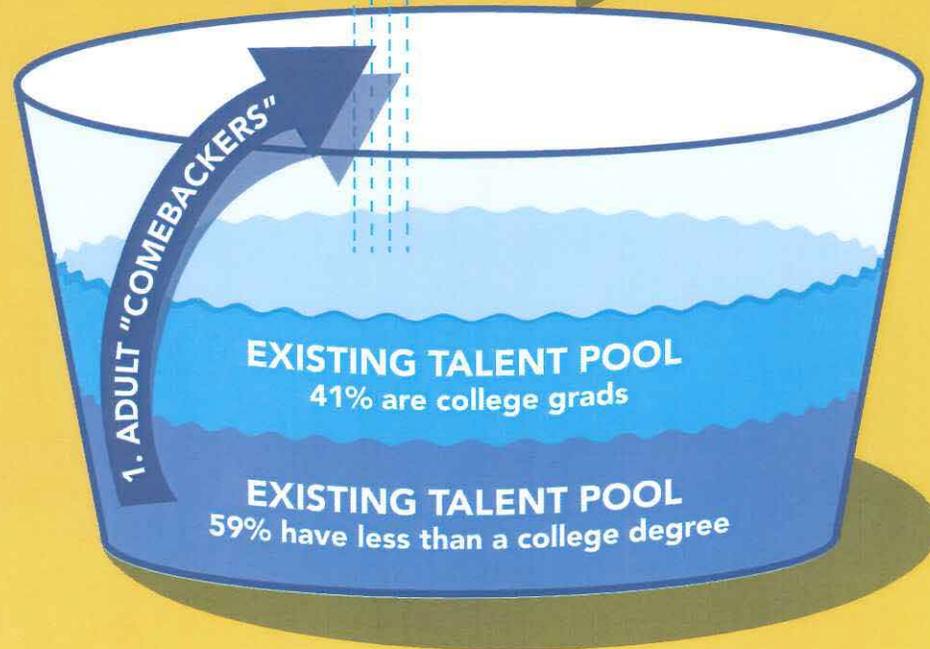
We must focus on strategies that will not only increase production, but will also attract and retain skilled a

3. EDUCATION PIPELINE

Plug leaks: reduce dropouts and keep more graduates in Louisville.

2. TALENT ATTRACTION

In-migration for jobs and locals who return after getting degrees elsewhere.



THREE SOURCES OF TALENT

Below we outline sample strategies for collective focus on each talent pool. Some of these are currently underway and need scaling. Also highlighted are areas that need “ownership” to drive action.

1. ENABLING ADULT “COME-BACKERS”

There are 95,000 adults with some college, but no degree in the Louisville area.¹⁷ If the people in this group all completed their degrees, we would exceed our goal two-fold through this category alone. Adult workers with professional and personal ties in Louisville would likely stay in Louisville after completing their degree. This group should be a top priority in the next five years

- **Increase Partnerships with Degrees Work** — We will soon announce a revamped Degrees Work program, hosted by KentuckianaWorks and dedicated to working with employer partners to provide coaching services to returning adult students.
- **Increase Alternative Pathways to In-Demand Skills and Credentials** — KentuckianaWorks and Louisville Forward have identified two specific skills gaps for free training. **Code Louisville** for software developers has already begun. In January, **Louisville Sells** will launch offering training for sales jobs, one of the most in-demand jobs with more than 700 local positions open daily.
- **Make Reverse Transfer easier** — Of the adults in Louisville with “Some College but No Degree,” two-thirds have more than one year of college.³² Many have completed the credits necessary for an associate degree and don’t realize it. In 2014, JCTC and the University of Louisville built a Reverse Transfer pathway. To date, over 2,000 individuals have been identified as eligible to receive an associate degree. More than 300 students have been awarded more than 400 degrees.³³ Supporting these types of cross-institutional co-operative pathways is vital.

2. ATTRACTING NEW “DEGREES” AND RETAINING TALENT

The “secret ingredient” to rapid degree growth in other cities may be talent attraction and retention. But the real key to talent attraction is creating high-wage, high-skill jobs that will attract the professionals that we need.

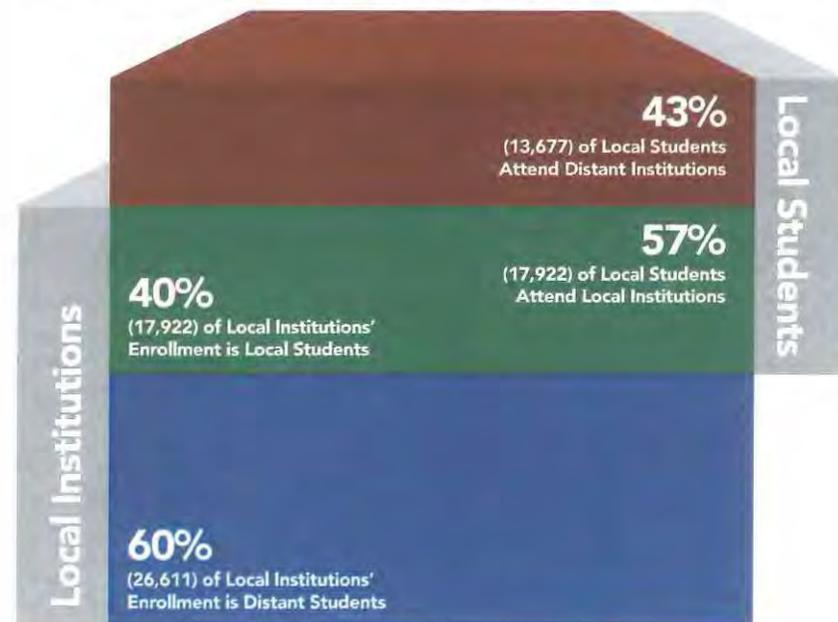
- Louisville Forward, the city’s economic development initiative, and GLI, have recently initiated multiple strategies to **attract talent**. Louisville Forward hired a director of globalization to focus on international talent attraction, developed a talent attraction work group of leading senior executives, and are producing a “Why Louisville?” video.
- Another promising avenue is to **retain our graduates** — including out-of-state and international students — by connecting them with employers and gaining work experience while in school. Internships not only provide training and skills, they often lead to job offers. KentuckianaWorks, GLI and Louisville Forward are all working on coordinated summer and semester-based programs to help college students, including students from Louisville studying out of town, create stronger professional ties locally. Postsecondary institutions increasing opportunities for programs of this kind will also be critical in this effort.

3. ENSURING CURRENT (OR NEAR FUTURE) STUDENTS GRADUATE

Meanwhile, we can’t let up on supporting new college students, particularly those who face special challenges — such as those who are the first in their family to go to college, are underrepresented, and are under-resourced. With Indiana including, and Kentucky proposing, student success metrics as a part of performance-based funding models, local colleges and universities are even more focused on persistence to graduation. Some key efforts in this area include:

- **Assisting Students Needing Remedial Classes.** For example, at JCTC, only 10 percent of students needing remediation (approximately 50%

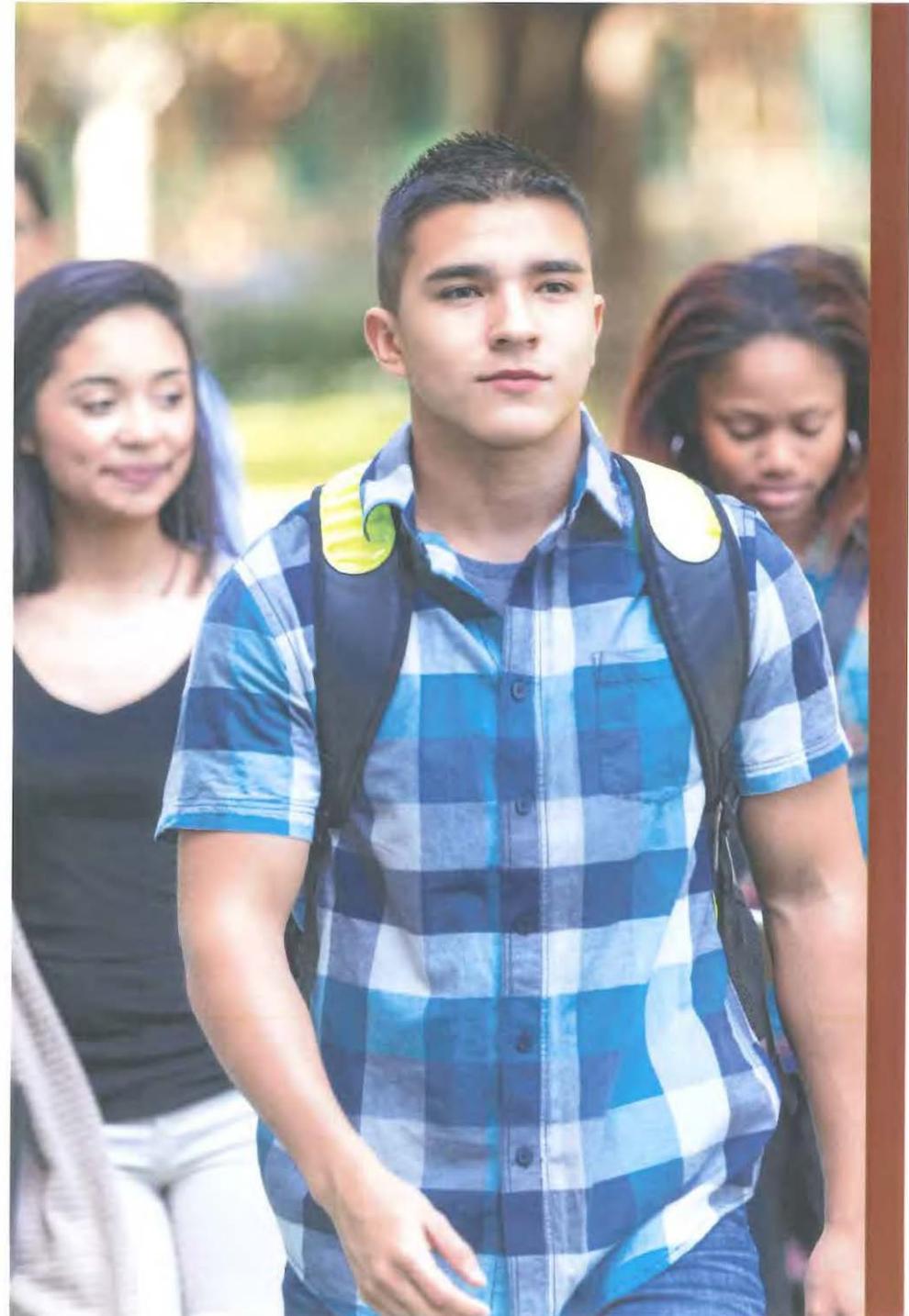
Louisville has Opportunities to Keep More Grads Here and Bring Ours Back Home



Enrollment Patterns of Local High School Graduates and Local Postsecondary Institutions, Fall 2014³⁰

of first-time students in any given year) successfully earn an associate degree.²⁶ JCTC will be receiving technical assistance from Complete College America to better support these students.

- **Expand Early College Opportunities.** Earning college credits in high school increases the chances of students completing college. In Bullitt County, a partnership with JCTC enables students to earn an Associate Degree diploma at high school graduation. While JCPS also has an early college high school, increasing such opportunities for the district's students could be significant
- **Educate High School and College Students on Career Pathways.** Exploring career options leads to better decision-making and opens up opportunities to students who aren't exposed to diverse careers through their family. JCPS has implemented "Five-Star Schools" where students choose a career theme to explore in high school. Plans are underway for KentuckianaWorks to develop YouTube videos and an app to give students career data, including potential income and necessary skills. Bolstering career advising at the postsecondary level could also create stronger connections between education and workforce outcomes.



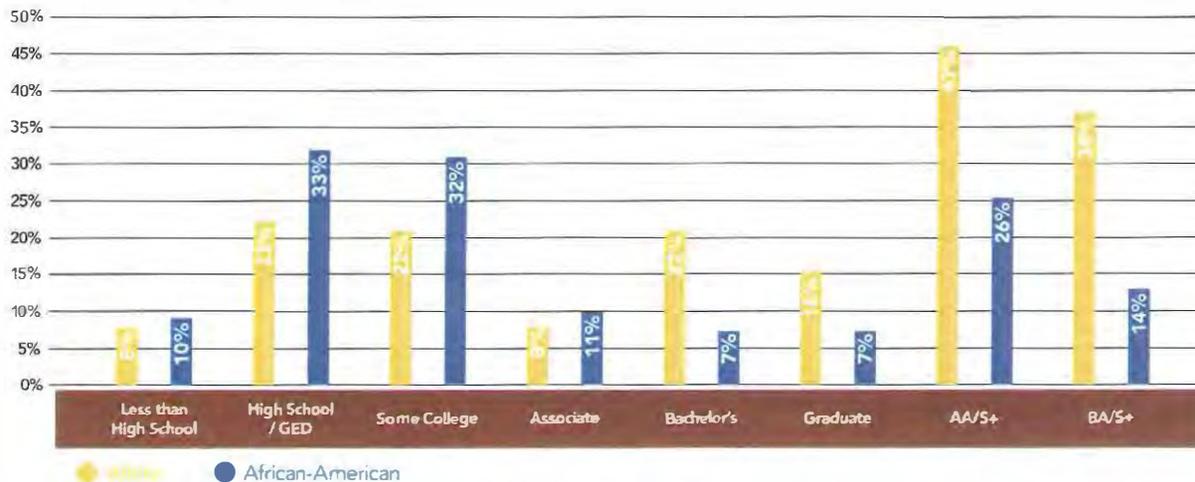
OBSTACLES TO ACCELERATION

The strategies outlined above provide significant hope that we can still accelerate degree attainment and reach our 2020 goal. But we must work hard to tackle two significant obstacles we face — the equity gap and the growing affordability challenge.

EQUITY GAPS

Louisville faces long-standing equity gaps in education attainment.³² Ensuring that all people have the opportunity to fulfill their potential is a moral imperative — directly improving the lives of thousands of families. Demographics make it an economic imperative as well. In 2013, JCPS became a “majority-minority” school system,³⁴ and nationally, the increasing diversity and aging of our population mean that we need to ensure all have the skills needed to compete in our globally-connected economy.

Equity Gaps in Degree Attainment Persist



2014 Jefferson County Education Attainment by Race/Ethnicity³²

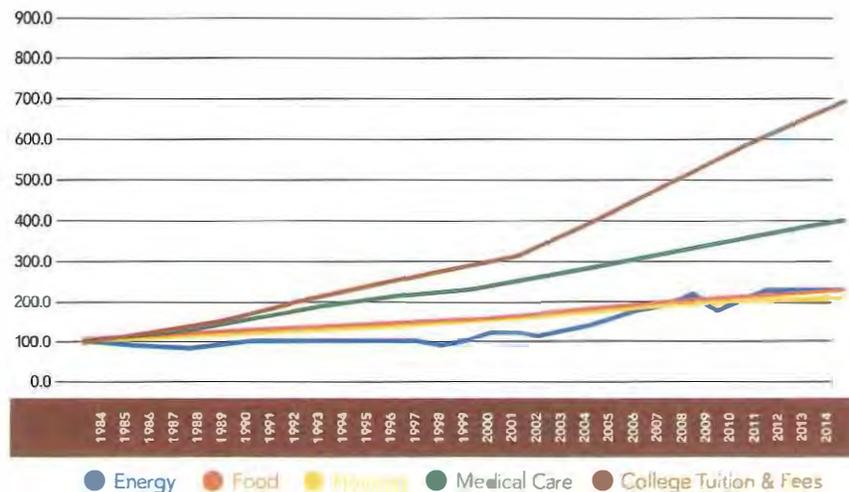
As already noted, JCPS’s CCR rates have skyrocketed. But a huge gap between races remains. Even with gains made since 2012, the gap that remains in 2015 is an unacceptable 30 points — 74 percent for white students to 45 percent for African American students.¹⁴ Similarly, while graduation rate gaps have started to shrink in recent years, white students still graduate from JCPS at a higher rate than African American students.¹³

As the chart shows, significant gaps exist at nearly every level of degree attainment. Achieving equity in educational success requires us to meet students where they are and provide the necessary supports and opportunities to close long standing gaps. Programs such as the JCPS Equity Scorecard, the 15K Degrees Initiative, Kentucky Latino Education Alliance (K’LEA), the community colleges’ Achieving the Dream, and My Brother’s Keeper are working on ways to move more people in our city forward — and leave fewer behind.

AFFORDABILITY

The skyrocketing cost of college reflects a shift in the way we finance public education — away from taxpayers and to individual students and their families. As recently as the 2007-08 school year, the amount of revenue Kentucky’s public institutions received from the state was almost identical to the amount generated from tuition and fees. As state appropriations for higher education fell, however, that balance shifted. By 2013-14 revenue from tuition and fees was 40 percent higher than the amount of revenue received from the state of Kentucky — a sign that individual students and their families are now paying a much larger share of the cost.³⁵

The Cost of College has Skyrocketed



Changes in Average Annual Consumer Price Index 1984-2014³⁸

Since the beginning of the recession, Kentucky has cut its higher education spending per student by 28% – one of the largest cuts in the country. This is a direct factor in the state’s 32% tuition increase.

This shift is part of a national trend, but is especially strong in Kentucky. Since the beginning of the recession, Kentucky has cut its higher education spending per student by 28% – one of the largest cuts in the country. This is a direct factor in the state’s 32% tuition increase. While not as severe, Indiana has cut state spending on postsecondary education by 10% since the recession.³⁶

While this challenge exists in a national context, shown in the chart, solutions exist on a local and state level.

- Exploring options similar to state and local PROMISE Scholarships used in Tennessee, the Chicago area and elsewhere.
- Better educating students about how to use net price (not just tuition) to understand financial aid package in relation to the full costs of college.
- Helping students and families calculate whether an institution is affordable by comparing the potential earnings based on major, loan repayment and other factors in relation to the investment of loans and direct payments.



**WE CAN AND MUST
CHANGE OUR EDUCATION
ATTAINMENT TRAJECTORY.**

Nothing about Louisville can or should be stagnant. We are a vibrant city with a rich history. We are an innovative people. We are a good place to live and raise a family.

But our future depends on turning this ship now. We cannot allow the Nashville's of the world to pull further ahead.

Whether we're parents who want opportunities for our children, employers who want skilled workers, or simply ordinary citizens who want a growing, healthy city, we know we must attack this issue now.

Our work here will ensure that Louisville remains a city where all people have the opportunity to live up to their full potential — and to support their family while they do it.

**FAST FORWARD TO A
BETTER EDUCATED,
BETTER PAID WORKFORCE.**



Thanks to our funders:

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Mary Ellen Wiederwohl
Chief, Louisville Forward

Steve Willinghurst
Director of Education & Training, Louisville Electrical Joint
Apprenticeship & Training Committee

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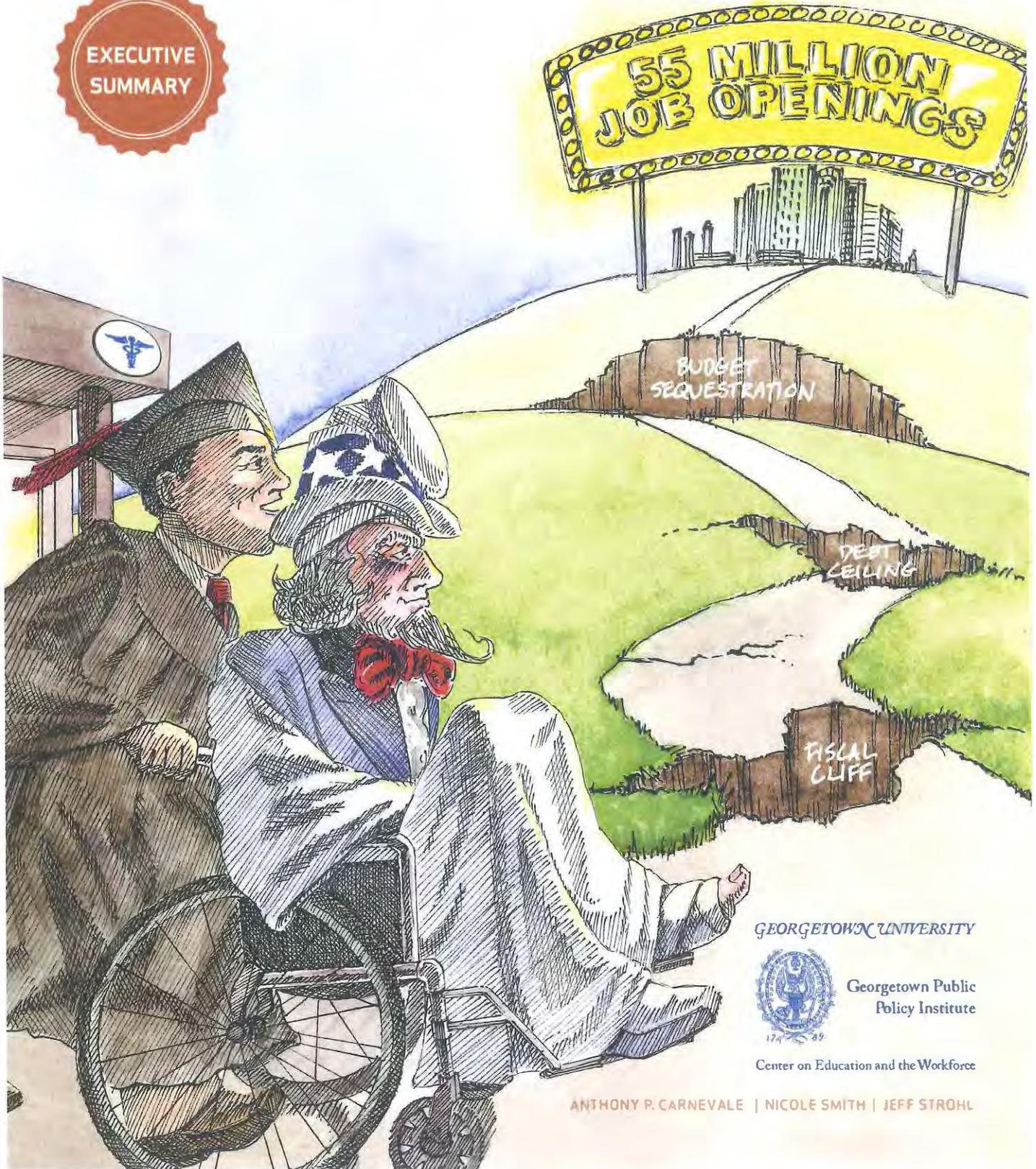
ATTACHMENT 7

**Recovery 2020 Executive Summary
and Indiana Information**

RECOVERY

JOB GROWTH AND EDUCATION REQUIREMENTS
THROUGH 2020

EXECUTIVE
SUMMARY



GEORGETOWN UNIVERSITY



Georgetown Public
Policy Institute

Center on Education and the Workforce

ANTHONY P. CARNEVALE | NICOLE SMITH | JEFF STROHL

TABLE OF CONTENTS

1. Notwithstanding failure to resolve the federal government's budgetary challenges, the U.S. economy will grow from 140 million to 165 million jobs by 2020.
2. By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.
3. There will be 55 million job openings in the economy through 2020: 24 million openings from newly created jobs and 31 million openings due to baby boomer retirements.
4. By educational attainment:
 - 35 percent of the job openings will require at least a bachelor's degree;
 - 30 percent of the job openings will require some college or an associate's degree;
 - 36 percent of the job openings will not require education beyond high school.
5. Job openings in healthcare, community services, and STEM will grow the fastest among occupational clusters.
6. Judgment/decision-making, communications, analysis, and administration will be the four most in-demand competencies in the labor market.
7. The demand for physical skills has continued to decline over time, except for "near vision," which is necessary to read computer screens and other types of documentation.
8. The United States will fall short by 5 million workers with postsecondary education—at the current production rate—by 2020.

J

ob forecast

165 million jobs in the economy by 2020

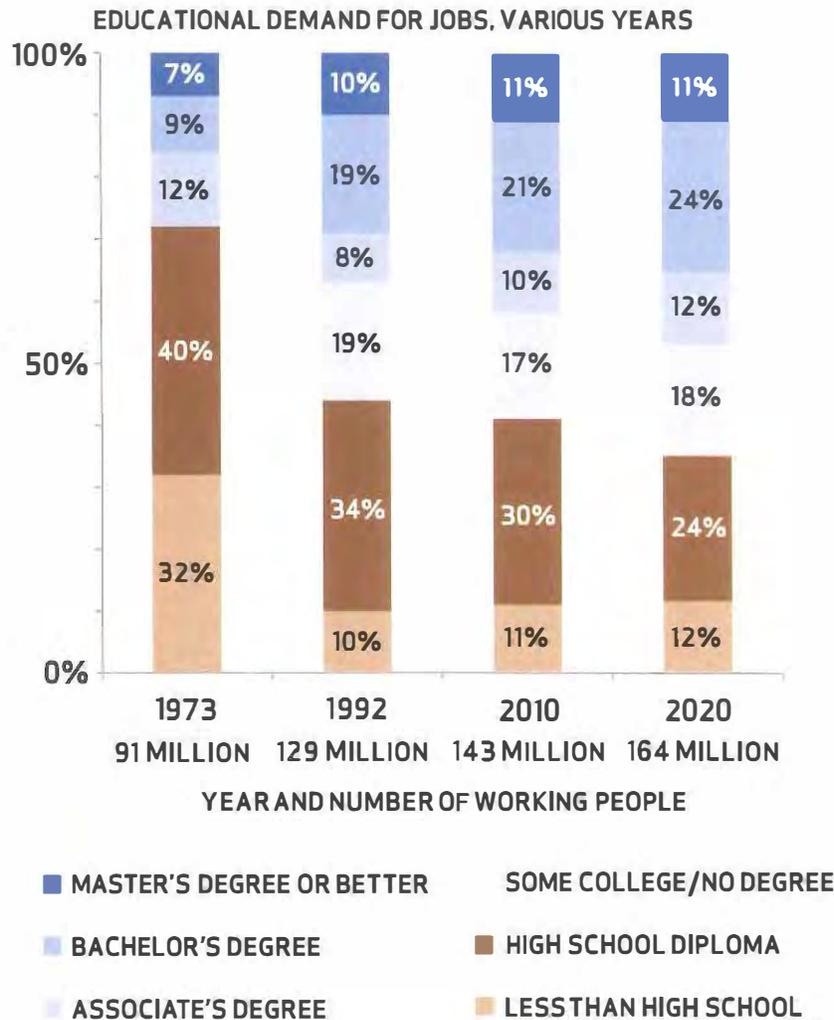
If Congress can resolve the nation's budgetary challenges, we will finally be on the way to a recovery.

Total employment is expected to increase by almost 24 million over 10 years, from 141 million in 2010 to 165 million by 2020.

At the current production rate in higher education, we will fall 5 million short of the workers with postsecondary credentials we will need by 2020.

By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.

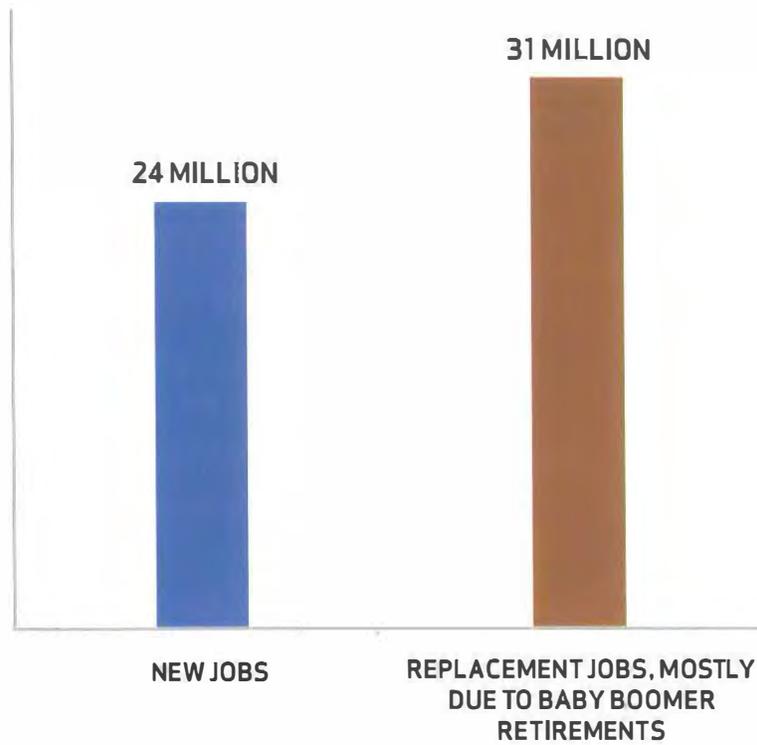
The United States is more educated than ever: In 1973, workers with postsecondary education held only 28 percent of jobs; by comparison, they held 59 percent of jobs in 2010 and will hold 65 percent of jobs in 2020.



Source: Georgetown Center on Education and the Workforce analysis

Note: Numbers may not sum to 100 percent due to rounding.

There will be 55 million job openings in the economy through 2020.



B

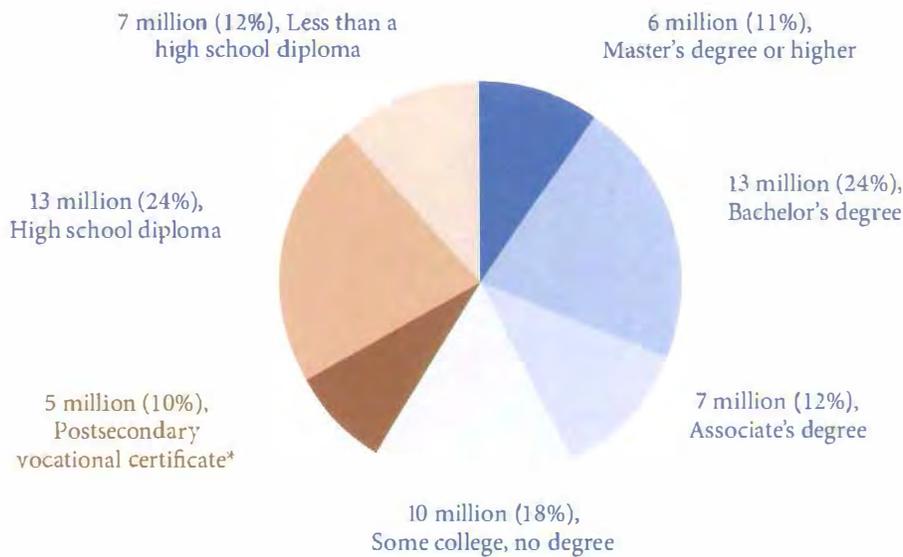
y educational attainment:

35 percent of job openings will require at least a bachelor’s degree;

30 percent of the job openings will require some college or an associate’s degree;

36 percent of the job openings will not require education beyond high school.

Of the 55 million job openings between 2010 and 2020:

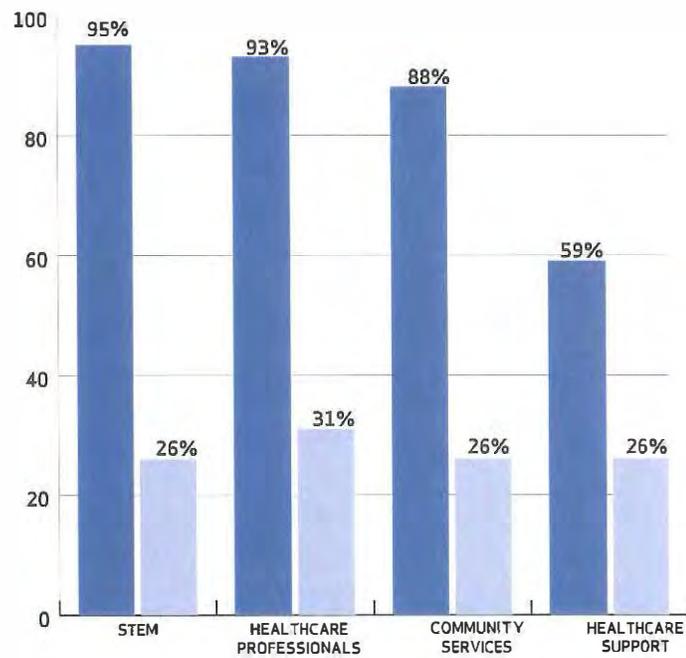


* Postsecondary vocational certificate holders are often included in the “some college” category and sometimes in the high school diploma category. For this reason, the numbers in the pie chart above total 61 million job openings due to double-counting. Nevertheless, we estimate the number of postsecondary certificates demanded separately. The number of job openings, however, will be 55 million in the economy through 2020.

Three of the fastest-growing occupations —STEM, healthcare professional, and community services — also have the highest demand for postsecondary education and training.

Though healthcare support is also fast growing, it does not require the same amount of training.

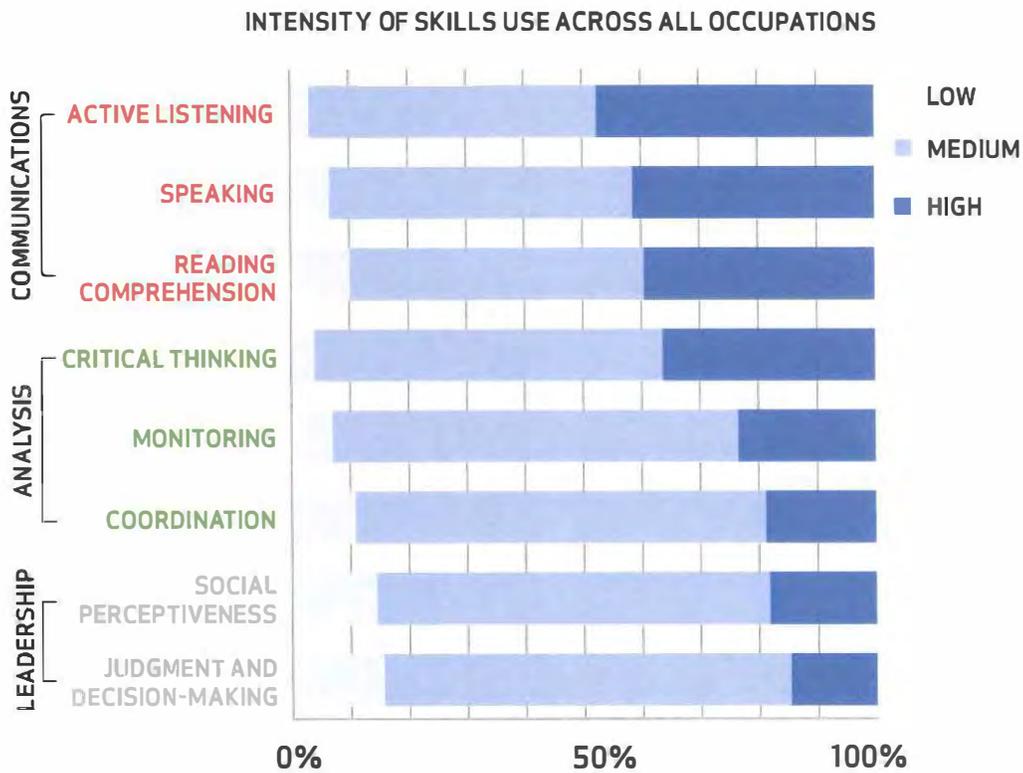
THE FASTEST GROWING OCCUPATIONS REQUIRE HIGH LEVELS OF POSTSECONDARY EDUCATION



- PERCENT OF WORKERS WITH POSTSECONDARY EDUCATION AND TRAINING
- GROWTH RATE OF OCCUPATIONS (2010-2020)

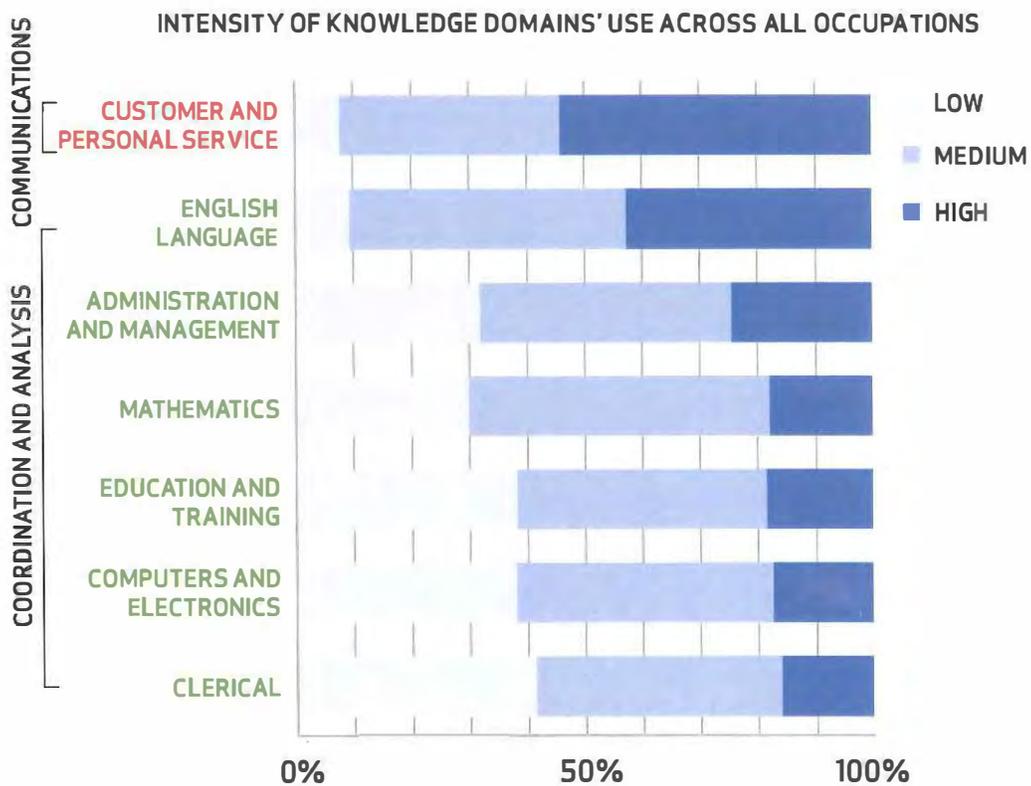
The skills that are most valued in the economy include leadership, communications, and analysis.

Of all occupations, 96 percent require critical thinking and active listening to be either very important or extremely important to success.



The knowledge domains that are most valued in the economy are communications and coordination and analysis.

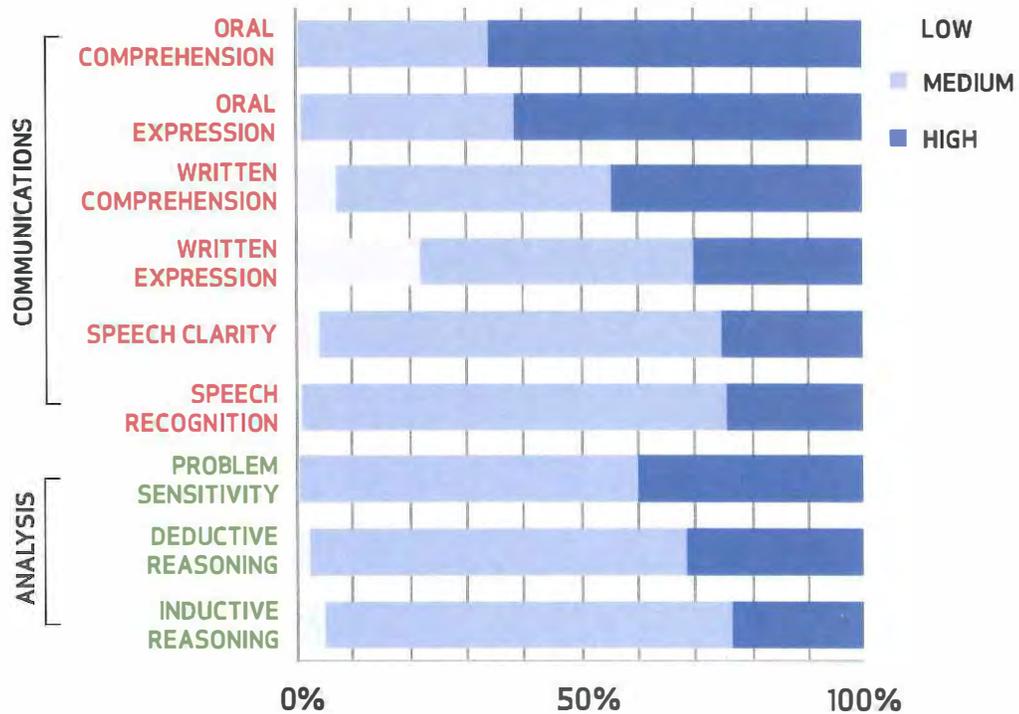
Of all occupations, 70 percent require mathematical knowledge to be either very important or extremely important to success.



The abilities that are most valued in the economy are communications and analysis.

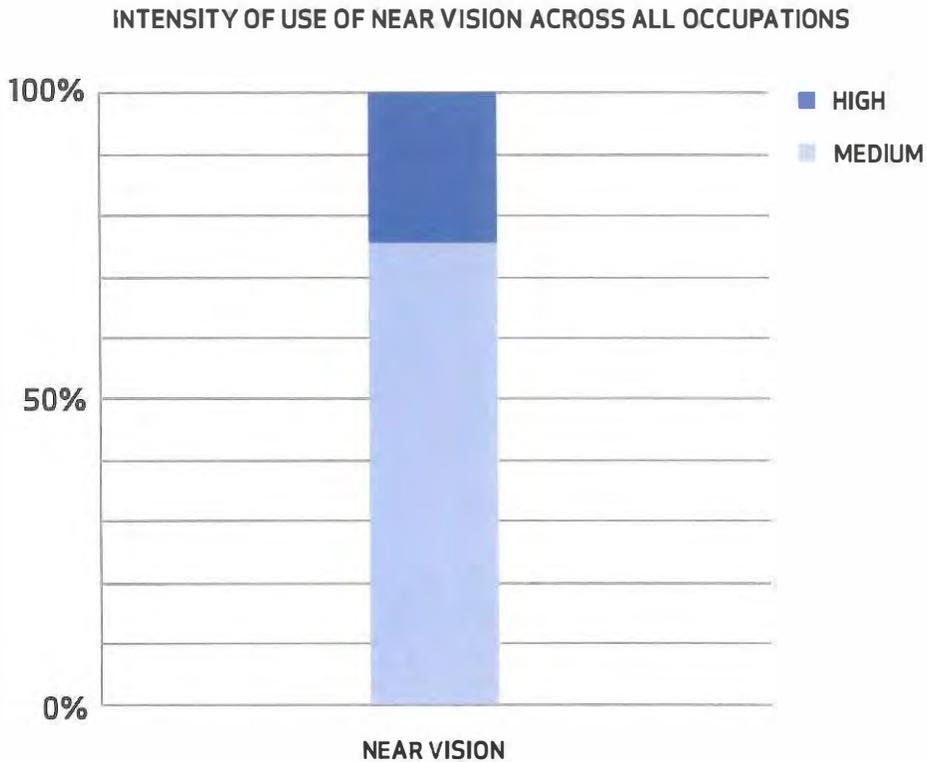
Over 60 percent of all occupations require oral comprehension and expression to be either very important or extremely important to success.

INTENSITY OF ABILITIES' USE ACROSS ALL OCCUPATIONS



A part from visual ability, which has increased as a result of the proliferation of personal computers, the demand for physical skills in jobs have declined in relevance over time.

Almost all occupations consider **near vision** to be either very important or extremely important to their jobs.



APPENDIX 1

Education distribution of total jobs within occupation, 2020 (in thousands of jobs)

| 2020 | Less than high school | High school diploma | Some college | Associate's degree | Bachelor's degree | Master's degree | Professional degree | PhD | Total | Postsec* Total | Postsec % |
|-------------------------------------|-----------------------|---------------------|---------------|--------------------|-------------------|-----------------|---------------------|--------------|----------------|----------------|-----------|
| Sales & office support | 3,050 | 11,330 | 10,420 | 5,790 | 9,960 | 1,400 | 150 | 40 | 42,130 | 27,760 | 66 |
| Blue collar | 7,990 | 12,390 | 5,420 | 2,670 | 2,000 | 240 | 30 | 10 | 30,750 | 10,370 | 34 |
| Food & personal services | 6,590 | 8,900 | 5,370 | 2,810 | 3,220 | 410 | 60 | 10 | 27,380 | 11,890 | 43 |
| Managerial & professional services | 640 | 2,790 | 3,440 | 2,580 | 10,220 | 3,700 | 1,140 | 240 | 24,740 | 21,320 | 86 |
| Education | 100 | 530 | 790 | 660 | 4,200 | 3,300 | 210 | 340 | 10,120 | 9,500 | 94 |
| Healthcare professional & technical | 60 | 450 | 880 | 2,450 | 2,640 | 810 | 980 | 220 | 8,490 | 7,990 | 94 |
| STEM | 70 | 420 | 830 | 930 | 3,620 | 1,410 | 80 | 240 | 7,600 | 7,120 | 94 |
| Community services | 160 | 590 | 950 | 790 | 3,670 | 1,590 | 110 | 60 | 7,920 | 7,170 | 91 |
| Healthcare support | 530 | 1,380 | 1,360 | 800 | 440 | 60 | 30 | 10 | 4,610 | 2,700 | 58 |
| Social science | 0 | — | 10 | 10 | 230 | 370 | 50 | 160 | 830 | 830 | 100 |
| Total | 19,170 | 38,790 | 29,460 | 19,480 | 40,200 | 13,310 | 2,840 | 1,340 | 164,590 | 106,630 | 65 |
| % | 12 | 24 | 18 | 12 | 24 | 8 | 2 | 1 | 100 | 65 | |

*Postsecondary

APPENDIX 2

Education distribution of total jobs within industry, 2020 (in thousands of jobs)

| 2020 | Less than high school | High school diploma | Some college | Associate's degree | Bachelor's degree | Master's degree | Professional degree | PhD | Total | Postsec* Total | Postsec % |
|-------------------------------------|-----------------------|---------------------|---------------|--------------------|-------------------|-----------------|---------------------|--------------|----------------|----------------|-----------|
| Financial activities | 850 | 5,670 | 5,850 | 3,300 | 11,900 | 2,320 | 430 | 80 | 30,390 | 23,870 | 79 |
| Wholesale & retail trade services | 2,280 | 7,190 | 4,680 | 2,180 | 4,380 | 620 | 100 | 80 | 21,510 | 12,040 | 56 |
| Government & public education | 330 | 3,590 | 4,520 | 3,020 | 6,000 | 1,900 | 520 | 290 | 20,180 | 16,250 | 81 |
| Healthcare & social assistance | 880 | 3,100 | 2,860 | 3,050 | 5,410 | 3,230 | 780 | 510 | 19,810 | 15,830 | 80 |
| Leisure & hospitality | 3,020 | 4,610 | 3,120 | 1,540 | 2,600 | 390 | 20 | 20 | 15,320 | 7,690 | 50 |
| Manufacturing | 1,480 | 3,480 | 1,720 | 1,110 | 1,950 | 630 | 50 | 70 | 10,490 | 5,530 | 53 |
| Professional & business services | 1,220 | 2,140 | 1,870 | 1,170 | 3,720 | 1,210 | 650 | 150 | 12,130 | 8,770 | 72 |
| Personal services | 1,320 | 2,720 | 1,470 | 1,150 | 1,480 | 460 | 40 | 40 | 8,680 | 4,640 | 53 |
| Construction | 2,150 | 3,100 | 1,280 | 740 | 850 | 150 | 30 | 10 | 8,290 | 3,040 | 37 |
| Transportation & utilities services | 580 | 2,210 | 1,460 | 820 | 960 | 200 | 20 | 10 | 6,250 | 3,460 | 55 |
| Natural resources | 1,260 | 1,550 | 500 | 330 | 540 | 60 | 10 | 10 | 4,260 | 1,450 | 34 |
| Private education services | 190 | 690 | 640 | 680 | 1,200 | 720 | 170 | 110 | 4,400 | 3,520 | 80 |
| Information services | 50 | 560 | 580 | 350 | 1,080 | 250 | 20 | 10 | 2,890 | 2,290 | 79 |
| Total | 15,610 | 40,610 | 30,550 | 19,430 | 42,060 | 12,130 | 2,840 | 1,380 | 164,600 | 108,380 | 66 |
| % | 9 | 25 | 19 | 12 | 26 | 7 | 2 | 1 | 100 | | |

*Postsecondary

Recovery: Job Growth and Education Requirements Through 2020 is
composed of a full report, a state report and an executive summary.

All can be accessed at
cew.georgetown.edu/recovery2020

GEORGETOWN UNIVERSITY



Georgetown Public
Policy Institute

Center on Education and the Workforce

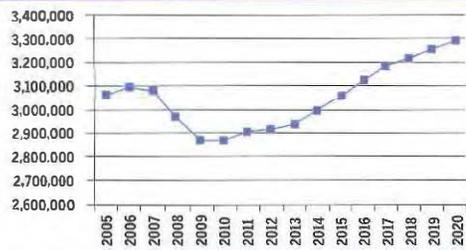
3300 Whitehaven Street, NW, Suite 5000
Washington, DC 20007
Mail: Campus Box 571444,
Washington, DC 20057
cew.georgetown.edu

union bug

INDIANA

2010-2020 Total Job Openings 1,096,000

IN TOTAL JOBS, excluding military



| OCCUPATION | 2010 jobs | 2020 jobs | Growth rate (%) |
|---------------------------------------|------------------|------------------|-----------------|
| Managerial and Professional Office | 329,250 | 381,760 | 16 |
| STEM | 97,350 | 115,000 | 18 |
| Social Sciences | 8,800 | 10,730 | 22 |
| Community Services and Arts | 107,340 | 125,250 | 17 |
| Education | 157,070 | 184,110 | 17 |
| Healthcare Professional and Technical | 144,640 | 183,240 | 27 |
| Healthcare Support | 74,610 | 98,690 | 32 |
| Food and Personal Services | 460,670 | 526,260 | 14 |
| Sales and Office Support | 733,990 | 819,440 | 12 |
| Blue Collar | 761,860 | 850,400 | 12 |
| TOTAL | 2,875,570 | 3,294,860 | 15 |

| INDUSTRY | 2010 jobs | 2020 jobs | Growth rate (%) |
|--|------------------|------------------|-----------------|
| Agriculture, Forestry, Fishing and Hunting | 62,670 | 62,800 | 0 |
| Mining, Quarrying, and Oil and Gas Extraction | 9,260 | 11,670 | 26 |
| Utilities | 12,720 | 12,040 | -5 |
| Construction | 151,220 | 181,530 | 20 |
| Manufacturing | 381,670 | 402,280 | 5 |
| Wholesale Trade | 101,220 | 108,240 | 7 |
| Retail Trade | 304,730 | 321,470 | 5 |
| Transportation and Warehousing | 125,400 | 143,260 | 14 |
| Information | 35,930 | 38,800 | 8 |
| Finance and Insurance | 123,270 | 151,160 | 23 |
| Real Estate and Rental and Leasing | 101,420 | 123,620 | 22 |
| Professional, Scientific, and Technical Services | 129,840 | 163,040 | 26 |
| Management of Companies and Enterprises | 24,380 | 25,950 | 6 |
| Administrative and Support and Waste Management and Remediation Services | 166,990 | 215,680 | 29 |
| Educational Services | 65,320 | 88,590 | 36 |
| Healthcare and Social Assistance | 324,700 | 416,400 | 28 |
| Arts, Entertainment, and Recreation | 57,020 | 65,610 | 15 |
| Accommodation and Food Services | 200,490 | 224,190 | 12 |
| Other Services (except Public Administration) | 148,090 | 164,650 | 11 |
| Government | 349,250 | 373,900 | 7 |
| TOTAL | 2,875,570 | 3,294,860 | 15 |

JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)

| OCCUPATION | Less than high school | High school diploma | Some college/ no degree | Associate's degree | Bachelor's degree | Master's degree or better |
|---------------------------------------|-----------------------|---------------------|-------------------------|--------------------|-------------------|---------------------------|
| Managerial and Professional Office | 2 | 20 | 23 | 11 | 50 | 20 |
| STEM | 0 | 3 | 6 | 5 | 18 | 6 |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | 4 |
| Community Services and Arts | 0 | 5 | 7 | 5 | 17 | 9 |
| Education | 0 | 3 | 3 | 2 | 24 | 30 |
| Healthcare Professional and Technical | 0 | 4 | 10 | 17 | 17 | 14 |
| Healthcare Support | 2 | 10 | 11 | 6 | 2 | 1 |
| Food and Personal Services | 29 | 74 | 41 | 14 | 15 | 2 |
| Sales and Office Support | 12 | 91 | 78 | 28 | 56 | 8 |
| Blue Collar | 36 | 141 | 66 | 21 | 17 | 2 |
| TOTAL | 83 | 350 | 245 | 107 | 216 | 94 |

RECOVERY:

38 Projections of jobs and education requirements through 2020





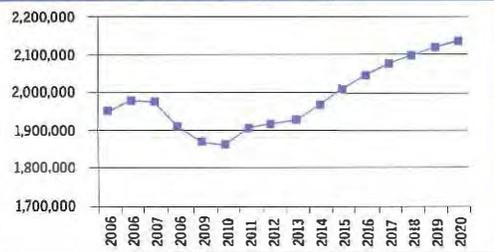
2020 TOTAL JOBS BY OCCUPATION AND EDUCATION LEVEL

| OCCUPATION | Less than high school | High school diploma | Some college/ no degree | Associate's degree | Bachelor's degree | Master's degree or better |
|--|-----------------------|---------------------|-------------------------|--------------------|-------------------|---------------------------|
| Managerial and Professional Office: | | | | | | |
| Management | 6,950 | 43,980 | 49,040 | 19,240 | 74,290 | 33,130 |
| Business operations | 510 | 10,610 | 12,240 | 5,080 | 31,310 | 7,250 |
| Financial services | - | 4,950 | 5,900 | 6,770 | 43,570 | 8,820 |
| Legal | - | 1,480 | 1,080 | 1,990 | 2,130 | 11,430 |
| STEM : | | | | | | |
| Computers & mathematical sciences | - | 3,650 | 9,110 | 8,340 | 25,950 | 6,830 |
| Architecture | - | 220 | 3,250 | 1,360 | 2,920 | 170 |
| Engineering | 670 | 3,580 | 5,000 | 4,380 | 18,280 | 6,210 |
| Life & physical sciences | - | 1,570 | 1,890 | 670 | 6,100 | 5,350 |
| Social Sciences | - | - | - | - | - | 10,230 |
| Community Services and Arts: | | | | | | |
| Community & social services | - | 4,680 | 6,620 | 2,630 | 18,410 | 13,480 |
| Arts, design, entertainment, sports & media | - | 8,930 | 13,270 | 11,170 | 32,020 | 14,030 |
| Education, Training & Library | 500 | 8,740 | 9,010 | 5,050 | 71,450 | 89,360 |
| Healthcare Professional & Technical | 1,020 | 11,280 | 31,210 | 49,630 | 50,670 | 41,420 |
| Healthcare Support | 7,470 | 29,070 | 33,930 | 17,540 | 6,250 | 2,450 |
| Food and Personal Services: | | | | | | |
| Food preparation & serving related | 57,020 | 102,570 | 51,550 | 12,430 | 15,630 | 2,750 |
| Building and grounds cleaning & maintenance | 23,310 | 57,890 | 25,110 | 6,850 | 5,700 | 480 |
| Personal care & services | 7,180 | 48,100 | 26,700 | 15,080 | 13,980 | 1,230 |
| Protective services | 450 | 14,520 | 19,140 | 6,780 | 11,240 | 570 |
| Sales and Office Support: | | | | | | |
| Sales & related | 18,140 | 116,140 | 98,700 | 36,380 | 107,010 | 16,330 |
| Office & administrative support | 17,520 | 156,830 | 136,460 | 48,670 | 61,000 | 6,260 |
| Blue Collar: | | | | | | |
| Farming, fishing & forestry | 1,270 | 5,990 | 3,430 | 1,150 | 1,800 | - |
| Construction & extraction | 23,150 | 76,030 | 36,880 | 12,760 | 9,110 | 1,340 |
| Installation, maintenance & repair | 8,390 | 61,010 | 35,570 | 18,220 | 8,850 | 260 |
| Production | 37,120 | 153,240 | 69,380 | 19,680 | 19,600 | 2,130 |
| Transportation & material moving | 39,580 | 128,030 | 52,960 | 10,930 | 10,830 | 1,690 |



KENTUCKY
2016-2020 Total Job Openings 713,000

KY TOTAL JOBS, excluding military



| OCCUPATION | 2010 jobs | 2020 jobs | Growth rate (%) |
|---------------------------------------|------------------|------------------|-----------------|
| Managerial and Professional Office | 258,880 | 291,400 | 13 |
| STEM | 56,050 | 66,600 | 19 |
| Social Sciences | 5,820 | 7,220 | 24 |
| Community Services and Arts | 66,110 | 78,930 | 19 |
| Education | 105,203 | 123,790 | 18 |
| Healthcare Professional and Technical | 100,110 | 124,730 | 25 |
| Healthcare Support | 45,200 | 58,730 | 30 |
| Food and Personal Services | 291,940 | 349,310 | 20 |
| Sales and Office Support | 473,910 | 532,390 | 12 |
| Blue Collar | 465,170 | 508,120 | 9 |
| TOTAL | 1,868,390 | 2,141,200 | 15 |

| INDUSTRY | 2010 jobs | 2020 jobs | Growth rate (%) |
|--|------------------|------------------|-----------------|
| Agriculture, Forestry, Fishing and Hunting | 82,560 | 77,210 | -6 |
| Mining, Quarrying, and Oil and Gas Extraction | 23,930 | 29,320 | 23 |
| Utilities | 5,540 | 5,580 | 1 |
| Construction | 98,750 | 106,770 | 8 |
| Manufacturing | 178,770 | 183,330 | 3 |
| Wholesale Trade | 63,610 | 70,240 | 10 |
| Retail Trade | 199,870 | 215,330 | 8 |
| Transportation and Warehousing | 88,550 | 97,970 | 11 |
| Information | 25,350 | 27,090 | 7 |
| Finance and Insurance | 83,260 | 99,020 | 19 |
| Real Estate and Rental and Leasing | 62,450 | 76,600 | 23 |
| Professional, Scientific, and Technical Services | 87,500 | 108,930 | 24 |
| Management of Companies and Enterprises | 17,590 | 20,000 | 14 |
| Administrative and Support and Waste Management and Remediation Services | 103,780 | 139,150 | 34 |
| Educational Services | 30,140 | 37,300 | 24 |
| Healthcare and Social Assistance | 202,060 | 254,510 | 26 |
| Arts, Entertainment, and Recreation | 28,880 | 36,080 | 25 |
| Accommodation and Food Services | 129,640 | 154,160 | 19 |
| Other Services (except Public Administration) | 93,310 | 106,250 | 14 |
| Government | 262,850 | 296,390 | 13 |
| TOTAL | 1,868,390 | 2,141,200 | 15 |

JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)

| OCCUPATION | Less than high school | High school diploma | Some college/ no degree | Associate's degree | Bachelor's degree | Master's degree or better |
|---------------------------------------|-----------------------|---------------------|-------------------------|--------------------|-------------------|---------------------------|
| Managerial and Professional Office | 2 | 15 | 19 | 9 | 37 | 15 |
| STEM | 0 | 2 | 4 | 3 | 10 | 3 |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | 2 |
| Community Services and Arts | 0 | 1 | 4 | 2 | 13 | 5 |
| Education | 0 | 4 | 3 | 1 | 7 | 25 |
| Healthcare Professional and Technical | 0 | 3 | 6 | 13 | 10 | 10 |
| Healthcare Support | 2 | 6 | 8 | 3 | 0 | 0 |
| Food and Personal Services | 18 | 47 | 29 | 8 | 12 | 3 |
| Sales and Office Support | 6 | 59 | 54 | 16 | 37 | 5 |
| Blue Collar | 23 | 92 | 36 | 9 | 7 | 1 |
| TOTAL | 53 | 229 | 162 | 63 | 135 | 71 |

RECOVERY:



2020 TOTAL JOBS BY OCCUPATION AND EDUCATION LEVEL

| OCCUPATION | Less than high school | High school diploma | Some college/ no degree | Associate's degree | Bachelor's degree | Master's degree or better |
|--|-----------------------|---------------------|-------------------------|--------------------|-------------------|---------------------------|
| Managerial and Professional Office: | | | | | | |
| Management | 4,640 | 33,910 | 41,030 | 16,880 | 63,820 | 28,390 |
| Business operations | 1,110 | 4,950 | 10,230 | 4,230 | 17,930 | 3,760 |
| Financial services | 120 | 4,130 | 4,090 | 4,700 | 28,010 | 5,220 |
| Legal | - | 1,220 | 1,100 | 630 | 2,330 | 8,950 |
| STEM : | | | | | | |
| Computers & mathematical sciences | 160 | 3,220 | 5,980 | 4,580 | 15,430 | 3,690 |
| Architecture | - | 470 | 1,050 | 1,810 | 1,090 | 470 |
| Engineering | - | 2,570 | 2,610 | 1,970 | 9,940 | 3,070 |
| Life & physical sciences | 120 | 550 | 1,160 | 470 | 3,710 | 2,680 |
| Social Sciences | - | - | - | - | 840 | 6,170 |
| Community Services and Arts: | | | | | | |
| Community & social services | - | 2,350 | 3,890 | 1,540 | 12,920 | 12,090 |
| Arts, design, entertainment, sports & media | 560 | 2,000 | 8,270 | 4,930 | 26,340 | 4,020 |
| Education, Training & Library | 1,080 | 12,670 | 8,150 | 3,640 | 22,160 | 76,100 |
| Healthcare Professional & Technical | 640 | 7,790 | 18,050 | 38,450 | 30,040 | 30,160 |
| Healthcare Support | 7,350 | 17,900 | 22,590 | 9,260 | 930 | 300 |
| Food and Personal Services: | | | | | | |
| Food preparation & serving related | 29,250 | 56,850 | 39,550 | 7,610 | 19,930 | 4,500 |
| Building and grounds cleaning & maintenance | 13,310 | 44,050 | 14,750 | 5,330 | 3,640 | - |
| Personal care & services | 8,860 | 29,620 | 19,300 | 7,510 | 7,110 | 2,470 |
| Protective services | 2,020 | 10,670 | 12,500 | 2,880 | 6,660 | 930 |
| Sales and Office Support: | | | | | | |
| Sales & related | 12,170 | 74,630 | 65,120 | 19,400 | 68,290 | 9,630 |
| Office & administrative support | 7,010 | 102,270 | 97,760 | 27,530 | 42,850 | 5,740 |
| Blue Collar: | | | | | | |
| Farming, fishing & forestry | 7,440 | 4,920 | 1,470 | 20 | 220 | - |
| Construction & extraction | 16,690 | 59,740 | 14,420 | 5,160 | 4,570 | 490 |
| Installation, maintenance & repair | 9,350 | 43,110 | 22,250 | 8,360 | 2,440 | 900 |
| Production | 15,820 | 88,110 | 36,890 | 7,070 | 7,570 | 470 |
| Transportation & material moving | 20,820 | 81,170 | 34,630 | 5,500 | 6,660 | 1,880 |



ATTACHMENT 8

Future Skills Snapshot

Part 4

ESTIMATES/FOOD FOR
THOUGHT: GENERAL
FUTURE SKILL NEEDS



*(WHETHER FROM THE STANDPOINT OF “HOW WORK IS DONE” IN A
GLOBAL, KNOWLEDGE-BASED, INCREASINGLY TECHNOLOGICAL/DIGITAL
WORK ENVIRONS, OR ESTIMATES FROM EMPLOYERS, OR OTHER)*

Future Skill Needs (1/3)

10 Skills the Future Workforce will need:

1. They will need to **know how to create new worlds** (Needing to know how to work in and move through the **growing virtual worlds**)
2. They will need to **think holistically**. (Do more with less; collaborating with others)
3. They will often be **changing themselves mentally and physically** to respond to challenges (**Adaptation** a must; **new/changing** mental & physical **work boundaries**)
4. They will **turn information into matter and matter into base information on the fly** (Becoming **makers**; and **taking things apart** into information being shared with team/co-workers)
5. They will have to be able **to work more so without direct leadership in tight temporary organizations** (or units in organizations) **that will act independently** (Project work/contracting)
6. Those seeking **longer-term, secure employment** will find it in **employee-owned/operated companies** (Example: Jasper Engines)
7. Many future skills will relate to **mind-machine interfaces** (**work in concert with machines**)
8. They will **all be data analysts**. (In seas of data, being **efficient to get the relevant, salient data** you need)
9. The ability to **tell a good story (based on the data)** will be valued over sheer spreadsheets, graphs and data points. (Telling the data-driven proof in a narrative)
10. Be ready to **become shallow experts quickly** on many types of software, platforms and services

Future Skill Needs (2/3)

Trends Altering the Workplace Landscape

1. **More workplace flexibility** demanded by new high-skilled workers; most will also accept need to **work longer hours**
2. Greater premium placed on **knowledge workers who ask constructive questions about an employer**, its results and “ways”. Both in pre-hire process and on-the-job
3. Hirers relying more on **critical thinking skills tests in hiring process**
4. **Simplifying workloads** vs. just getting it all done
5. **More free-lance contracting**. More people working from home without employer-sponsored benefits
6. **Job retrofitting** -adding new parts to older tasks or moving them to new settings. Existing job descriptions change to match new conditions and blends Ex: Environmental health nurse
7. **New tools** will also be needed to **cope with problems created by social and professional fragmentation and dysfunction**, such as:
 - Navigation through increasing complexity
 - Improved pattern recognition
 - Crisis resolution
 - Communications skills
 - Self-directed learning and cyber-literacy

Future Skill Needs (3/3)

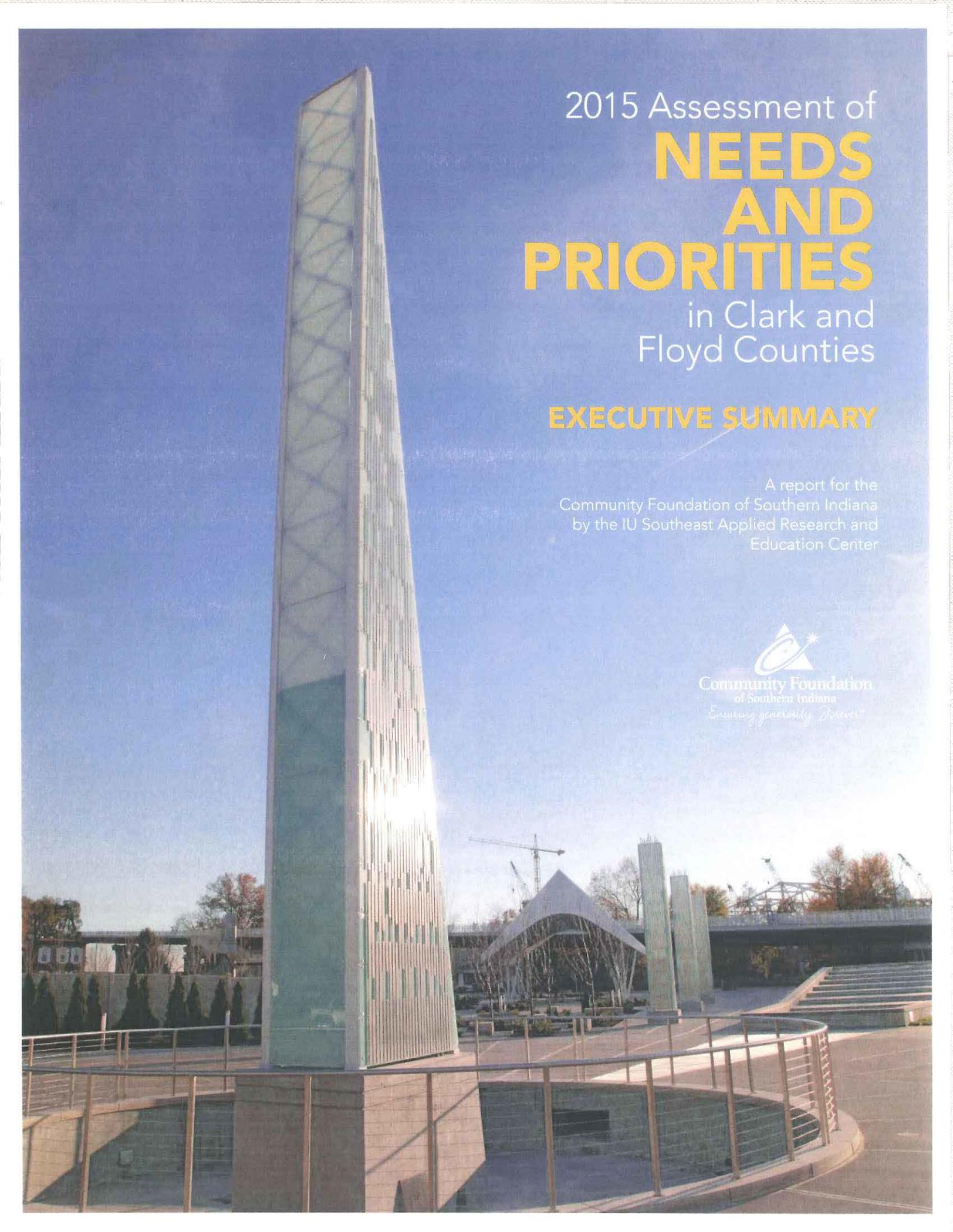
Trends Altering the Workplace Landscape

8. Twenty-first-century employers seeking high-performing employees will value:
 - **Intelligence** more than mere experience.
 - **Commitment and loyalty** to organization and task ownership.
 - **Work ethic**, including a **desire to lead**.
 - **Personal integrity**—particularly when facing difficult ethical dilemmas.
 - **Teamwork and likability**—smart, hard-working people who like to work with other smart, hard-working people.

9. **Mobile media**: Employers will need to support **complete interconnectivity**. **“Gen Mobile”** is a behavioral demographic with a preference for nontraditional work hours, flexible work locations, and Internet connectivity. May at times be traded off against premium salary levels in job negotiations.

ATTACHMENT 9

2015 Community Needs Assessment for Clark and Floyd Counties (Executive Summary)



2015 Assessment of
**NEEDS
AND
PRIORITIES**
in Clark and
Floyd Counties

EXECUTIVE SUMMARY

A report for the
Community Foundation of Southern Indiana
by the IU Southeast Applied Research and
Education Center



Executive Summary

The Community Foundation of Southern Indiana surveyed Clark and Floyd county residents, nonprofit community service organizations, business and community leaders, and their own fund holders to develop strategic community goals based on needs and priorities. Respondents shared that they are proud of their community, its history and culture; they feel safe and enjoy opportunities to engage in the community; and they want more to be done to better meet the needs of local residents and build an educated workforce and a strong economy. Responses indicate the following broad community goals:

- Meet the basic needs of community members, particularly the homeless and the mentally ill.
- Build a qualified work force to attract good jobs by supporting education and enrichment across the life course.
- Sustainably develop the economy to provide meaningful work and broadly shared economic security through living wage jobs and a clean and safe environment.

These broad goals reflect both priorities and needs and identify areas in which people indicated the community is not doing very well or about which respondents expressed negative sentiments.

In addition to these broad goals, respondents repeatedly indicated overlapping needs and priorities in transportation, child care, and substance abuse treatment across different topics, from economic concerns to healthful living.

PRIORITIES

Priorities tend to be things that people value and think are important. The community's shared values may lead to very effective efforts to meet needs or provide a valued resource to the area. But in many cases, people identify priorities in areas that they value and that are not adequately addressed in the community. The combination of prioritization and assessment of performance provides a measure of where the community would like to invest time, effort and resources and some indication of what they would like to achieve as a result of those investments.

The survey required people to prioritize across several broad areas: sense of community, meeting basic needs, education, the economy, the environment, health and wellness, relationships, recreation, community pride and identity, and arts and entertainment.

The assessment instrument required respondents to choose five of 11 broad areas covered on the survey as priorities—issues or opportunities that people think are important or highly valued. The top priority areas were determined based on the number of respondents that included the item in their top five (Figure 1).

Figure 1: Priorities Across All Areas (n=604)



Figure 2: Overall Needs Across All Assessed Areas (Percent that Disagree with the Statement)



Priority lists within a service area included more specific needs within each sector. For example, the topic of meeting basic needs included food pantries, hot meals, clothing distribution, emergency shelter, supportive housing and day shelter. In addition to basic needs, the survey assessed priorities for engagement and relationship building; economic development; healthful living; and education.

NEEDS AND STRENGTHS

Respondents indicated whether or not they thought the community was doing well in providing particular types of programs and services and generating positive community experiences and sentiments.

Needs are areas where a large share of respondents indicate that the community is not doing very well. The top five overall needs are those items where the largest number of respondents indicate that they do not think the community provides enough support or service or are community attributes where they indicate the region falls short (Figure 2).

All of the top five needs also emerged as priorities which means that residents value the community's ability to respond more effectively to those needs. In some areas, respondents did not feel the community was falling short, but public data indicate that the area is, in fact, not performing well. For example, respondents repeatedly prioritized clean air, water and environment, but did not indicate that the community is not doing well in this area.

Public data, however, indicates that more needs to be done. Items like these were incorporated into the broad community goals.

Strengths are those areas where the majority of survey respondents indicate they think the community performs well. Southern Indiana's greatest strength lies in strong social ties and a sense of shared identity (Figure 3). The top priority item was also identified as the top strength: people prioritize safety, security and civility and they feel safe in Southern Indiana. Strengths are the community's assets and may be used to better address priorities and needs in order to reach community goals.

IMPLICATIONS

Respondents in Clark and Floyd counties have concerns about financial security and recognize that the quality of the local workforce is essential to attracting and building living wage jobs and a healthy economy. Respondents believe that more needs to be done to address homelessness, mental health and substance abuse. Findings indicate that people value clean water, air quality and access to fresh local food and some have strong concerns about the area's struggle with pollution. Many indicate that transportation and child care are essential to meeting the needs of families and workers and developing tomorrow's high quality labor force.

Figure 3: Overall Strengths Across All Assessed Areas (Percent that Agree with the Statement)



Amid these needs, residents report strong pride of place, shared identity and culture and ample opportunities to build relationships with one another. The strength of the community provides a firm foundation upon which to build efforts to address areas of concern.

Building a strong and resilient Southern Indiana community will require:

- Support for the community services system that prevents and responds to housing, mental health and substance abuse issues.
- Investment in education and workforce development.
- Environmental clean-up, and sustainable development strategies.
- Building and attracting good jobs to ensure more widespread financial security.

Responding to priority needs will require commitment and resources from local, state and federal governments, investment from local, regional and national foundations, and coordination and communication across nonprofit, for-profit and public sectors.

BASIC NEEDS

Meeting the basic needs of all community members supports quality of life in the region. According to survey responses, Clark and Floyd counties are home to active faith-based communities and nonprofit organizations that do a good job making sure those in need are fed and caring for the developmentally disabled. Across income groups and

respondent categories, people want to see the community do a better job responding to homelessness through food pantries, providing shelter, increasing the supply of affordable housing and helping people return to paid work. Community members recognize that behavioral health services that treat mental illness and addiction will be essential to preventing and responding to homelessness and instability in the community.

Nonprofit organizations indicate gaps in services and funding in the following areas:

- Coordination of services to prevent and respond to homelessness.
- Behavioral health services for the treatment of mental illness and substance abuse.
- Supportive housing for the mentally ill and disabled.

Local government, nonprofit agencies and private investors may be able to collaborate in responding to basic needs in the community. Possible ways to address these needs may include the following:

- Bring together for-profit and non-profit developers, builders, real estate professionals and those working in public housing and community services to identify opportunities to better match rental housing costs to area income levels and provide support services for those who need assistance to remain housed.
- Continue to support food and clothing programs and coordination of those efforts to ensure that community-wide needs are met.

EDUCATION AND WORKFORCE DEVELOPMENT

A high quality educated workforce can build, attract and maintain sustainable economic development. Business and community leaders share strong concerns about the quality of the local labor force in Clark and Floyd counties and all respondent groups see education as a high priority.

From early childhood education and care through higher education and workforce re-training, the community needs to do more. The primary objective is to increase educational attainment among working age adults for those already in the labor force and for future generations of workers.

Increasing educational attainment will require public and private investment in educational institutions, enrichment programs and support services that allow people to succeed in education and training programs.

Some ways for public and private investments and efforts to improve educational attainment and workforce development might include the following:

- Support programs that prevent high school drop outs.
- Support for child care providers to increase their Paths to Quality Rating (the state of Indiana's quality rating system for childcare providers).
- Support for enrollment of low-income children in high quality early childhood education and care programs.
- Attention to child care transportation, which is often a barrier to accessing quality care.
- Increase awareness of and support for programming for children and youth from child care through 12th grade: afterschool programs, opportunities for educational enrichment beyond the school day, and quality non-academic youth programming.
- Increase educational attainment among working age adults and youth.
- Support many pathways to success by providing information and encouragement for pursuit of skills training, trade schools, and college.
- Provide financial assistance for adult education, trade schools, and higher education (certificates, associate's and bachelor's programs).
- Increase awareness of the importance of higher education to economic prosperity in the 21st century.
- Advocate for support of higher education that eases the cost burden on resident students so they can focus on their studies and complete associate's, bachelor's and graduate degrees without significant debt.

- Continue to support Education Matters Southern Indiana and 55,000 Degrees' efforts to increase educational attainment in the region and work with those programs to ensure that energy is directed both to associate's degrees and certificates and to bachelor's degrees.

HEALTHFUL LIVING

Healthful living results from a combination of behavioral, programmatic and environmental factors. Air and water quality are essential to the health and well-being of residents. Opportunities to engage in physical activity are abundant throughout the two county region, but health behaviors leave many in the community suffering from chronic illness and obesity. Low leisure time activity rates, smoking and poor air quality combined contribute to the three leading causes of death in the community: heart disease, cancer and lower respiratory disorders. Community members see environmental quality, access to fresh local produce, recreational spaces, health and wellness education and programs for youth as top priorities.

Public policy, public and private investment, education and nonprofit programming all have roles to play in promoting healthful living. Efforts might include the following:

- Public regulation and private investment may converge in efforts to improve air quality and clean up local streams and rivers.
- Private innovation may be partially funded by public dollars available for brownfield redevelopment to clean up industrial waste and make way for sustainable development throughout Clark and Floyd counties.
- Public, private and philanthropic investments can support the creation and maintenance of recreational space, including bike lanes and paths, parks and indoor recreational facilities. Residents can utilize these spaces to build community around healthy active lifestyles.
- Nonprofit organizations and public schools will need public and philanthropic support to develop, implement, and expand strong programs to educate youth on health and wellness and engage them in physical activities.
- Public transportation routes and schedules should support access to full-service grocery stores, farmers' markets, physical activity and recreation.

ECONOMY

A strong economy is essential to quality of life and creating opportunities for all community members to thrive. Clark and Floyd counties need to build, attract and maintain quality businesses and a qualified local labor force to provide better jobs and a stronger local economy.



Sherman Minton Bridge, New Albany, Indiana

Economic development and environmental concerns may be addressed jointly through sustainable development strategies that create economic opportunities and support healthy air, water and food.

Public policies and institutions, private enterprise and innovation, and the nonprofit sector all have roles to play to ensure that market growth reaches all portions of the community. Efforts to improve economic security and develop a sustainable economy may include:

- Public and philanthropic support for local entrepreneurship and small business development.
- Increasing availability, reliability and use of public transportation through public investment and potential partnerships with the area's largest employers.
- Increasing access to affordable rental housing through cross sector coordination to increase the supply of safe housing provided at prices that match income levels in the community.
- Attracting socially and environmentally responsible and sustainable businesses to the region. The region may build economic opportunity out of the region's need to restore air and water quality and remediate brownfield sites.
- Encouraging fresh local food production and improved distribution through farmers' markets and relationships between local grocers, schools and area farmers.
- Attracting and recruiting diverse businesses that provide living wage jobs and opportunities for advancement to support a strong middle class.

ARTS AND CULTURE

Art and cultural activities and opportunities generate community identity, contribute to quality of life and foster creativity in youth. Area residents feel reasonably good about what is available in Southern Indiana, but see opportunities for growth and improvement.

Respondents recognize that income may be a barrier to engagement with and enjoyment of arts and culture. They would like to see a wider variety of art and cultural

activities and believe there is potential to attract visitors to the area to enjoy these amenities. Increasing opportunities for creative self-expression across the life course will improve quality of life and contribute to a more vibrant community.

Public policies and investments to support arts in schools and communities, nonprofit programming, and private enterprises all play a role in developing a rich landscape of local art and culture. Efforts to improve access and enjoyment of arts and culture, art and cultural education, nurture creative expression and boost economic development may include the following activities:

- Identify, promote and support making the arts more accessible to low-to-moderate income people.
- Public and private investment and support for the development of new and varied art and cultural activities in the region.
- Develop and promote arts and culture in ways that attract more visitors to the area and use those opportunities to showcase other local amenities by supporting efforts that cross-promote arts, culture and local shopping, restaurants or the farmers' markets.
- Target youth for attendance at performances and tie those experiences to active, hands-on opportunities for children to express themselves.
- Advocate for and support strong field trip programming that provides opportunities for all children, regardless of income, to learn about the history and culture of the region and be exposed to the performing arts through engaging and memorable experiences.
- Promote opportunities for adults to engage in creative self-expression.

COMMUNITY

Clark and Floyd counties enjoy a strong sense of community, pride of place and shared identity rooted in celebration of the region's history and culture. People generally believe the community is welcoming to newcomers and offers diverse opportunities to build relationships.

Fostering community among youth, in neighborhoods and among senior citizens are all top priorities. In some areas, new programs may be warranted, but increasing engagement with existing neighborhood, youth development and mentoring programs is a first step to ensuring that area residents build strong community ties from youth to old age. Nonprofit organizations note that they struggle to get the word out about their programs and are sometimes unable to attract target audiences.

Nonprofit voluntary associations and service organizations play the largest role in building community, but they also rely on support from local businesses and governments in order to fund activities. Responses indicate the following strategies may foster community engagement across the life course:

- Funding to nonprofit organizations for communications and marketing staff.
- Support to more effectively advertise programs to target populations—funding for targeted outreach and promotion of existing programs.
- Improved information, coordination and referral to ensure that available programs are fully utilized and to better understand full demand for existing programs.
- Build better systems for tracking unmet needs.
- Increase access to transportation to support youth and adult engagement in existing programs.
- Support neighborhood events and activities.
- Support the development and implementation of diverse programs to provide opportunities for senior citizens to engage in group activities.

PUBLIC TRANSPORTATION—MEETING NEEDS ACROSS SECTORS

Public transportation was not addressed by the core questions of the survey, but respondents commented on the need for more and better public transportation in response to basic needs, economic development, and in discussing barriers to future success in the region.

Public and/or program transportation can remove barriers to program participation among youth and adults and improve employment stability and air quality.

Public transportation is an area where the market falls short because those who need it most cannot cover the costs of providing effective public transportation. In addition, in a culture of drivers, shifting public behavior in ways that can increase demand and better cover the expense will require significant time, effort and money. Some places to begin to shift investments and behavior include the following:

- Increase use of available public transportation through improved service, incentives and promotion.
- Educate the public on advantages of public transportation to workers and potential impacts on air quality.
- Advocate for improved public transportation for Southern Indiana—target advocacy to Federal and State Departments of Transportation, Transportation Authority of River City, the Kentuckiana Regional Planning and Development Agency and local municipalities.

- Procure additional funding for transportation in grants to local programs that address priority areas that need attention: services for the homeless and mentally ill, after school programs, workforce development, adult education programs, child care facilities and youth development programs.

CHALLENGES

The survey did not ask any questions about local government or local leadership. The assessment did, however, elicit comments about potential barriers to success for the region and the responses were consistent across all respondent groups. People in Clark and Floyd counties share a perception that the area's greatest barrier to success lies with ineffective leadership. Respondents cited regional divisions, lack of cooperation, lack of vision and local politics.

In a community with strong social capital and shared priorities, these barriers are surmountable through community effort and public pressure to change patterns of governance and styles of leadership. Clark and Floyd county residents value civility and want to see the area move beyond polarized politics, division within and among area communities, and local power struggles that hinder effectiveness.

CONCLUSIONS

Clark and Floyd counties are good places to live where people welcome newcomers and enjoy a sense of shared identity and culture. People feel safe and connected to others in the community and they value civility and want to see the regional community work together to build prosperity and strong quality of place.

For those who live and work in this region, achieving quality of place will mean improving services that meet basic needs for vulnerable populations, improving education to build a qualified labor force, and developing a sustainable economy that provides living wage jobs and a clean and safe environment.

Clark and Floyd counties have many strong community attributes to build on and use in responding to areas of need. The Community Foundation of Southern Indiana's *2015 Assessment of Needs and Priorities in Clark and Floyd Counties* provides a guide to the area's shared priorities and needs. With a strong sense of social connection, the community can overcome barriers, invest in addressing priorities that need attention, and build strong quality of life for the future.

A report for the Community Foundation of Southern Indiana
by the IU Southeast Applied Research and Education Center

A full version of the 2015 Assessment of Needs and Priorities for Clark and Floyd Counties
can be found at cfsouthernindiana.com/cna



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Basic Needs

2015 Assessment of Needs and Priorities in Clark and Floyd Counties



The Community Foundation of Southern Indiana surveyed Clark and Floyd county residents, nonprofit community service organizations, business and community leaders, and our own fund holders to develop strategic community goals based on needs and priorities. Information from the needs assessment report will be used to guide the Community Foundation in its grant making to support the community's greatest needs and highest priorities. Basic human needs, education and workforce development, healthful living, economy, arts and culture, and community building were the areas highlighted in the report. While respondents shared that they are proud of this community, its history and culture and they feel safe and enjoy opportunities to engage in the community, they also recognize that more needs to be done to better meet the needs of local residents and build an educated workforce and a strong economy.

Basic human needs include food, clothing and shelter, but residents' ability to meet those needs is tied to other factors such as ability to maintain a paying job, pay utility bills and access affordable housing. The area has resources to help residents meet basic needs, but many continue to struggle.

Perceptions of Community Needs and Priorities

Priorities for Meeting Basic Human Needs in Southern Indiana

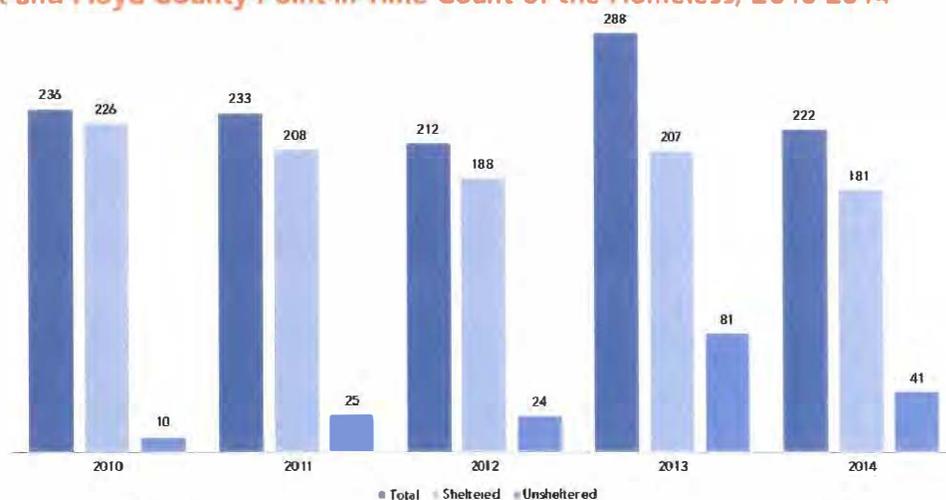
- 1 – Homeless shelter (including shelters for victims of domestic violence and sexual assault, veterans, pregnant women families, and the general population)
- 2 – Assistance in finding or returning to paid work
- 3 – Affordable housing
- 4 – Food pantries
- 5 – Homeless shelter for children and youth

Shelter and Homelessness

Over the last five years, Point-in-Time (PIT) counts of the homeless in the two county region have documented between two and three hundred sheltered and unsheltered homeless, 15-20% of whom were children.

- Support for prioritizing homeless shelter for adults and families is overwhelming.
- Among those earning less than \$10,000, the largest number of respondents selected homeless shelter, help in finding paid work, and food pantries as top priorities.
- The majority of respondents do not agree that our community does a good job taking care of the homeless (58.6%) and the mentally ill (54.3%).

Clark and Floyd County Point-in-Time Count of the Homeless, 2010-2014



Source: 2010-2014 PIT Count Totals provided by Wendy Helterbran, Region 13 PIT Count Coordinator 2010-2014.

- School counts of students experiencing housing instability suggest the area has a larger number of individuals and families who are couch surfing or doubling up and are not included in the Point In Time count of the homeless.

Food Security and Health

According to the study, 14% of the population (nearly 26,000 people) in each of the two counties is food insecure.

- Of those 14%, 35% in Clark County and 40% in Floyd County do not qualify for assistance.
- Of those 14%, an estimated 9,140 are children.
- An estimated 10,416 area residents may find it difficult to access healthy food.

| | Clark County | Floyd County | Indiana |
|---|--------------|--------------|-----------|
| Number Experiencing Food Insecurity | 15,640 | 10,630 | 1,012,970 |
| Percent Food Insecure | 14.1% | 14.2% | 15.4% |
| Number with Limited Access to Healthy Food | 7,316 | 3,100 | 409,497 |
| Percent with Limited Access to Healthy Food | 6.6% | 4.2% | 6.3% |

Source: Feeding America. 2015. Map the Meal Gap 2015: Overall Food Insecurity in Indiana by County in 2013 (based on 2009-2013 ACS data); County Health Rankings. <http://www.countyhealthrankings.org/rankings/data/IN>.

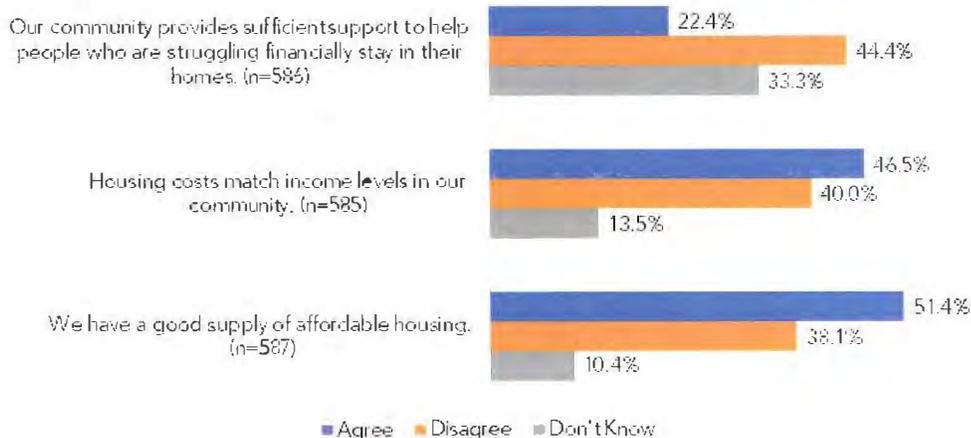
Housing Affordability in Clark and Floyd Counties

- Roughly 1168 low-income renters in Clark and Floyd counties are vulnerable to loss of housing, doubling up, or homelessness.

| | Efficiency (Studio) | One Bedroom | Two Bedroom | Three Bedroom | Four Bedroom |
|---|---------------------|-------------|-------------|---------------|--------------|
| FY 2014 Fair Market Rent (FMR) | \$485 | \$567 | \$705 | \$976 | \$1,104 |
| Number of hours of minimum wage (\$7.25/hr.) work per week needed for this to be affordable (does not include utilities). | 56 | 65 | 81 | 112 | 127 |
| Hourly wage required for one income | \$10.10 | \$11.81 | \$14.69 | \$20.33 | \$23.00 |
| Monthly income | \$1,617 | \$1,890 | \$2,350 | \$3,253 | \$3,680 |
| Annual income | \$19,400 | \$22,680 | \$28,200 | \$39,036 | \$44,160 |

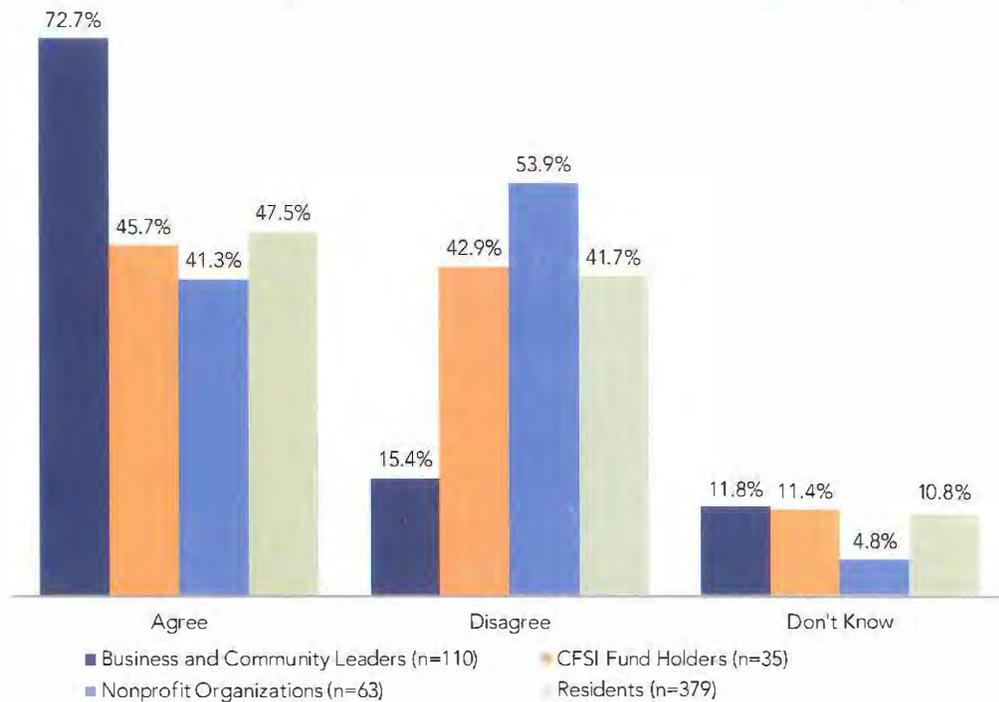
Source: Fair Market Rent Figures come from The Urban Institute. 2014. "Mapping America's Rental Housing Crisis." Housing Assistance Matters Initiative. Retrieved 4-2-15. (<http://urban.org/housingaffordability/>). Table taken from Vision 2025: A Strategic Plan to End Homelessness in Clark and Floyd Counties.

Perceptions of Housing Costs and Services to Keep People Housed



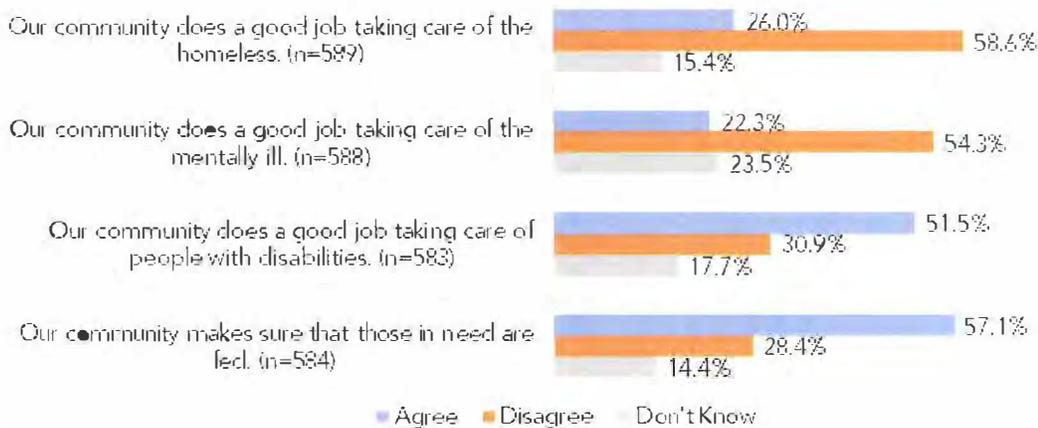
- 44.4% disagreed with the statement, "Our community provides sufficient support to help people who are struggling financially stay in their homes."
- A third of respondents did not know whether our community provides sufficient support to help people who are struggling to remain housed.

Group Differences in Response to the Statement "We have a good supply of affordable housing."



- A closer look indicates that low-income people and the community service organizations who work with them perceive a need for more affordable housing and a mismatch between incomes and housing costs.
- These findings suggest that the owner occupied housing stock is affordable for a large share of the population and the rental market, particularly for low-income renters, is not.

Perceptions of Community Efforts to Meet Basic Needs



Community members clearly identify services for the homeless and the mentally ill as priorities that need attention. Comments across respondent groups and in the "service gaps" section of the nonprofit organization survey indicate that the community needs to do more to respond to substance abuse as part of greater attention to mental illness. Access to safe affordable housing and assistance in returning to paid work are essential to meeting the basic needs of the community, returning people to stability, and ensuring quality of life for all residents.



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Education and workforce development looks at how education plays a role in many aspects of quality of life and community well-being. Improvements in educational attainment and the quality of education in a community can put a wide range of positive feedback loops in motion in all areas: from economy to healthful living, arts and culture.

Community Perceptions of Needs and Priorities

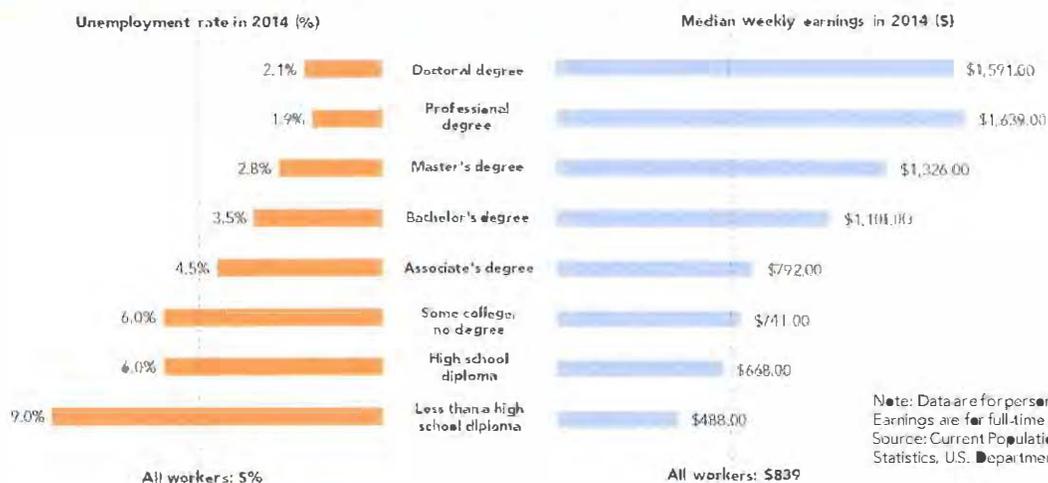
Priorities for Education and Workforce Development in Southern Indiana

- 1 – High school completion
- 2 – Early childhood education and care (birth to age five)
- 3 – Post high school certificates and associate's degree programs
- 4 – Educational opportunities targeting working adult learners
- 5 – College scholarships and financial assistance

Clark and Floyd counties are home to four public school districts, a community college, and a regional public university. In addition, the area has a number of private and charter school options for primary and secondary education. Educational attainment is a key leverage point for building a strong local economy, meeting basic needs, addressing health and wellness, supporting vibrant arts and cultural enrichment and building a strong and engaged community.

- 20.3% of Clark and Floyd County residents have attained a bachelor's degree or higher compared to 28.8% nationally
- Nearly 8 out of 10 Clark and Floyd County residents have an associate's degree or less compared to just over 7 out of 10 nationally.
- To bring local educational attainment rates up to national rates for 2009-2013, roughly 12,000 additional people need to complete a bachelor's degree and a portion of those (roughly half) need to go on for graduate or professional degrees.

Earnings and Unemployment Rates by Education Attainment



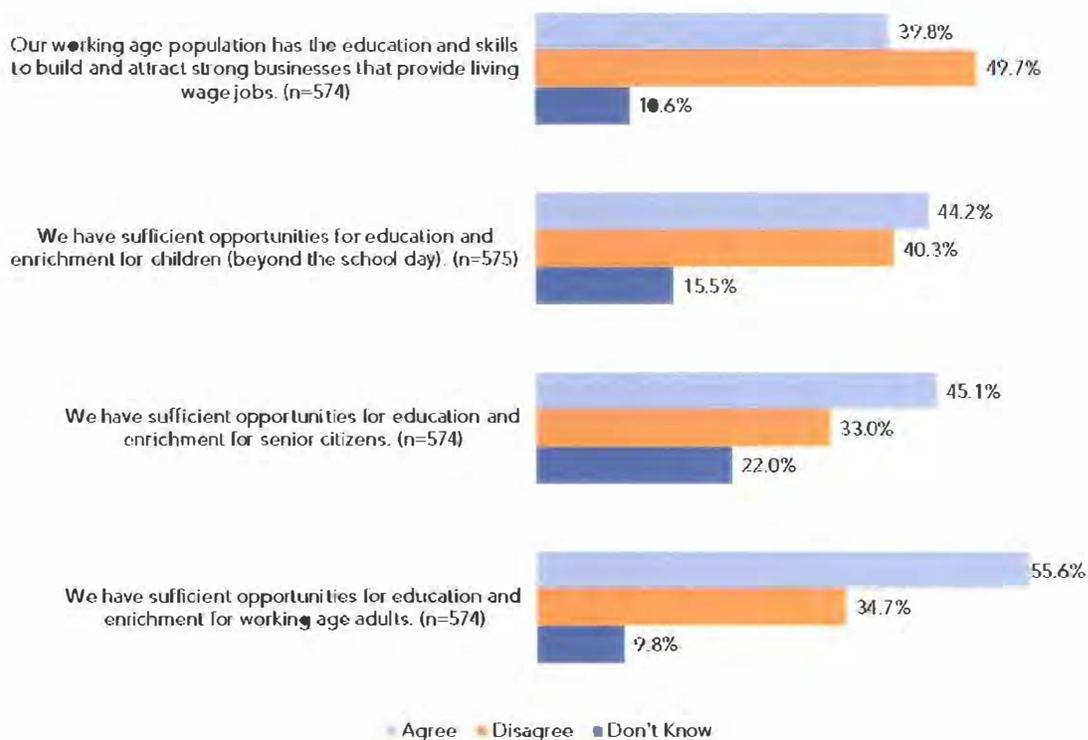
A potential response to low educational attainment in the area is to import a qualified workforce. Business and community leaders ranked, “Well-paid jobs”, as the number one factor for attracting a qualified workforce, but the area struggles to attract well-paid jobs because of the lack of a highly qualified labor force. “A qualified workforce” was the number one factor for building, attracting and retaining businesses that provide good jobs.

Respondents place high school completion and early childhood education and care at the top of their priority list. Post-high school certificates, associate’s degree programs and opportunities for working adult learners are next with college scholarships and financial assistance rounding out the top five priorities. Only 39.8% of respondents agreed that our working age population has the education and skills to build and attract strong businesses that provide living wage jobs.

Public data on both the economy and education suggest that, in fact, all of these areas should be priorities for the region. High school completion is essential to furthering educational attainment, and drop-out prevention has tremendous cost-saving benefits. Increasing the portion of high school students who complete their degree should, over time, reduce the need for high school level adult education, allowing those resources to be directed to reskilling to meet the needs of changing technologies and serve those making mid-career shifts.

Post-high school certificates and opportunities for working age adults are an important way to mitigate the low educational attainment of our working age population. Rapid changes in technology mean that even skilled laborers may need access to additional training and reskilling throughout their careers.

Perceptions of Community Performance in Education Enrichment



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ATTACHMENT 10

Region 10 Educational Attainment Data (3 Time points View)

**Educational Attainment, Population 25 years and older
Region 10 Local Plan**

| Attainment Level | Year | Clark | % | Crawford | % | Floyd | % | Harrison | % | Scott | % | Washington | % | Region 10 | % | Indiana | % | USA (%) |
|---------------------------------|-------------|--------|-------|----------|-------|--------|-------|----------|-------|--------|-------|------------|-------|-----------|-------|-----------|-------|---------|
| < 9th Grade | 2005 - 2009 | 3,333 | 4.6% | 416 | 5.6% | 2,063 | 4.2% | 885 | 3.5% | 1,720 | 10.7% | 1,252 | 6.7% | 9,669 | 5.9% | 183,283 | 4.4% | 6.4% |
| < 9th Grade | 2010 | 3,164 | 4.4% | 397 | 5.4% | 2,030 | 4.1% | 832 | 3.2% | 1,683 | 10.4% | 1,277 | 6.8% | 9,403 | 5.1% | 176,191 | 4.2% | 6.1% |
| < 9th Grade | 2014 | 3,248 | 4.2% | 411 | 5.6% | 1,681 | 3.3% | 905 | 3.3% | 1,296 | 8.0% | 1,278 | 6.7% | 8,819 | 4.5% | 174,370 | 4.1% | 5.8% |
| 9th - 12th Grade | 2005 - 2009 | 8,214 | 11.4% | 1,063 | 14.2% | 4,389 | 9.0% | 2,252 | 8.9% | 2,528 | 15.7% | 2,293 | 12.3% | 20,739 | 11.9% | 404,985 | 9.8% | 9.1% |
| 9th - 12th Grade | 2010 | 7,506 | 10.3% | 901 | 12.3% | 4,242 | 8.6% | 2,195 | 8.4% | 2,498 | 15.4% | 2,534 | 13.5% | 19,876 | 11.0% | 372,087 | 8.8% | 8.3% |
| 9th - 12th Grade | 2014 | 6,734 | 8.8% | 880 | 12.0% | 4,262 | 8.3% | 2,222 | 8.2% | 1,859 | 11.5% | 2,337 | 12.3% | 18,294 | 9.3% | 356,781 | 8.3% | 7.8% |
| HS Diploma or Equivalent | 2005 - 2009 | 26,462 | 36.7% | 3,735 | 50.0% | 17,498 | 35.7% | 11,351 | 45.0% | 7,032 | 43.7% | 8,891 | 47.6% | 74,969 | 43.1% | 1,504,570 | 36.5% | 29.3% |
| HS Diploma or Equivalent | 2010 | 26,650 | 36.5% | 3,694 | 50.3% | 17,542 | 35.7% | 11,651 | 44.5% | 7,039 | 43.3% | 8,671 | 46.4% | 75,247 | 39.8% | 1,521,860 | 36.0% | 28.5% |
| HS Diploma or Equivalent | 2014 | 26,054 | 33.9% | 3,516 | 48.1% | 17,048 | 33.4% | 11,667 | 43.1% | 6,601 | 40.7% | 8,583 | 45.3% | 73,469 | 37.2% | 1,498,978 | 35.0% | 28.0% |
| Some College | 2005 - 2009 | 16,207 | 22.5% | 1,035 | 13.9% | 10,870 | 22.2% | 5,742 | 22.8% | 2,380 | 14.8% | 3,400 | 18.2% | 39,634 | 19.1% | 825,853 | 20.1% | 20.3% |
| Some College | 2010 | 16,909 | 23.2% | 1,074 | 14.6% | 10,760 | 21.9% | 6,088 | 23.2% | 2,441 | 15.0% | 3,142 | 16.8% | 40,414 | 21.0% | 884,620 | 20.9% | 21.3% |
| Some College | 2014 | 18,433 | 24.0% | 1,285 | 17.6% | 11,546 | 22.6% | 5,917 | 21.8% | 3,242 | 20.0% | 3,044 | 16.1% | 43,467 | 22.0% | 899,154 | 21.0% | 21.2% |
| Associate's Degree | 2005 - 2009 | 5,707 | 7.9% | 468 | 6.3% | 3,737 | 7.6% | 1,654 | 6.6% | 902 | 5.6% | 1,045 | 5.6% | 13,513 | 6.6% | 296,691 | 7.2% | 7.4% |
| Associate's Degree | 2010 | 5,753 | 7.9% | 430 | 5.9% | 3,778 | 7.7% | 1,664 | 6.3% | 998 | 6.1% | 1,113 | 6.0% | 13,736 | 7.2% | 315,927 | 7.5% | 7.6% |
| Associate's Degree | 2014 | 7,164 | 9.3% | 440 | 6.0% | 4,167 | 8.2% | 2,172 | 8.0% | 1,085 | 6.7% | 1,401 | 7.4% | 16,429 | 8.3% | 345,740 | 8.1% | 7.9% |
| Bachelor's Degree | 2005 - 2009 | 8,022 | 11.1% | 401 | 5.4% | 6,608 | 13.5% | 2,293 | 9.1% | 971 | 6.0% | 952 | 5.1% | 19,247 | 8.4% | 577,889 | 14.0% | 17.4% |
| Bachelor's Degree | 2010 | 8,741 | 12.0% | 423 | 5.8% | 7,112 | 14.5% | 2,556 | 9.8% | 1,015 | 6.2% | 996 | 5.3% | 20,643 | 10.2% | 617,193 | 14.6% | 17.7% |
| Bachelor's Degree | 2014 | 10,434 | 13.6% | 424 | 5.8% | 8,170 | 16.0% | 2,731 | 10.1% | 1,479 | 9.1% | 1,212 | 6.4% | 24,450 | 12.4% | 647,692 | 15.1% | 18.3% |
| Graduate or Professional Degree | 2005 - 2009 | 4,084 | 5.7% | 351 | 4.7% | 3,824 | 7.8% | 1,020 | 4.0% | 547 | 3.4% | 864 | 4.6% | 10,690 | 5.0% | 325,515 | 7.9% | 10.1% |
| Graduate or Professional Degree | 2010 | 4,227 | 5.8% | 420 | 5.7% | 3,739 | 7.6% | 1,221 | 4.7% | 588 | 3.6% | 972 | 5.2% | 11,167 | 5.7% | 341,920 | 8.1% | 10.4% |
| Graduate or Professional Degree | 2014 | 4,687 | 6.1% | 358 | 4.9% | 4,231 | 8.3% | 1,469 | 5.4% | 671 | 4.1% | 1,105 | 5.8% | 12,521 | 6.3% | 365,104 | 8.5% | 11.0% |
| HS Equivalent or higher | 2005 - 2009 | 60,482 | 84.0% | 5,990 | 80.2% | 42,537 | 86.8% | 22,060 | 87.6% | 11,832 | 73.6% | 15,152 | 81.0% | 158,053 | 83.9% | 3,530,518 | 85.7% | 84.6% |
| HS Equivalent or higher | 2010 | 62,280 | 85.4% | 6,041 | 82.3% | 42,931 | 87.3% | 23,180 | 88.4% | 12,081 | 74.3% | 14,894 | 79.6% | 161,407 | 82.9% | 3,681,520 | 87.0% | 85.6% |
| HS Equivalent or higher | 2014 | 66,772 | 87.0% | 6,023 | 82.3% | 45,162 | 88.4% | 23,956 | 88.5% | 13,078 | 80.5% | 15,345 | 80.9% | 170,336 | 86.3% | 3,756,668 | 87.6% | 86.3% |
| Associate's or Higher | 2005 - 2009 | 17,813 | 24.7% | 1,220 | 16.3% | 14,169 | 28.9% | 4,967 | 19.7% | 2,420 | 15.0% | 2,861 | 15.3% | 43,450 | 23.1% | 1,200,095 | 29.1% | 34.9% |
| Associate's or Higher | 2010 | 18,721 | 25.7% | 1,273 | 17.3% | 14,629 | 29.7% | 5,441 | 20.8% | 2,601 | 16.0% | 3,081 | 16.5% | 45,746 | 24.0% | 1,275,040 | 30.1% | 35.7% |
| Associate's or Higher | 2014 | 22,285 | 29.0% | 1,222 | 16.7% | 16,568 | 32.4% | 6,372 | 23.5% | 3,235 | 19.9% | 3,718 | 19.6% | 53,400 | 27.0% | 1,358,536 | 31.7% | 37.2% |
| BA or higher | 2005 - 2009 | 12,106 | 16.8% | 752 | 10.1% | 10,432 | 21.3% | 3,313 | 13.1% | 1,518 | 9.4% | 1,816 | 9.7% | 29,937 | 15.9% | 903,404 | 21.9% | 27.5% |
| BA or higher | 2010 | 12,968 | 17.8% | 843 | 11.5% | 10,851 | 22.1% | 3,777 | 14.4% | 1,603 | 9.9% | 1,968 | 10.5% | 32,010 | 14.3% | 959,113 | 22.7% | 28.2% |
| BA or higher | 2014 | 15,121 | 19.7% | 782 | 10.7% | 12,401 | 24.3% | 4,200 | 15.5% | 2,150 | 13.2% | 2,317 | 12.2% | 36,971 | 18.7% | 1,012,796 | 23.6% | 29.3% |

Legend: Green cells signify 2005-2009
Orange cells signify 2010
Yellow cells signify 2014

Sources:
2005 - 2009: American Community Survey
2010: Stats IN, County Highlights, Educational Attainment 2010 Data
2014: STATS Indiana, using data from U.S. Census Bureau & American Community Survey, 5 Year Estimates
2010-2014 American Community Survey 5-Year Estimates

ATTACHMENT 11

Youth Goals (relates to Section 2)

ATTACHMENT: 11

LOCAL PLAN PY 16-20 (Section: 2.1) GOALS and Focus on In-School Youth Jobs for America's Graduates (JAG) Platform

- 1) *Priority to achieve High School Diploma, or Educational Program currently enrolled***
 - A) Allow Juniors/Seniors to participate in Work Experience Program as long as grades, and attendance, are average or above. Seniors may not participate unless obtain diploma.
 - B) Continuously monitor youth's credit/GPA to ensure on track for graduation. Maintain close communication with core instructors.
 - C) Provide paid tutoring when needed.
- 2) *Career and College Readiness***
 - A) Involve school counselors coming to JAG class and presenting requirements to class, then coordinate for individual student plans to follow.
 - B) Provide a variety of business participation in the classroom, and encourage Job Shadowing.
- 3) *More I/S Youth participate in Work Experience***
 - A) Create a plan to have JAG students attend a four day boot camp during spring/fall break from school to prepare for WEX planning for summer and/or breaks. Employers must be pre-coordinated to accept these students knowing that it will be intermittent until summer break.
 - B) The WEX Coordinator will work with JAG Specialist to set-up a table in the school cafeteria to promote JAG/in-school work experiences. WEX Coordinator will speak to each JAG class.
 - C) The Business Service Team will refer Employers for Work Experiences to provide opportunities that lead into OJT Experiences, then Full-time employment.
- 4) *Increase Credential Attainment***
 - A) Increase focus on youth mentoring and staying in contact with youth to continually enhance their focus on obtaining their HS Diploma goals.
 - B) Encourage and provide skills enhancement workshops to provide the tools necessary to achieve their goals.
 - C) Ensure Tutoring and support services are available as needed for each youth participant.
- 5) *Goal to Serve 35 I/S Youth***
 - A) Better coordination and engagement with I/S JAG to co-enroll more youth for WIOA services.
- 6) *Improve transition from H.S. to OOS Program***
 - A) Work with administrative staff at each high school to obtain names of any student that dropped out of school or they have had no contact to transition to WorkOne O/S Youth Program.
 - B) Ensure JAG students are familiar with all WorkOne services, Youth Staff and availability if needed upon completion of follow-up from JAG.
- 7) *Improve identifying strategies to engage more youth***
 - A) Develop outreach strategies in connection with JAG Specialist, and Partner Agencies. Create handouts to distribute in order to create a positive image of JAG and WorkOne programs.

GOALS and Focus on Out-of-School Youth

- 1) ***Enhance Career Readiness Platform***
 - A) Increase young adult participation in intensive level workshops to increase their proficiency in computer programs, resume writing skills, interviewing techniques, job search.
 - B) Obtain guest speakers to provide information on various career fields of interest to youth and skills required.
 - C) Ensure that youth complete all occupational assessments and develop a workshop or work individually with youth to align the results to Labor Market Information, researching career pathways based on interest skills and ability to complete educational requirements as needed.
 - D) Provide youth tours of local employers for career exploration to view daily operations

- 2) ***Improve Work Experience***
 - A) Continuous evaluation and improvement of Boot Camp curriculum.
 - B) Implement higher standards for client eligibility for Work Experience.
 1. Drug screen prior to participation
 2. Implement higher standards for client eligibility to participate in Work Experience.
 3. Evaluate and remediate barriers to successful completion of Work Experience (i.e. lack of transportation, career field of interest, under 18, childcare concerns, criminal history, lack of H.S.E., undesirable/unacceptable behaviors)
 - C) Incorporate enhancements to Career Readiness in Work Experience Boot Camp Training.
 - D) Incorporate a brief overview of public speaking at beginning and end of WEX Boot Camp to measure the change in confidence.
 - E) Incorporate Customer Service module in Work Experience curriculum. Incorporate a role play retail scenarios as part of Boot Camp with emphasis on customer service best practices.
 - F) Improved matching of clients to employers by WEX Coordinator.
 1. Increased communication between WEX Coordinator and Employer sites during work experience.
 - G) Improve rate of employment placements following work experience.
 - H) Increase the number of partnering employers.
 1. Partner with employers that are willing to mentor clients.
 2. Partner with employers in healthcare and information technology fields.
 3. Recruit more employers that are willing to hire clients as permanent employees upon completion of work experience training.

- 3) ***Improve computer and customer service skills of young adults***
 - A) Involve youth in intensive level computer training workshops at WorkOne to increase proficiency in Microsoft Word, Excel, Power Point, and other platforms. Encourage participation in IC3 Curriculum to gain certification.
 - B) Incorporate Customer Service module in Work Experience curriculum. Incorporate a role play retail scenarios as part of Boot Camp with emphasis on customer service best practices.

- 4) ***Increase credential attainment of young adults***
 - A) HSE is Primary Goal for OSY who have not achieved.- Promote ability to employ in fields of interest and higher wage.

- B) Encourage Youth to participate in IC3 Computer Certification Training available at WorkOne and facilitate exam process for certification.
 - C) Encourage participation in short-term multifaceted training certifications that cross career pathways (i.e. IC3 Computer Cert., Customer Service Cert., MOS, etc.)
- 5) ***Develop pathways that lead to credential /degree attainment and self-sufficiency***
- A) Develop promotional materials and training program relationships that outline pathways to show youth the plan that lead from:
 H.S.E./Diploma >Skill Enhancement> Short Term Credential > WEX/OJT > = **EMPLOYMENT**
 H.S.E./Diploma > Skill Enhancement>Short Term Credential> WEX> Apprenticeship=
EMPLOYMENT
 - B) Increase knowledge of staff, and expand partnerships to promote young adult participation in apprenticeship and skilled trade programs.
 1. Increase knowledge of eligibility criteria for participation
 2. Increase young adult skills to align with requirements for program participation (i.e. math, Tabe levels, etc.)
- 7) ***Recruitment/Outreach - Goal to serve 100 or more out-of-school young adults***
- A) Increase partnerships with various youth organizations that provide assistance to families in need to promote Young Adult Services and engage more community youth in skill building and employment opportunities. Increase outreach with Housing Authorities and Faith Based Youth Ministers.
 - B) Consider partnership with other community organizations to provide a "focused" outreach service strategy and/or service site for young adults.
 - C) WEX Coordinator to spend more time conducting outreach in partnership with Youth and Partner Organizations.
 - D) Conduct informational mini-workshops at organizations to promote WorkOne Young Adult Services.
 - E) Participate in all available Career Fairs and other events where youth attend for recruitment.
 - F) Better utilize social media to promote Young Adult Services and Work Experience Program.
- 8) ***Develop platform to increase follow-up efficiency***
- A) Expand other contacts when engaging youth, and make contact every 2-3 weeks.
 - B) Set-Up as Standard Operating Procedure to enter follow-up dates on Outlook Calendar to receive reminder when due.
 - C) Team-up with other staff member to check on follow-up accuracy.
 - D) Create Excel Spreadsheet to track follow-up due dates and put in forefront whereas you must view daily.

ATTACHMENT 12

Manufacturing Sector Partnership Work Examples

Ron McKulick

From: Kathleen Crowley [KathleenC@1si.org]
Sent: Wednesday, April 20, 2016 10:04 AM
To: mcupp10@ivytech.edu; Jackie James; Ron McKulick; Adam Clark; cr; 'Webb, James M (JWebb@dwd.IN.gov)'
Subject: Metro Manufacturing Alliance April 2016 Newsletter - last months newsletter

For your review of what was in last month's newsletter...

Metro Manufacturing Alliance Newsletter

April 2016

Presenting Sponsor



Founding Sponsor



A letter from the MMA Advisory Chair:

April 2016

The Metro Manufacturing Alliance (MMA) is participating in this year's One Southern Indiana membership Derby which ends Friday, April 8. The MMA team's goal is to seek manufacturers that will expand our membership and continue to develop resources and information. Obviously, all businesses, in which we interact with, are great prospects for One Southern Indiana as an organization and manufacturers are a key element to the economic development in this region. I hope this letter finds a few members that have another manufacturer in mind who just needs a little personal encouragement to join.



Bob Owings
Owings Patterns
Advisory Chair, Metro
Manufacturing Alliance



Join us!

**Metro Manufacturing
Alliance Members**

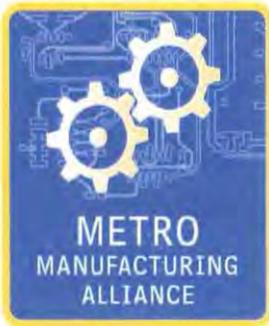
*Click the company name to
visit their website*

- [Absolute Welding,](#)

In January, the MMA general meeting reviewed all of the resources and benefits that One Southern Indiana offers to its membership. Beyond the benefits of a MMA membership, all members can utilize:

[Read more](#)

Please Mark Your Calendars



The next general meeting of the MMA will be

Thursday, April 14, 2016
One Southern Indiana
4100 Charlestown Rd.
New Albany, IN 47150

Please join us as we dive into **6 Critical Areas in Top Line Revenue Plans - Real, Projectable Growth Strategies for Manufacturers** presented by Amy Romines, Chief Impact Officer, Impact Sales Systems.

Session notes from your presenter:

"This session is about the design for Revenue Growth / Targets and Targeting, as a Business. We will focus on the 6 Critical Areas many Growth Plans are missing or are wrongly targeting. The differences we will discuss is knowing SPECIFICALLY where growth will come from and SPECIFICALLY how we will get it. This is not sales tactics or sales management!"

[Click here](#) to download your meeting notice

Beach Mold & Tool, Inc. named BRE Project of the Year

One Southern Indiana (1si) announced the winners of its 28th annual ONE Awards, formerly the Southern Indiana Business Awards. The winners received recognition at a dinner held on March 17th at Huber's Orchard, Winery & Vineyard's Plantation Hall. More than 350 attendees celebrated the success of these local and regional businesses. Congratulations to Beach Mold & Tool, Inc., winner of the new Business Retention and Expansion (BRE) Project of the Year ONE Award.

Inc.

- [Air Hydro Power](#)
- [Alro Plastics](#)
- [Alro Steel](#)
- [Amatrol, Inc.](#)
- [APM American Plastic Molding](#)
- [Arctic Minerals](#)
- [Atlas Machine & Supply](#)
- [Autoneum North America, Inc.](#)
- [Axis Machine & Tool](#)
- [Beach Mold & Tool, Inc.](#)
- [Brinly-Hardy Company](#)
- [Carman Industries](#)
- [Century Industries, LLC](#)
- [Chemtrusion Indiana, Inc.](#)
- [Chester Pool Systems, Inc.](#)
- [Cimtech, Inc.](#)
- [CLARCOR Air Filtration Products](#)
- [Clayton & Lambert Mfg. Co.](#)
- [Cyllicron, LLC](#)
- [Discount Labels, Inc.](#)
- [Diverse Woodworking, LLC](#)
- [Eagle Steel Products](#)
- [ECT Services](#)
- [ERL, Inc.](#)
- [Essroc](#)
- [Filtration Technology Systems](#)
- [FireKing Security Group](#)
- [Flow International](#)
- [FormWood Industries, Inc.](#)
- [Fox Group Inc.](#)
- [GCH International, Inc.](#)
- [General Mills](#)
- [G.F. Munich Welding Co., LLC](#)
- [GHK Truss, LLC](#)
- [Heritage Hardwoods of Kentucky](#)
- [Hitachi Cable](#)



Pictured L to R: 1si President & CEO Wendy Dant Chesser; 1si Board Chair-Elect Paul Perkins, Amatrol, Inc.; Doug Batliner, President, Beach, Mold & Tool, Inc.; and 1si Board Chairman Scott Olinger, Harding, Skymanski & Company, P.S.C.

[Read more](#)

Registration now open for 2016 MMA Manufacturing Summit!



Register now for the **2016 MMA Manufacturing Summit!** This year's event will be held on Friday, May 13th at The Henry Clay located at 604 S. Third St. in Louisville, KY.

America, Inc.

- ICON Metal Forming
- Idemitsu Lubricants America Corporation
- John Conti
(production & packaging)
- Kelly Fabricators
- Key Electronics, Inc.
- Koetter Woodworking, Inc.
- Kyana Packaging & Industrial Supply
- L & D Mail Masters, Inc.
- Lauyans & Company, Inc.
- Louisville Lamp Co.
- LSI Wallcoverings
- Manitowoc CraneCare
- Metals USA
- Midwest Material Handling, LLC
- Midwest-Tek, Inc.
- Mytex Polymers
- NexGen Mold & Tool Co.
- NIBCO, Inc.
- Ohio River Metal Services
- Owings Patterns
- paco Manufacturing
- Pegasus Industries and Packaging
- Product Specialties, Inc.
- Rauch Industries
- Restonic Sleep Products, Inc.
- Revere Plastics Systems
- S & J Precision, Inc.
- SAMTEC, Inc.
- Silver Creek Leather Co., LLC
- Smith Creek, Inc.
- Snyder's-Lance, Inc.
- Sonoco Products Co.
- Southern Indiana Plastics, Inc.
- Standard Register
- Steel Dynamics

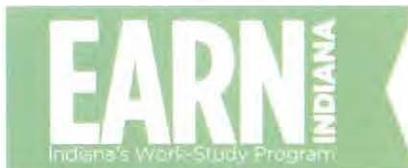
Registration and breakfast will be at 7:30 a.m. The Summit will begin at 8:00 a.m. until 12:15 p.m. A CEO Roundtable Luncheon focusing on the day's events will follow the Summit at 12:30 p.m. Participation in the CEO Roundtable Luncheon is limited to CEOs and top executives of manufacturing and distribution companies.

Cost to attend:

- MMA Members Summit Only - Free
- MMA Members Summit & CEO Luncheon - Free
- Non-MMA Members Summit Only - \$89
- Non-MMA Members Summit & CEO Luncheon - \$109

[Click here to register.](#)

IU Kelley School, Indiana Commission for Higher Education helping small firms that want to go global



Programs offer funding for internships at small- and medium-sized companies

Working closely with the Indiana Commission for Higher Education and its EARN Indiana program, an Indiana University Kelley School of Business center is offering Hoosier companies with fewer than 500 employees more help with going global through a summer internship program.

The IU Center for International Business Education and Research, known as CIBER, is offering funding to Indiana-based small- and medium-sized enterprises for up to 50 percent of wage costs for summer interns who then pursue international aspirations.

CIBER's eight-to-12-week summer internship program matches 12 qualified full-time, in-state students at IU and other Indiana colleges and universities with small companies who may be looking to enter new markets or expand export efforts. Participating students also must be Indiana residents.

[Read more](#)

- [Superb IPC](#)
- [Technidyne Corp.](#)
- [Vogt Ice, LLC](#)
- [Voss Clark Steel](#)
- [Wagner Electric](#)
- [Weatherall Co., Inc.](#)

MMA Member Spotlight

**Would you like to
spotlight your
business here?**

Contact Kathleen Crowley
at KathleenC@1si.org.

2016 MMA General Meeting Dates

- January 14th
- February 11th
- March 10th
- April 14th
- May 12th
- June 9th
- July 14th
- August 11th
- September 8th
- October 13th
- November 10th
- December 8th

[Click here to download
schedule](#)

MWBOC MatchMakers Scheduled for

**Have You Signed Up
Yet?**

April 21st



Minority & Women
BUSINESS OWNERS COUNCIL

Are you a Woman-Owned Business? Minority Business Owner? A Veteran Entrepreneur? Do you qualify as a disadvantaged business?

Or

Are you a company that tracks its suppliers? Do you want to do business with individuals that reflect your customer base? Maybe you have some obstacles that need solutions from firms with a unique perspective?

If so, register now for the MWBOC MatchMakers, a FREE "speed dating" formatted event taking place prior to the 5 O'clock Network on Thursday, April 21, from 3:30 to 5:00 p.m. at the at the Clarion Hotel Conference Center Louisville North in Clarksville, Ind.

The MatchMakers session gives large corporations and government agencies looking to do business with "disadvantaged" companies (primes) the opportunity to meet those businesses that offer products or services (vendors). In order to keep the process moving smoothly, primes will have the opportunity to specify the type of vendor they are seeking for contract bid opportunities.

If you are a prime or a vendor, you don't want to miss this opportunity that could open the doors to new partnerships. You can register for this free event by [clicking here](#).

Certified Production Technician Training Available

WorkOne
START HERE. GO ANYWHERE.

Next class starts April 4th.

If you are interested in sending an employee to this class or hiring students that complete it, contact:

Adam Clark
Business Consultant

The following roundtables are currently in session...

If interested in joining please contact [Kathleen Crowley](#)

**CEO Peer Group
Roundtable #1
facilitated by Scott Olinger**

- Meets the 4th Wednesday of every month.
- **Next Meeting Date is April 27th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

**CEO Peer Group
Roundtable #2
facilitated by Lewis Rudy**

- Meets the 1st Tuesday of every month.
- **Next Meeting Date is April 5th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

**Executive Team/CFO
Peer Group**

- Meets the 4th Wednesday of every month.
- **Next meeting is April 27th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to

Business Services Team Leader
WorkOne Southern Indiana
2125 State St #16, P O Box 6712
New Albany, IN 47150
P 812-941-6443 F 812-944-4056
aclark@workoneregion10.com

[Click here for more information](#)

CNC Operator Training classes begin in June

NIMS-certified CNC Operator training program begins June 6th at Ivy Tech Community College. This program introduces the basic principles and practices of CNC machine operation used in manufacturing environments.



For information on class scheduling and prices [click here](#).

Greater Clark County Schools to co-host job fair with WorkOne

Greater Clark County Schools, in conjunction with WorkOne Southern Indiana, is holding a job fair on Monday, May 23 from 4:00 PM to 7:00 PM at Jeffersonville High School Johnson Arena located at 2315 Allison Lane in Jeffersonville.



A high number of attendees is anticipated as graduating seniors from throughout Southern Indiana will be invited to attend. It will also be open to the general public.

There is no cost for employers to participate. [Click here to download an informational flyer](#) and [click here to download the job fair application](#).

You may also register by contacting Michael Denny at mdenny@gcs.k12.in.us or 812.288.4802 x-50401.

download your next meeting notice

Environmental, Health, & Safety Roundtable

- Meets the 2nd Wednesday of every month.
- **Next meeting date is April 13th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

Human Resources Roundtable

- Meets the 1st Thursday of every month.
- **Next meeting date is April 7th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

IT Roundtable

- Meets the 2nd Tuesday of Every month.
- **Next meeting date is April 12th**
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to schedule your next meeting notice

Prosser business partnership in the spotlight: Cimtech of New Albany

Prosser Career Education Center has had many business partners over its 48 years of producing college and career ready students. One of the best indications of a



solid, long term partnership is visiting a company and meeting Prosser alumni who have now worked and risen through the ranks of the company for more than 20 years, while seeing notable traces of that company present today in Prosser classrooms. Cimtech is just that type of partner.

Whether it is the need to help Prosser students expand their skill set by job shadowing, internships, externships, or tours during Manufacturing Days, it is Cimtech's C.E.O. Anne Pfeiffer's "Open door policy to assist" Prosser students that makes this partnership shine!

When asked about the Cimtech-Prosser connection, Pfeiffer smiled brightly and responded with a one-word answer "Priceless!" She went on to say "Prosser students have worked right into our processes; they are fine young people!" Taking her commitment to the next level, Pfeiffer went on to say that she is "hoping to assist even younger students and parents to learn about this career option!" A perfect example of an employer going above and beyond the company's bottom line! It's not just about gaining workers for Cimtech, they also support the education of our Precision Machine students by donating materials and cutting tools necessary for the student's day-to-day project completion. Frank McPhillips, Prosser's Precision Machine Instructor said of Cimtech "They continue to provide our students with a key understanding of modern manufacturing processes, they are a fantastic local resource for both myself and my students!"

We sincerely thank Anne Pfeiffer and the entire Cimtech team for their support!

John T. Dattilo
Career Pathways Coordinator
Office: 812-542-6610
Cell: 812-989-2259
4202 Charlestown Road



"The Plant Managers' Meeting allows me to do two primary things: network and learn best practices. The networking has already allowed Amatrol to find qualified suppliers that meet urgent needs in several areas. As for best practices, each meeting provides an opportunity to receive new and fresh ideas about how to approach a challenge unique to a Plant Manager. It may be the first time I have heard an idea, or it may be a consideration I needed to hear again.

I would recommend the meeting to anyone who wants to grow as a professional in manufacturing."
- Tim Tyler

Plant Managers Roundtable

- Meets the 3rd Wednesday of every month.
- **Next meeting is April 20th**
- [Click here to download the 2016 Meeting Schedule](#)
- [Click here to download your next meeting notice](#)

Procurement Roundtable

- Meets the 4th Thursday of every

New Albany, IN 47150
JDattilo@nafcs.k12.in.us

John Fisher named Outstanding CTE Student

Precision Machine Tool student, John Fisher, was recognized on February 24 as an Indiana Awards for Excellence outstanding CTE student. This is a very prestigious award; only 14 out of 125,000 CTE students in Indiana were selected and honored by the Indiana Department of Education.

John has also earned several other significant achievements this year. On February 6, John placed first in the Skills/USA regional competition, winning a \$2,500 Vincennes University scholarship and advancing to Indianapolis in April to participate in Skills/USA state competition. In addition, in January, John competed in the INTMA Machine Trades state contest and was awarded another Vincennes University scholarship. This scholarship will fully cover tuition for one semester and provide John an extensive collection of

needed precision machine tools.



John is the son of Lisa and Bart Fisher. John is pictured with Precision Machining Instructor Frank McPhillips.



Hoosiers by the Numbers

Indiana's HOTTEST jobs of the future



[Click here to download](#) the monthly Labor Market Review containing January 2015 data for Economic Growth Region 10.

For more statistics visit [Hoosiers by the Numbers](#).

month

- Next meeting date is April 28th
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

Sales Strategies Peer Group Roundtable

- Meets the 2nd Tuesday of every month
- Next meeting date is April 12th
- [Click here](#) to download the 2016 Meeting Schedule
- [Click here](#) to download your next meeting notice

For Full Overview of all Roundtables, [Click Here!](#)

Coming soon...

Talent Connection!

A new way for manufacturers to connect with area schools, universities and resource partners in search of interns, new hires or to share job postings.

Share this information with others you believe may have an interest in or benefit from having this information.

If you have any feedback or suggestions for future INdiana Labor Insider content email your comments and ideas to INSafe at insafe@dol.in.gov.

February Indiana Employment Report

Labor force grew by more than 20,000 for second consecutive month

More than 20,000 Hoosiers entered the labor force in February for a second consecutive month, resulting in a sharp increase in Indiana's labor force participation rate. The percentage of the working-age population that is employed or looking for work in Indiana continues to outpace the national average by nearly two percent (64.6 percent vs. 62.9 percent). Of the 43,708 Hoosiers who entered the labor force during the past two months, 35,682 found employment.



Indiana's seasonally adjusted unemployment rate, a U.S. Bureau of Labor Statistics indicator that reflects the number of unemployed people as a percentage of the labor force, rose by 0.1 percent over the previous month to 4.7 percent in February. Indiana's unemployment rate remains below the national average of 4.9 percent.

[Read more](#)

DWD Unveils Assistive Technology at WorkOne Career Centers

As part of Disability Awareness Month, the Indiana Department of Workforce Development (DWD) and its WorkOne partners are unveiling new workstations that contain assistive technology designed to help Hoosiers with disabilities in their search for gainful employment. These workstations can be found at twelve WorkOne Career Centers throughout the state, with nine more being added by the end of the year.

[Read more](#)

**Whitney Allen
Joins Where
Opportunity
Knox as
Regional Veteran Connector**

**WHERE
OPPORTUNITY
★★★KNOX.COM**
CONNECTING VETERANS TO JOBS
AND THE GREATER LOUISVILLE REGION

Where Opportunity Knox, a regional initiative to connect 10,000 transitioning Veterans and/or military spouses to jobs and the Greater Louisville Region by the end of 2017, has hired Whitney Allen as a Regional Veteran Connector to provide Veterans and their families with personalized assistance during their transition to civilian life.



Allen is a retired Army Lieutenant Colonel and Military Intelligence Officer, most recently serving as Chief of Current Operations for United States Army Cadet Command Headquarters at Ft. Knox. In this role, he directed, supervised and trained a 12-person division responsible for the coordination and direction of all short-term operations, training and security activities supporting Cadet Command's corporate headquarters and its eight regional headquarters across the United States. Previously he served as a Law Enforcement Coach/Trainer with the 101st Airborne Division in Afghanistan and as the Operations Manager for the US Army Mission Support Battalion at Ft. Knox.

[Read more](#)



Purdue MEP Success Story

Estes Design and Manufacturing Indianapolis, Indiana

Situation

Estes holds within its core philosophy the value of creative, innovative thinking. As a long time medical tray manufacturer, Estes employed innovative thinking and set out to simplify medical trays, reducing the components and the weight while improving the sterilization performance and materials utilized. With added success in this market segment, it became critical to growth that Estes expand their ISO 9001 certification and certify its quality system to the ISO 13485 Medical Devices standard. Estes had demand for a compressed implementation period which necessitated identifying an external resource who could commit the time required to retooling the system, as well as being competent in ISO 13485 and system implementation. Estes knew where to find such a resource and immediately turned to Purdue TAP.

[Read more](#)

Purdue Workshops announced for Southeast Indiana



PURDUE
TECHNICAL ASSISTANCE
PROGRAM

Introduction to Principles of Value Stream Mapping

Value Stream Mapping (VSM) is a visual Lean tool used to document, analyze and improve the flow of information or materials required to meet product, service, or information needs of the customer. This overview of the VSM process introduces an easy-to-apply approach and technique used by many organizations to identify sources of "wasteful" non-value activities that hinder the optimization of flow.

Participants will not only be introduced to this valuable Lean technique, but will also gain an understanding of how to begin utilizing this tool to start mapping a holistic view of processes intended to compliment any continuous improvement journey.

Don't wait, seating is limited for this popular workshop!

Event Details:

April 19th

8:30 a.m. - 10:30 a.m.

Cost: FREE

Location:

Purdue Research Park of Southeast Indiana

Shine Family Conference Room

3000 Technology Ave

New Albany, IN 47150

[Click here](#) for more information and registration.

MMA Member Benefits

Are you taking advantage of your MMA member benefits?

[Click here to find out more.](#)

Did you know that..

- Twice a year you can request **One Southern Indiana's (1si) member database** in an electronic format (Excel). This database contains information on each 1si member including contact person, address, phone and fax numbers, website, and business description (sorry, no email addresses).
- Once a year you can request one database of **Indiana Manufacturers** and one database of **Kentucky Manufacturers** in an electronic format (Excel). These databases have full sorting

capabilities.

If you are interested in any or all of these benefits, [click here](#) for more information.

Special offer from the IT Peer Group

Do you have a question for the IT Peer Group?

Are you considering an IT decision and would like input from a group with many years of expertise? Perhaps your company is considering an investment in IT and you would like to know the pitfalls to avoid or perhaps become educated on the questions you should ask? Maybe you are purchasing new manufacturing software and would like to know if anyone has feedback to share? The IT Peer group would like to offer you their assistance.

Please email your questions to Kathleen Crowley at Kathleenc@1si.org.

MMA Peer Group Updates

Why you should attend!

CEO Peer Group Roundtable #1 Overview

"The Metro Manufacturing Alliance CEO Roundtable provides the members a unique experience of collaborating with other manufacturing CEOs and executives committed to growing their companies as well as enhancing their personal success." - *Scott Olinger, Harding Shymanski & Company, P.S.C.*

[Read more](#)

CEO Peer Group Roundtable #2 Overview

The CEO Peer Group Roundtable #2 has a different structure than the CEO Peer Group Roundtable #1. This group chooses to focus on a topic and will work together until they have reach a desired goal.

[Read more](#)

Environmental Health & Safety Peer Group Overview:

One of this group's greatest benefits is to have your questions answered by knowledgeable and experienced members on several topics.

[Read more](#)

Executive Team/CFO Peer Group Overview:

In order to ensure continuity of monthly meetings, Mountjoy Chilton Medley will have two facilitators for our CFO / Executive Team Peer Group Roundtable. You will find either Todd Rosenbaum or Chris Coyle facilitating, depending upon the proposed topics and timing of the meeting.

[Read more](#)

HR Peer Group Overview:

The HR Peer Group is designed to give manufacturing human resources professionals solutions to issues that are unique to them. This group's topics and schedule are coordinated with Southern Indiana - SHRM and other resource partners to avoid duplication of topics and meeting dates.

[Read more](#)

IT Peer Group Overview

The Metro Manufacturing Alliance IT Peer Group Roundtable meets monthly to review the challenges each organization faces and provides assistance when possible. Discussion revolves around IT best practices as they relate to manufacturing. On occasion, the IT Roundtable will bring in industry experts to discuss topics of interest to the group.

[Read more](#)

Plant Managers Peer Group Overview

The members of this peer group decided to change it up this year and will make it their goal to visit area manufacturing companies for benchmark tours to increase their knowledge base and to expand upon the best practices they have been sharing. The group plans to visit a facility one month, and then the following month, they will share what they learned from the tour and what they were able to implement in their own facility.

[Read more](#)

Procurement Peer Group Overview

"My expectations for the Procurement Peer Group meeting were high, and my first time at the meeting far exceeded what I expected. Upon arriving back to my company, I immediately spoke with the buyers in my group and expressed the value of attending this meeting. I said I was only sorry that I did not attend any sooner. My expressed hope for them is that they would benefit from attending." - *Tim Tyler*

[Read more](#)

Sales Strategies Peer Group Overview

Finding new client business, expanding existing clients, and lowering the cost and time it takes to bring on new business is the key to healthy growth. This group focuses on the activities and tactics behind successful selling in the current environment.

[Read more](#)

MMA Companies in the News

Click the links below to view recent press releases:

- [Pegasus Industries & Packaging plans expansion](#)
- [Two Sellersburg companies consider expansion](#)
- [Beach Mold & Tool, Inc. Considers Expansion of their New](#)

Albany Presence

- Chemtrusion, Inc. and Mytex Polymers US Corp. to Expand at the Port of Indiana
- NIBCO announces plans for continued investment growth, adding 40 new positions
- Two New Albany companies announce plans to expand
- Three New Albany companies expand; add 82 new positions
- Brinly-Hardy Company considers expansion in Jeffersonville
- Amatrol, Inc. considers expansion of Jeffersonville facility
- VOSS Clark considers \$12 million equipment upgrade to Jeffersonville facility
- Sonoco Products Company to receive proclamation
- Voss Clark Considers Additional \$5 Million Equipment Upgrade to Jeffersonville Facility

Member Benefit

Office Depot Discount Program

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The 2015 Manufacturing Technical Skills Survey

Results and Findings

Survey Conducted by:

Southern Indiana



Strategic Doing™

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WorkOne
START HERE. GO ANYWHERE.


IVY TECH
CORPORATE COLLEGE

Report by:

Adam Clark, Business Consultant

WorkOne Southern Indiana

Region 10 Workforce Board, Inc.

On Behalf of the Strategic Doing

Manufacturing "Technical Skills" Workgroup

Origins & Purpose of this Report

In August 2014, a group of manufacturers and community organizations - including education providers, workforce developers, economic developers, and others - convened to hold a Purdue Center for Regional Development (PCRD) "Strategic Doing" Session. This session was facilitated by PCRD and was designed to explore approaches to addressing the Manufacturing Skills Gap.

At the Strategic Doing Session, one of four established groups focused on the "technical skills" of the Southern Indiana and Louisville, KY manufacturing workforce. They discussed their shared experiences with a shortage of qualified workers on the manufacturing floor. The group concluded that this component of the Manufacturing Skills Gap needed measurement in terms of impact, and that data on specific skills, skill levels, and training provided by manufacturers needed to be gathered. They designed the 2015 Manufacturing Technical Skills Survey to address these topics.

Methodology

The survey approach was chosen to measure the skills gap. It provides a straightforward, effective means of gathering data. The survey was sent to approximately 300 manufacturers, and completed by 31. Questions were chosen in such a way as to provide immediately actionable information for the group and the regional manufacturing sector.

Geography

The survey was distributed to manufacturers in the counties of Clark, Crawford, Floyd, Harrison, Scott, and Washington in Indiana, and Jefferson County in Kentucky.

Overview

The 31 respondents represented manufacturers ranging in size from 24 employees to 5000 employees (worldwide), with wages of \$12.00 per hour to \$26.00 per hour for non-administrative employees.

The survey totaled eight questions and defined technical skills as "entry-level," "mid-level," and "advanced." These were crafted into specific skills, such as the entry-level skill "basic math," the mid-level skill "basic welding," and the advanced-level skill "machining." The responses are powerful in that they indicate the breadth and impact of the skills gap and the specific skills needed by area manufacturers. They also suggest approaches to long-term skills gap solutions.

A few of the technical skill needs uncovered by this survey include:

- Basic problem solving
- Basic knowledge of manufacturing process
- Basic Troubleshooting
- Welding & Metal Fabrication
- Industrial Maintenance
- CNC & Manual Machining
- Engineering

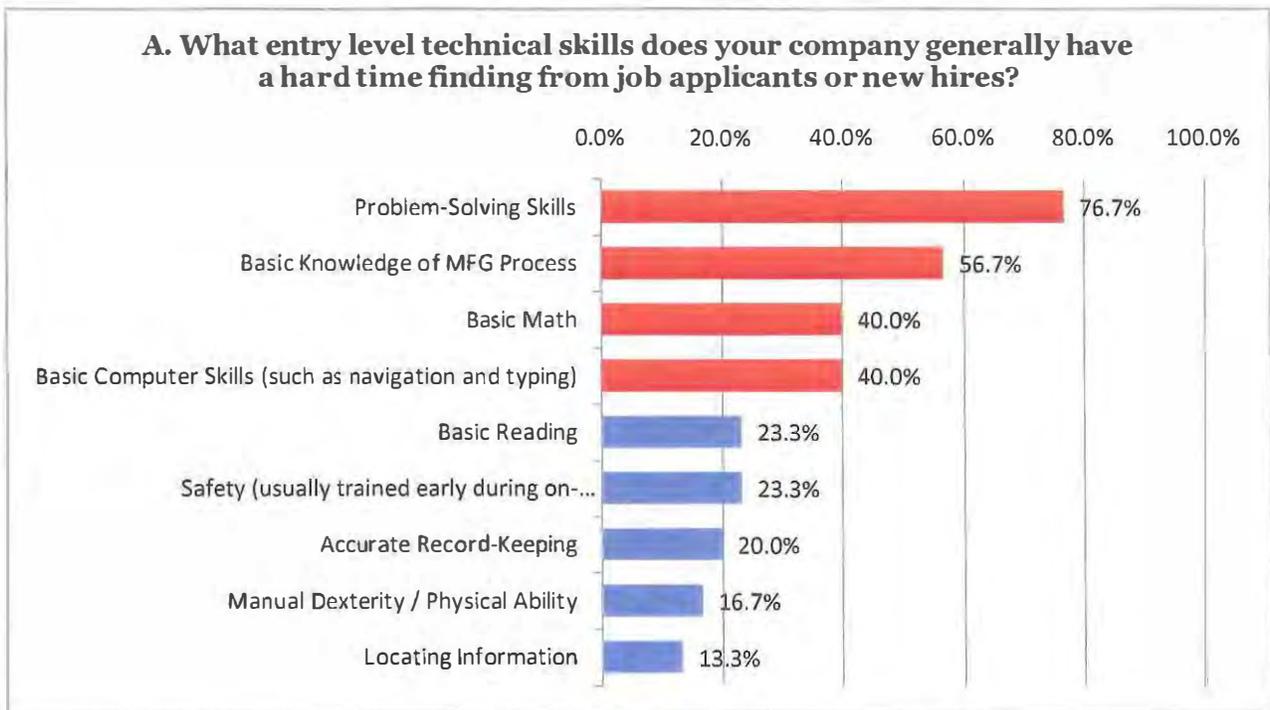
Of these, maintenance, welding, and machining are cited as most critical and most difficult to fill among participating businesses. Participants typically indicate that training to a certificate of completion or an industry certification is desired in these areas, with some participants preferring a 2-4 year degree.

Due to a lack of skilled workers, just over 50% of respondents have been forced to turn down or outsource work, showing the impact of the Manufacturing Skills Gap. To address this, over 93% of respondents offer some form of On-the-Job Training, but only 29% provide an apprenticeship program, an area where improvements could be made.

The Survey

1. Survey Question: What entry level technical skills does your company generally have a hard time finding from job applicants or new hires?

Respondents were asked to select from the choices in Chart A below, and also had an "Other (please specify)" option. Any number of responses could be selected. Four answers shared between 40%+ of the respondents to this question, as shown.



“Other” category: “Soft skills such as professionalism, being on time to work, respecting superiors, etc.,” “Work ethic - (coming to work every day, on time...),” “pay attention to prints,” and “fitting/welding.”

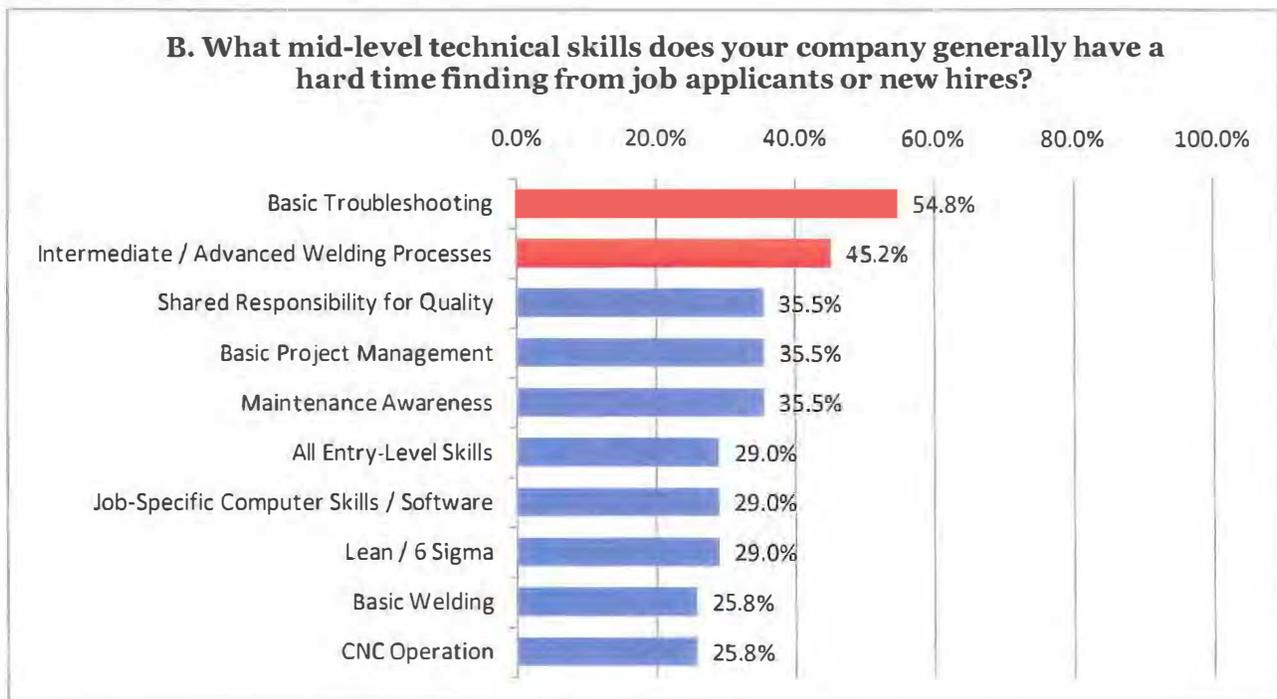
Notes: “Fitting/welding” is covered later in the survey by “Basic Welding,” “Intermediate / Advanced Welding Processes,” and “Metal Fabrication.” Specific analysis of soft skills and work ethic are outside the scope of this survey, though they may warrant further study at a later time.

Problem-Solving Skills, Basic Knowledge of Manufacturing Process, Basic Math, and Basic Computer Skills (such as navigation and typing) are shared by 40%+ of respondents. These skills are typically minimum requirements for entry-level advanced manufacturing jobs in machine operation.

The other skills listed in the response, while not as emphasized as the first four, are shared by a portion of manufacturers and should be noted as possible workforce challenges to address.

2. Survey Question: What mid-level technical skills does your company generally have a hard time finding from job applicants or new hires?

Any number of responses could be selected. Choices are illustrated in Chart B, and an “Other” option was included. This set of results is more evenly distributed, with only two answers being shared by 40%+ of respondents.



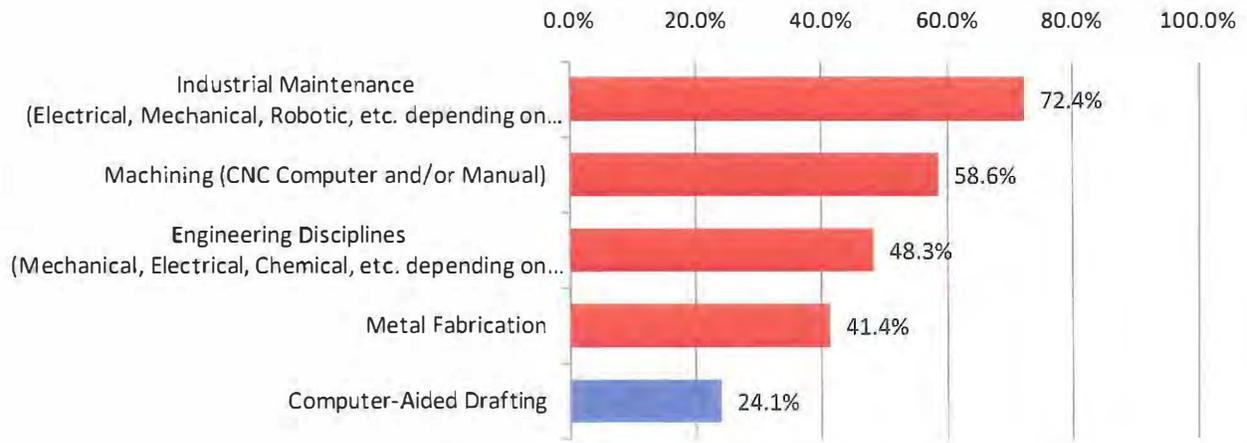
“Other” category: “Electrical and PLC”

Basic Troubleshooting and Intermediate / Advanced Welding Processes stand out as areas of shared concern among many manufacturers. The relatively even distribution of the other results, from 25.8% to 35.5%, indicates that other areas may also need to be addressed.

3. Survey Question: What advanced level technical skills does your company generally have a hard time finding from job applicants or new hires?

This question is focused on advanced level skills that may require more intensive training than those from the last two questions. Any number of responses could be selected. Choices are illustrated in Chart C, and four out of the five selections were made by at least 40% of respondents.

C. What advanced level technical skills does your company generally have a hard time finding from job applicants or new hires?



“Other” category: “CDL Drivers,” “Roll Forming,” “PLC Knowledge”

Notes: While CDL Drivers are outside the scope of this survey, efforts are currently being made by WorkOne to help address the shortage of qualified drivers. Roll Forming and PLC Knowledge are both areas where further investigation may be required.

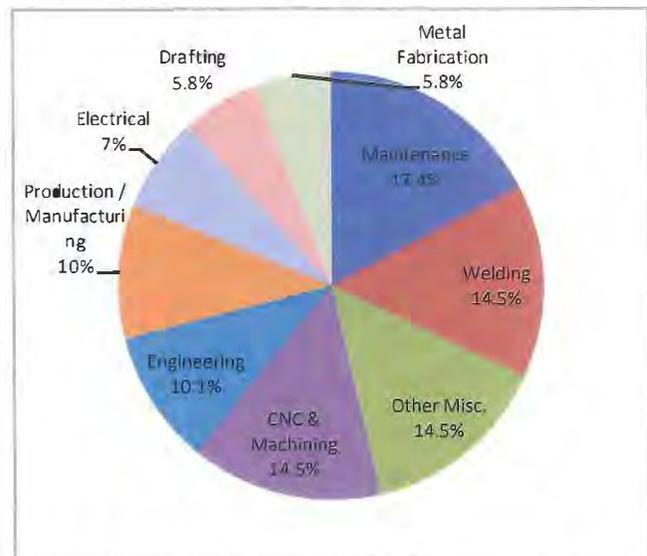
Industrial Maintenance, Machining (CNC & Manual), Engineering, and Metal Fabrication are all higher wage jobs that a large portion of manufacturers responding to the survey have difficulty filling.

Industrial Maintenance and Machining are both more strongly emphasized than the others, at 72.4% and 58.6% respectively.

All of these fields typically require substantial training, experience, and/or education for success. Fortunately, the survey also provides some insight into the importance of these skills to area manufacturers, and how to address the skills gap that appears to be present in these fields.

4. Survey Question: What technical skill positions do you see as most critical to your business, and which do you project as the most difficult to fill in the next 2+ years?

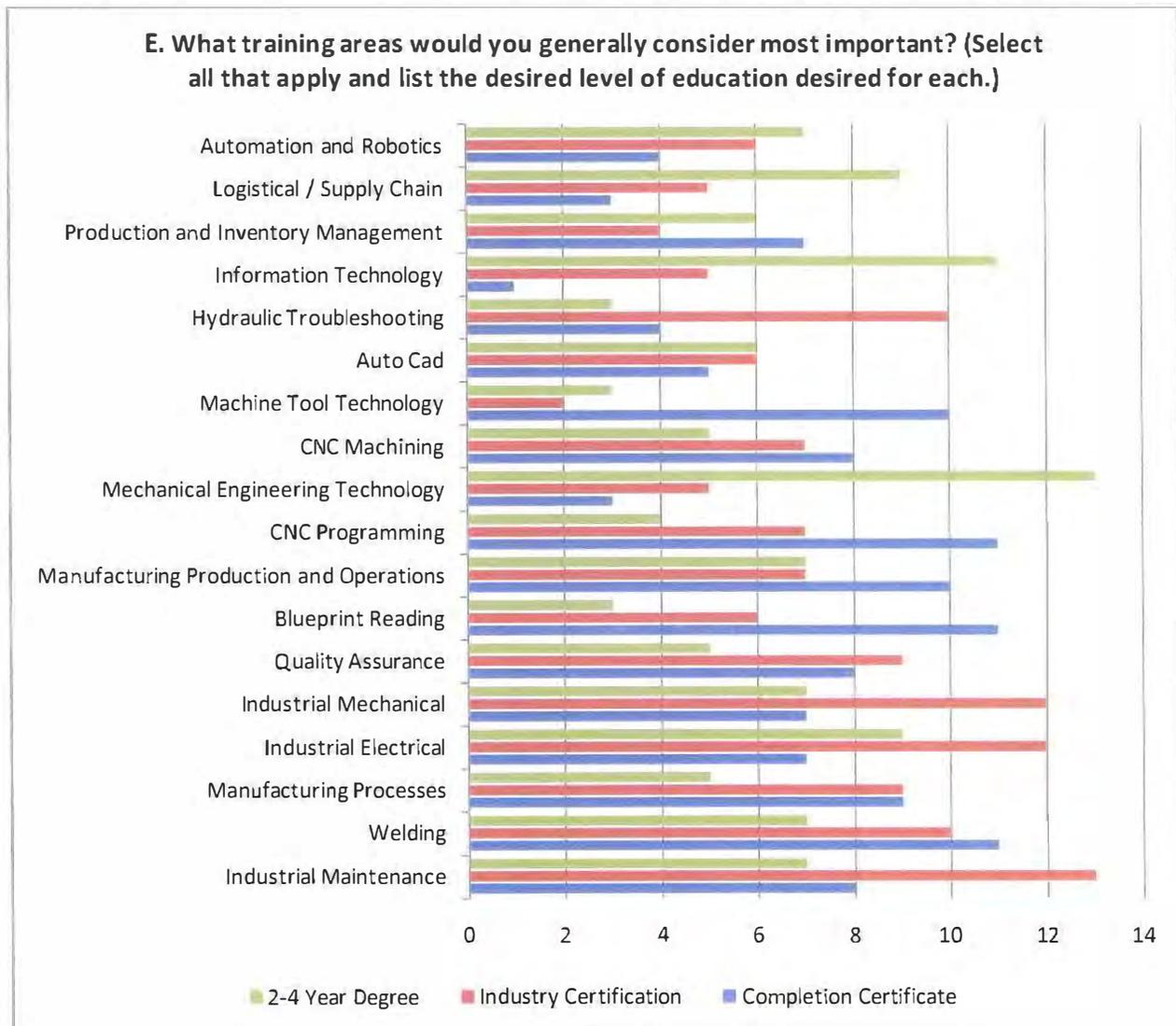
To help determine how critical each area is to the respondents, they were asked to provide up to three technically skilled positions in an open-ended format.



D. What technical skill positions do you see as most critical to your business, and which do you project as the most difficult to fill in the next 2+ years?

In order to quantify the responses, inputs were classified generally as seen in Chart D. The Maintenance, Welding, and CNC & Machining categories (the top three that could be classified) account for 46.4% of responses. The other 53.6% is split between five other classifications, including 14.5% of responses that did not fit into a given category (Other Misc). These results are consistent with earlier survey questions, and point to Maintenance, Welding, and CNC Machining as difficult skills to find among job applicants, and critical to business needs.

5. Survey Question: What training areas would you generally consider most important? (Select all that apply and list the desired level of education desired for each.)



To find a method for meeting the training requirements presented by businesses, the survey asked respondents to supply their desired form of training for each of the options listed in Chart E.

Completion Certificates generally mean that training is needed, though not necessarily to an accepted industry standard. These might be in-house training programs provided by individual manufacturers, or other third party training programs - through a community college, training consultant, or other - that do not lead to a degree or industry-backed certification. This type of training is represented by the blue bar, and is seen as appropriate by 10 or more respondents for Machine Tool Technology, CNC Programming, Manufacturing Production and Operations, Blueprint Reading, and Welding. It is also notable that Manufacturing Processes received nine responses in this category.

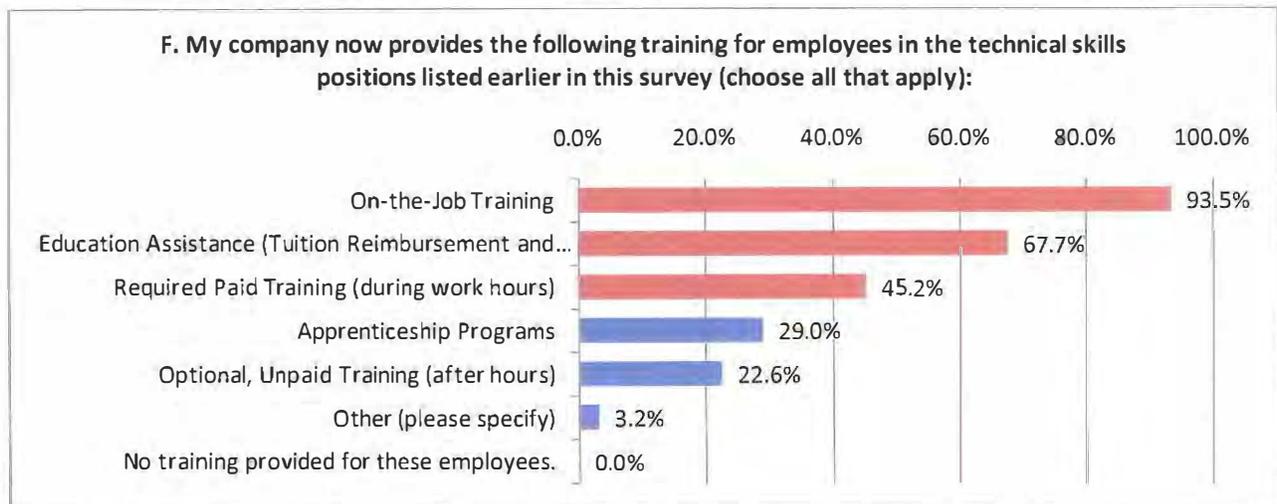
Red bars indicate a desired Industry Certification. Ten or more of the respondents found this appropriate for Hydraulic Troubleshooting, Industrial Mechanical, Industrial Electrical, Welding, and Industrial Maintenance. Quality Assurance and Manufacturing Processes received 9 responses.

Finally, Green bars represent a 2-4 Year Degree. Only Information Technology and Mechanical Engineering Technology had more than ten respondents asking for that level of education. Notably, Logistical / Supply Chain and Industrial Electrical received 9 responses.

6. Survey Question: Has a lack of skilled workers caused you to outsource or turn down work?

Respondents were given a simple choice between Yes and No. Over half (51.6%) of the respondents chose Yes, showing that the skills gap has adversely impacted production and business operations for a majority of participating manufacturers.

7. Survey Question: My company now provides the following training for employees in the technical skills positions listed earlier in this survey (choose all that apply).



“Other” category: “Educational Assistance to Salaried only.”

Because this is an open-ended response, more investigation may be required to discover how many manufacturers have such a policy related to Education Assistance.

Respondents were allowed to choose any number of responses from the chart. This question gauges the measures already being taken by respondents to combat the skills gap in manufacturing. See Chart F.

93.5% of participants provide some form of On-the-Job Training, and 67.7% of participants provide Education Assistance in the form of reimbursement or work scheduling to accommodate students going to school.

Apprenticeship Programs and Optional, Unpaid Training (after hours) are much less common, accounting for 29.0% and 22.6% of respondents respectively.

These responses may indicate a mismatch between employer-provided training and the training levels employers expect from job applicants and new hires. More information is provided in the "Preliminary Conclusions" section later in this document.

8. Survey Question: Participant Identification

The survey requested three pieces of optional information to help place the previous data in context. A total of 26 of the participants provided the following:

- How many employees are employed at your company?
- What is your primary product line?
- What is the average wage range of non-administrative employees?

Because these responses are open-ended, only a summary of this data can be provided. Respondents had from 24 – 5000 employees worldwide (totaling 11,200 employees), and the most common product lines can be categorized as food, chemicals, metal products, and plastic products, with several others split between highly-specific industries.

The average hourly wage ranges reported for non-administrative employees are from \$10.00 per hour to \$30.00 per hour. One reported salary was converted to an hourly wage by dividing the salary by 2080 hours. Taking the simple averages of these reported ranges, then taking a weighted average by number of employees yielded an average wage of \$20.51 per hour.

Preliminary Conclusions

The 2015 Manufacturing Technical Skills Survey was conducted with Southern Indiana and Louisville, KY manufacturers to determine the breadth and impact of the manufacturing skills gap reported in the region. A wide variety of manufacturers in terms of industry and size were surveyed, and over 50% of them reported that they are turning down or outsourcing work because of the skills gap. Several common areas where worker skills are reported as lacking include:

- Basic problem solving¹
- Basic knowledge of manufacturing processes
- Basic math
- Basic computer skills
- Basic troubleshooting
- Intermediate and Advanced Welding Processes
- Industrial Maintenance
- CNC & Manual Machining
- Engineering
- Metal Fabrication

Each of these is a concern for 40%+ of respondents, and Basic problem solving and Industrial Maintenance were each selected by 70%+ of respondents.

Among these skills, those reported most critical are Industrial Maintenance, CNC & Machining, and Welding. Several respondents report that gaps in these skills can be addressed through training to industry-based certifications or to completion certificates that do not lead to a particular certification.

Businesses already provide On-the-Job Training for Advanced Manufacturing workers, and many provide Educational Assistance to some or all employees. Relatively few are providing Apprenticeship Programs, and expanding such programs that lead to a certification may be a very effective way to address critical skills shortages.

Registered Apprenticeship models can help employers develop standards that include milestones for both classroom and on-the-floor training. This training is customized to the individual company's needs and goals, and can lead to industry standards. Such a flexible training framework may be very effective for manufacturers struggling with the skills gap.

Assistance designing Registered Apprenticeship programs can be found through the United States Department of Labor Office of Apprenticeships.

There are apparent connections to be made between the relatively small number of apprenticeship programs in the geography and the need for more skilled workers in the three critical areas of Industrial Maintenance, CNC & Machining, and Welding. Establishing industry

¹ It is possible for a lack of industry knowledge and skills to manifest as a lack of problem-solving skills. This occurs when a worker with general problem-solving skills does not have sufficient manufacturing knowledge to solve problems within the framework of the manufacturing environment. A side effect of providing skills training in manufacturing may be an apparent increase in problem-solving skills.

certifications, which may also be gained through Apprenticeships Programs and On-the-Job training with area employers, is likely a top priority.

Follow Up Actions

Further investigation should be done to learn which industry certifications are appropriate and valued by area manufacturers for Industrial Maintenance, CNC & Machining, and Welding. Training providers, such as community colleges, universities, and specialized schools should be explored to learn what resources are available for this training, and to gain information on the training period, training quality, cost, and ease of access of each program.

Consideration should be given to communicating various training needs in the manufacturing sector to the community in an effort to bolster the talent pipeline. This could include – but is not limited to – communications made to area high school students and staff, traditional college students, and non-traditional students in continuing education. These groups need an update on the modern manufacturing environment and its occupational needs in order to make informed education and career choices.

Messaging in a communication might include the high wage range available in manufacturing, the size, profile, and stability of manufacturing businesses, and the variety of goods made by manufacturers in the area.

Finally, area manufacturers should look to get connected with one another and coordinate on communications related to their biggest technical skills needs in Industrial Maintenance, CNC & Machining, and Welding. While other skills are a concern, these are expressed as having the largest impact, and are likely candidates for early efforts to close the manufacturing skills gap.

For more information on the content of this report, please contact:

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aclark@workoneregion10.com

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Fundamental Workshops – all required in the order below



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This 140-hour course introduces participants to the basic principles and practices of CNC machine operation used in manufacturing environments. This course requires high-level technical aptitude.



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Depending on your previous level of manufacturing experience, you may be assessed to return to the manufacturing workforce more quickly. WorkOne will assess your skill level and determine a new employment plan that aligns your skills with today's manufacturing jobs.



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Certified CNC Operator Training

Now Available at Ivy Tech!

Train your employees right here in Southern Indiana!

This new **NIMS-certified CNC Operator** program introduces the basic principles and practices of CNC machine operation used in manufacturing environments. The 140-hour course will use a mixture of hands-on learning (with manual machines and brand-new Haas CNC equipment), classroom learning, and online learning.

Upon successful completion of this course participants will be expected to take three (3) **National Institute for Metalworking Skills (NIMS)** examinations. On successfully passing these exams, trainees will receive the following NIMS Machining Level 1 Credentials:

***Measurement, Materials, & Safety
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CNC Milling Operations***

The NIMS credentials are portable, certifying that a person can perform the work of a CNC Machine Operator according to nationally-recognized, industry validated standards.

Ivy Tech Community College
1638 Production Dr, Jeffersonville, IN
April 4, 2016 – August 1, 2016
Mondays & Wednesdays from 6 pm – 10 pm

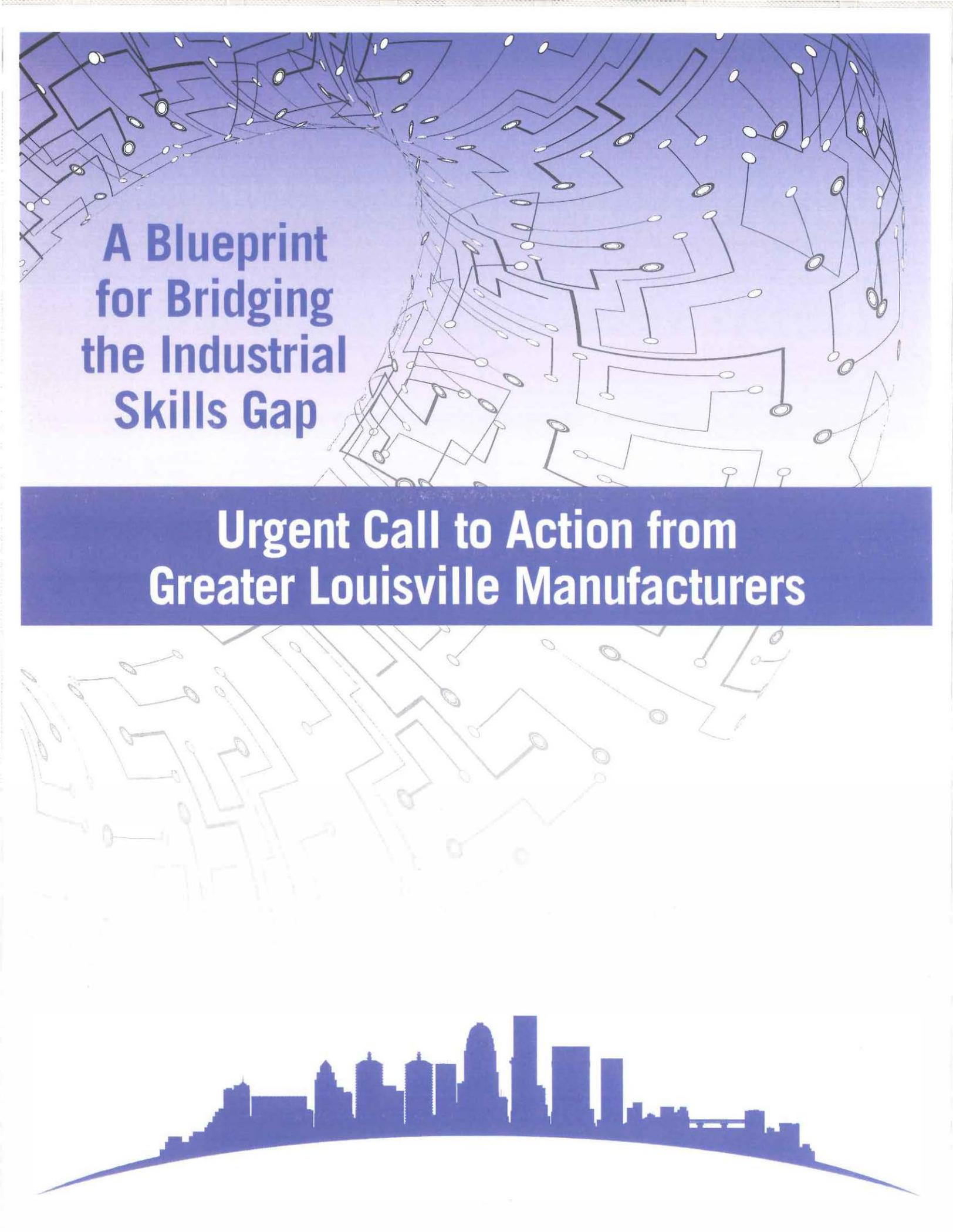
\$3,600 per participant

For more information or to register for classes, contact:

Matthew Cupp, Program Manager; (812) 248-2614; mcupp10@ivytech.edu



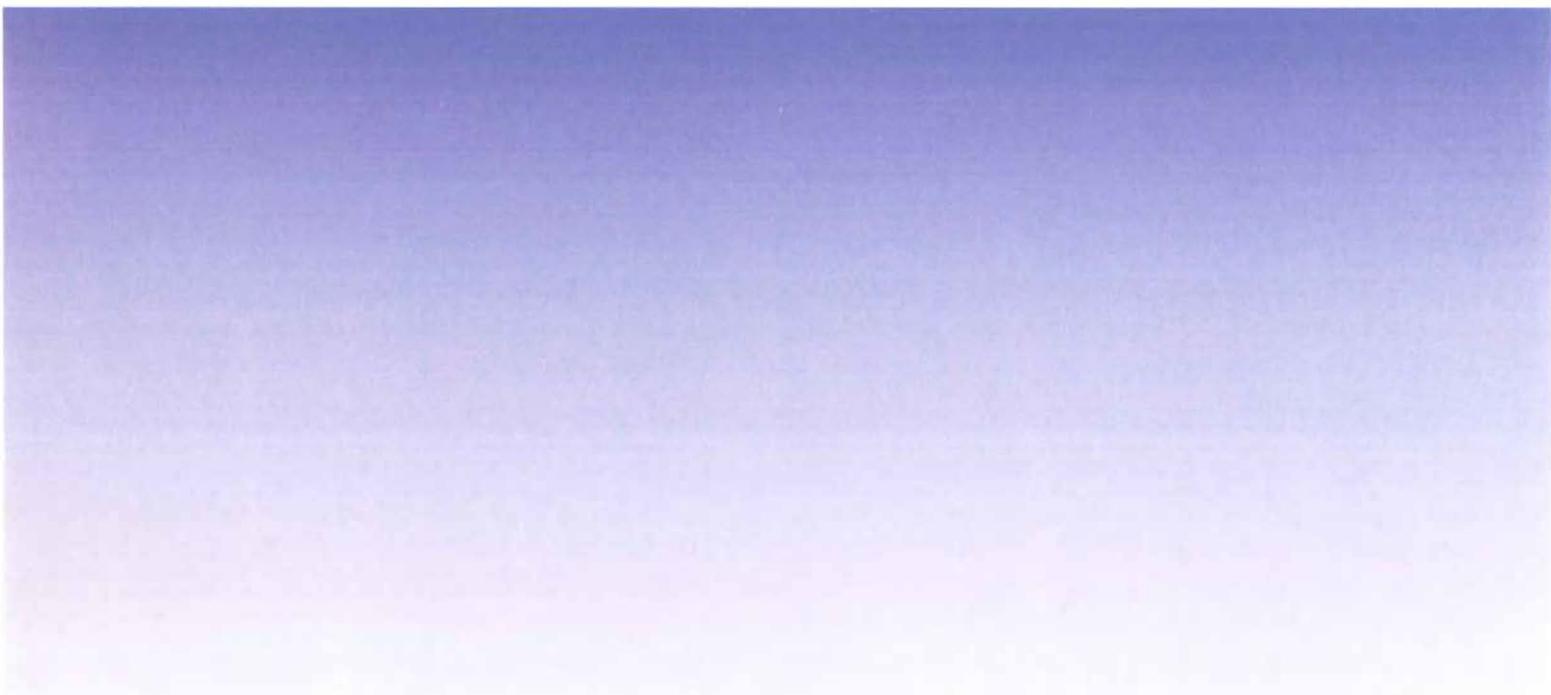
Southern Indiana Strategic Doing is a community partnership with the goal of closing the Manufacturing Skills Gap. It includes Ivy Tech Community College, One Southern Indiana, WorkOne Southern Indiana, manufacturers and community members that helped make this great training program possible. For more information on Southern Indiana Strategic Doing, call Adam Clark at (812) 941-6443 or email aclark@workoneregion10.com.

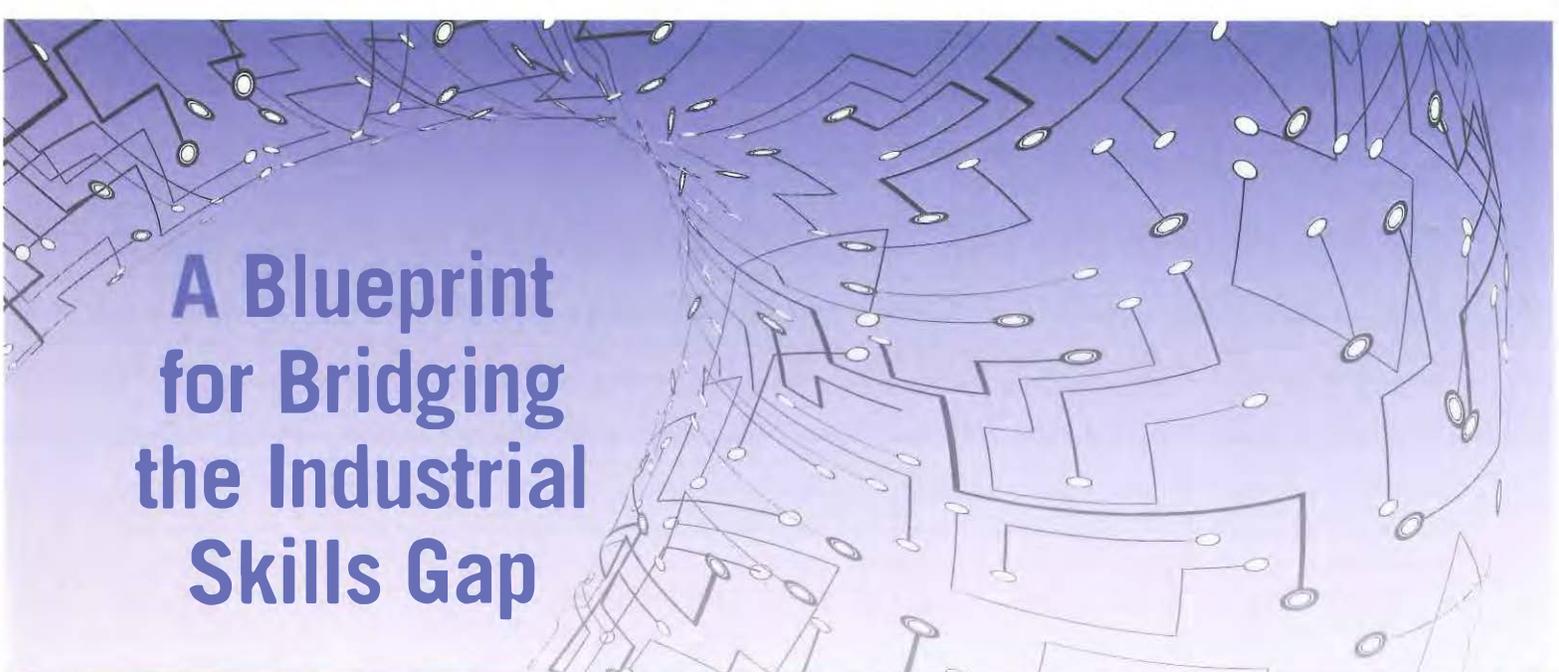


**A Blueprint
for Bridging
the Industrial
Skills Gap**

**Urgent Call to Action from
Greater Louisville Manufacturers**







A Blueprint for Bridging the Industrial Skills Gap

The needs of industry have changed. The preparation of workers has not.

After more than three decades of decline, U.S. manufacturing is on the rebound, and technology and logistics companies are experiencing new growth. The Greater Louisville region, building on its history as a manufacturing and transportation hub, is experiencing a resurgence of good-paying jobs in these sectors, and the forecast for continued growth is positive.

However, today's jobs in these sectors are much different than those held by previous generations of workers. To be globally competitive, employers must have not only a robust pipeline of professional engineers and manufacturing managers, but access to well-trained entry-level and mid-skilled production employees who are:

>600,000

Number of manufacturing jobs nationwide that go unfilled because skilled workers cannot be found.

Source: National Association of Manufacturing (NAM)

- Work-ready, with developed employability skills, i.e., able to keep a regular work schedule, work in teams, have problem-solving and communications skills, and pass a drug screen
- Technically adept
- Academically prepared

Unfortunately, the current educational system and workforce training programs do not deliver sufficient numbers of qualified workers. As employers in fast-growing segments of the economy, we have an urgent need for fundamental change to the workforce development system. It has become clear that employers must drive that change. That is the only way the Greater Louisville region can fully realize its goal to become a major center for advanced manufacturing and manufacturing-related technology and services.

Acting collectively, and with the benefit of lessons acquired by our BEAM colleagues in the Lexington-bluegrass region, we have developed a three-part blueprint. This blueprint outlines the actions area stakeholders – in industry, education, government and the broader community – must take starting now to create a better-prepared workforce to meet the needs of companies in the region and to make the region attractive to manufacturing companies seeking to locate in an area where they can find ample qualified workers.

Participating employers

- Atlas Machine & Supply
- Ford Motor Co.
- GE Appliances
- Nth Works
- Raytheon
- Reynolds Metals
- Shelby Industries
- Westport Axle
- Yamamoto
- Zoeller



United for change

On April 28, 2014, GE Appliances invited representatives from Greater Louisville's largest manufacturing and industrial companies to the first-ever Workforce Development Summit. GE convened the Summit because of its recent hiring experiences: After investing more than \$800 million in the Louisville-based division, GE has experienced an ongoing challenge finding qualified job candidates, despite tens of thousands of applicants.

August 2012 job posting by GE Appliances:

- 10,000 applications received
- 6,142 passed initial screening
- 730 hired
- 228 terminated in the first year
- 23% turnover rate

Summit participants shared similar stories about the difficulty of finding qualified workers, and how that problem will increase in the near term as experienced, skilled workers reach retirement age.

Although there are many workforce development programs on the federal, state and local levels, Summit participants agreed they do not produce adequate numbers of work-ready entry-level operators and technically qualified mid-skilled level candidates. The goal of the Summit was to agree on a common vision of how to close this gap. By joining forces, manufacturers and other industrial companies can do together what no one company can do on its own. And, they can act as the central body with which government, education and others can interact to ensure complementary, systemic solutions are enacted.

The shortcomings of workforce training in Greater Louisville can be summarized as follows:

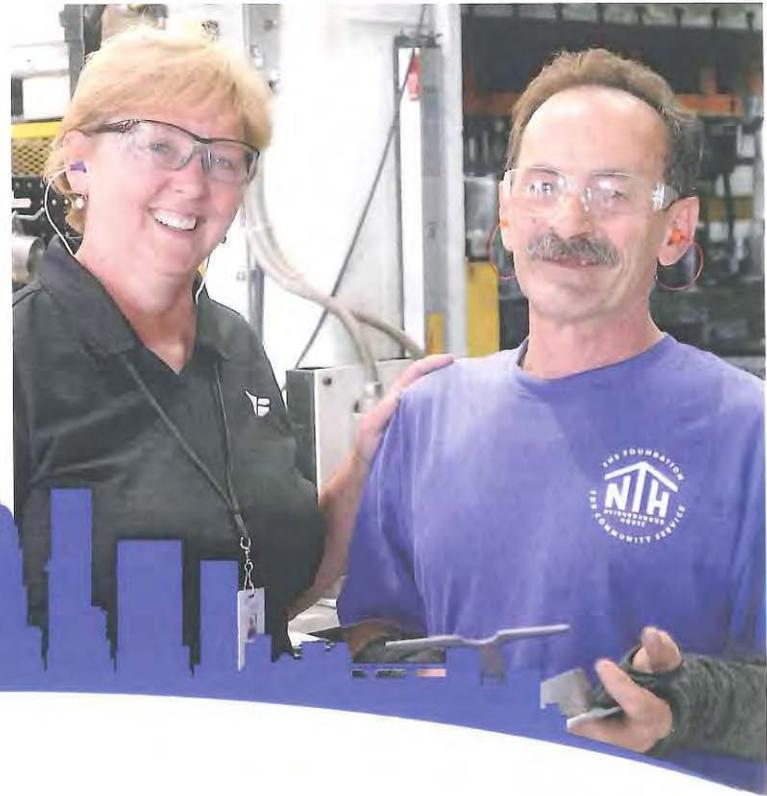
- Most of the existing technical training programs were created for the construction sector and are not focused on manufacturing or other industrial operations.
- Many relevant programs are located outside Jefferson County, the county with the state's largest concentration of industrial jobs and potential job candidates.
- Manufacturers have had to build their own programs, duplicating efforts and resources.
- Current programs do not focus on work-readiness.

Employability skills:

- Initiative
- Teamwork
- Communication
- Technologically adept
- Solving problems
- Able to self-manage
- Life-long learning
- Planning and organizing
- Work ethic
- Reliable attendance

"We at GE are placing big bets on the competitiveness of U.S. manufacturing right here in Louisville. A skilled, ready-to-work, productive workforce is key to winning. But, we can't do it alone."

Chip Blankenship, president and CEO of GE Appliances



Origins of the industrial workforce skills gap

Mid-skilled manufacturing jobs offer tremendous employment opportunities. And, they are markedly different than those of two generations ago. Traditionally, manufacturing required laborers, with few skilled workers. Training was provided on the job. The skills gap is rooted in multiple causes, including.

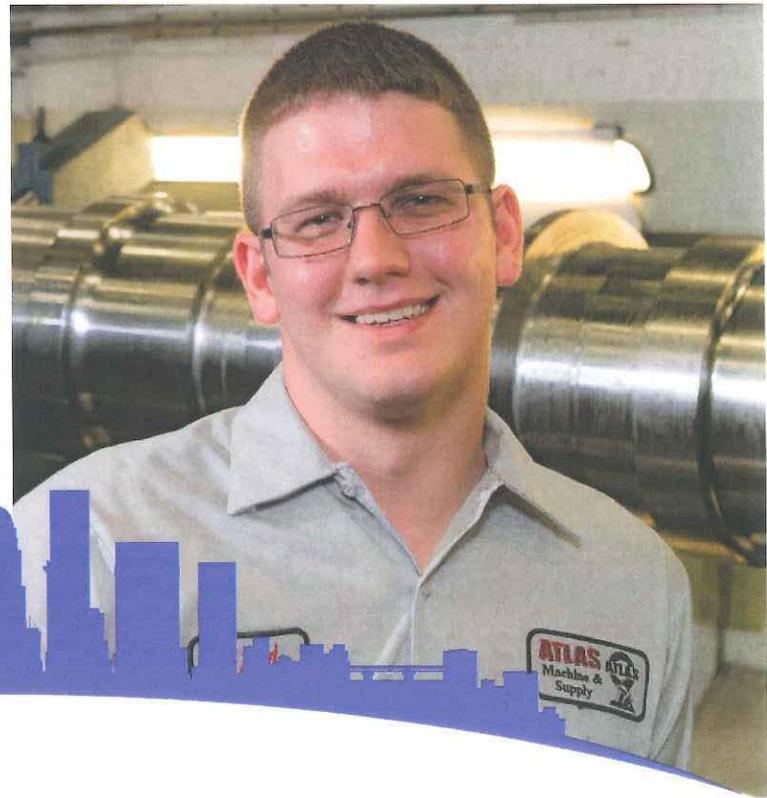
- The loss of manufacturing jobs over the past 30-plus years and the negative image of manufacturing have combined to steer many talented people away from manufacturing careers.
- Fewer manufacturing jobs and lower student interest have meant fewer manufacturing-focused courses in high schools.
- Most vocational programs have not kept pace with the needs of advanced manufacturing and require substantial change to become part of the solution.
 - The outdated image of industrial workplaces as dirty, dangerous and low-paying has not encouraged interest by talented people.
 - Manufacturing is not viewed as a viable career option for the best students; the four-year college track is often presented as the only track.
 - Manufacturers generally have not told the story of the exciting career opportunities now available to properly prepared workers.

Salaries for mid-skilled workers can range from \$30,000 to \$80,000.

Source: <http://www1.salary.com/Upper-Middle-Income-Skilled-and-Trades-Salaries.html>

In Jefferson County Public Schools, 55% of students enroll in college the fall after graduation. Approximately 31% earn a degree within six years of graduation.*

* Source: <http://www.jefferson.kyschools.us/Departments/AcctResPlan/CollegeAggregateReports/000.pdf>



A Blueprint for Bridging the Industrial Skills Gap in Greater Louisville

As manufacturing employers of Greater Louisville, we have agreed to this three-part blueprint to bridge the skills gap and create necessary systemic change to support the growth of advanced manufacturing in the region:

1

Replicate KY FAME in the Greater Louisville region, adopting its AMT curriculum and program, which allows students to earn an associate's degree in advanced manufacturing technology (AMT)

Immediate actions needed:

- Solicit proposals from area educational institutions for an associate's degree-issuing program; the program should lay the foundation for a four-year technology-focused degree for students who wish to pursue one
- Integrate the new program with employer-operated apprenticeship programs and other employer training to create a workforce with the mid-skills needed for the employers participating in the AMT program
- With a successful proposal from an education institution in hand, work with interested high schools and veterans' advocacy groups to recruit a first AMT class
- Work with Lexington-Bluegrass KY FAME to create a statewide organization of regional chapters, including Louisville
- Work with the Kentucky Association of Manufacturers (KAM) to explore housing the new statewide skills training organization in KAM, with guidance from a stewardship board composed of AMT-program participating employers
- Launch first class in the 2014-2015 school year

What is KY FAME?

The Kentucky Federation of Advanced Manufacturing Education (KY FAME) is a training program founded by Toyota Motor Manufacturing Kentucky and now includes multiple manufacturers. Students attend classes two full days each week and are paid by the sponsor company for work on the other three days. In two years, the student earns an associate's degree in advanced manufacturing technology and 70 to 80 college credit hours, and gains two years of work experience. The combination produces ideal job candidates for participating employers. In Lexington, the program is operated in partnership with the Bluegrass Community and Technical College (BCTC).

2

Work with public schools to create programming that expands awareness of and training for manufacturing/industrial careers, and fill the pipeline now

Immediate actions needed:

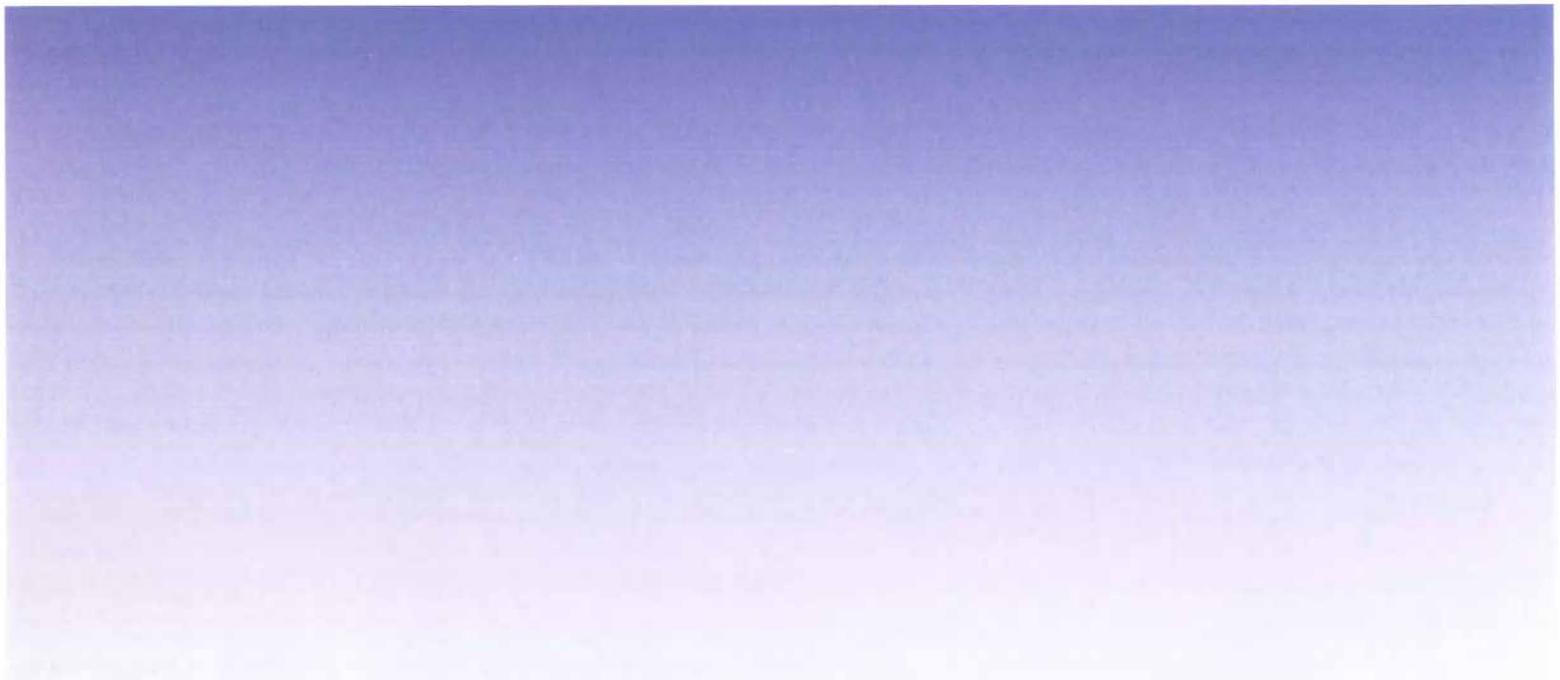
- Meet with high school administrators to express the needs of manufacturing and other industrial employers and establish a partnership for the future
- Identify bright students who do not wish to attend four-year institutions, have more immediate financial needs, prefer more hands-on careers and are interested in alternative career paths
- Work closely with Greater Louisville school districts to integrate college and career efforts and align curriculum, for example, JCPS adoption of the Ford Next Generation Learning initiative
- Advocate for inclusion in the curricula of a broad range of high schools the Manufacturing Skills Standards Council (MSSC) and Certified Production Technician Certificate certificate program and stackable credentials framework
- Expand student and school participation in SkillsUSA, coupled with regional external support from aligned employers
- Create a manufacturing-focused mentoring/internship program and work with school systems to identify qualified students
- Urge the state government to fund and locate in Jefferson County an appropriately equipped Training Center where secondary and post-secondary students can gain hands-on experience with advanced manufacturing hardware, tooling, and CNC/programmable machinery and controls, and thereby develop the skill sets required in advanced manufacturing

3

Launch a local campaign aligned with KAM and the National Association of Manufacturers (NAM) to promote manufacturing as a great career option

Immediate actions needed:

- Customize NAM-created campaign materials for Kentucky/ Greater Louisville and support KAM efforts to promote manufacturing careers



Our vision

This blueprint will guide the community to develop next-generation skilled workers who exhibit definable characteristics and are positioned for a good-paying careers with advancement opportunities.

- Multi-skilled (Electrical / Fluid Power / Mechanics / Fabricator)
- Strong math capability
- Fast technical learner
- Uses and learns with digital media
- Strong problem solver
- Effective verbal and written communicator
- Effective interpersonal skills
- Conflict resolver
- Team worker

Atlas Machine & Supply
Rich Gimmel
President

nth/works
Tom Hudson
President

Shelby Industries
Vivek Sarin
President & CEO

Ford Motor Company
Gabby Bruno
Regional Government
Affairs Manager

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The Community Playbook for Greater Louisville
Manufacturing Workforce Development

April 2016

an **URGENT CALL**
to solve the **MANUFACTURING**
WORKFORCE CRISIS
threatening our region's economy



A WORKFORCE IN CRISIS

Greater Louisville manufacturers are facing a full-scale crisis. Too few qualified candidates are entering manufacturing, especially as entry-level operators. Moreover, many are not prepared to do the work. High turnover rates are hurting efficiency. The Louisville area's manufacturing sector is an \$11 billion industry, representing 17% of the region's economic activity and 13% of regional employment¹. But, the manufacturing businesses that fuel the local economy cannot be sustained and grow without enough people to do the work.

After decades of decline, U.S. manufacturing is experiencing a resurgence, and Greater Louisville is at the forefront. From 2009 to 2015, Kentucky added manufacturing jobs at three times the national rate, and the average pay has grown faster as well². Today's manufacturers offer great career opportunities for anyone willing and able to work. Modern factory jobs are safe, high-tech and challenging, and salaries for entry-level to mid-skilled workers can range from \$30,000 to \$80,000³.

To solve this workforce crisis, manufacturers are taking the lead to rebuild partnerships across the community. In late 2015, GE Appliances hosted the first-ever Greater Louisville Manufacturing Workforce Development Summit that focused on the shortage of qualified entry-level job candidates. The meeting convened manufacturers and key leaders from state and local governments, educators, nonprofits and others, who worked together to develop initiatives that will help Greater Louisville grow its pool of manufacturing talent and retain its rich heritage and leadership in this crucial sector of the economy.

This Community Playbook is a working document that summarizes the initiatives that this group will undertake.

¹ Bluegrass Economic Advancement Movement (BEAM), Kentucky Cabinet for Economic Development

² Kentucky Chamber

³ Salary.com

COMING FROM BEHIND: Why there's a worker shortage

Several factors converged to cause the current workforce crisis:

- Today, jobs in advanced manufacturing require computer aptitude, problem-solving skills and the ability to work in teams.
- Lack of work-ready candidates is the result of the decline in manufacturing over the last 30 years, as manufacturers stopped developing the pipeline of new workers and high schools offered fewer manufacturing-focused courses.
- Technical two-year degrees are in high demand and provide direct access to high-paying careers, yet the four-year college track is often presented by parents and educators as the only path to success.
- Baby boomers are retiring in greater numbers. Plus, Greater Louisville job growth is increasing across all sectors, placing further demand on a shrinking pool of qualified applicants.

Although the Commonwealth spends \$1.2 billion a year on workforce development and training, the crisis in the state's largest employment sector (manufacturing) remains and is deepening. Dispersed responsibility and funding among state agencies and no clear, overarching strategy make it difficult to achieve true progress and measurable impacts.



**Louisville's
manufacturing
companies employ
more than
77,000 people
in the region.***



13%

of the region's employment is in manufacturing.*

OPPORTUNITIES FOR ADVANCEMENT

In April 2014, area manufacturers first convened to address workforce issues and subsequently created the Greater Louisville chapter of the Kentucky Federation for Advanced Manufacturing Education (KYFAME). The chapter partnered with Jefferson Community and Technical College and in fall 2015 welcomed its first class of 19 students, who enrolled in the two-year, work-and-learn Advanced Manufacturing Technician (AMT) program. Students get on-the-job training as they earn an applied associates degree. Because they get paid for school and work hours, they graduate with little to no education debt. The program will add a second class for fall 2016 with a goal of 40 students.



As the AMT program addresses the issue of training mid-skilled workers, a different solution is needed to address the great and growing shortage of entry-level operators. Today's modern manufacturing enterprises need production workers familiar with basic manufacturing processes and safety practices, and with skills such as how to calculate, measure data and communicate effectively. They also need "soft skills" such as a good work ethic, steady attendance and the ability to pass a drug screen. With this foundation, a worker can be trained for success at the entry level and with additional training, can advance to higher-paid positions.

***Speaking as one team.
Playing for one goal.***

Manufacturers are committed to reconstructing the talent pipeline and are leading the change. With our Greater Louisville community partners, we agree to drive this multi-faceted strategy to promote growth of advanced manufacturing in the region. We need all members of the community to play their parts to advance this critical economic development initiative. Summit participants identified the following issues that require action.

Led by area manufacturers, the effort to solve our **manufacturing workforce crisis** must involve the entire community.

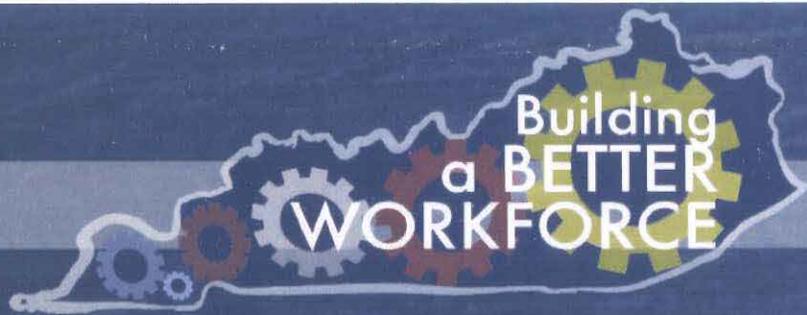
GOAL #1

Expand the pipeline of work-ready entry-level employees.

GOAL #2

Build the emerging manufacturing workforce by clearly defining and promoting school programs that teach the skills needed for successful careers in manufacturing.





GOAL #3

Increase awareness of manufacturing careers in the Greater Louisville area and statewide.

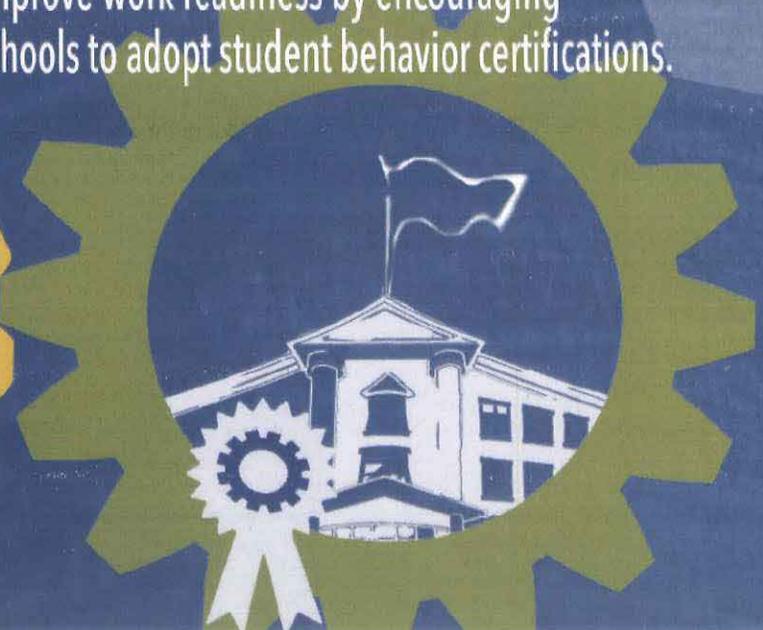
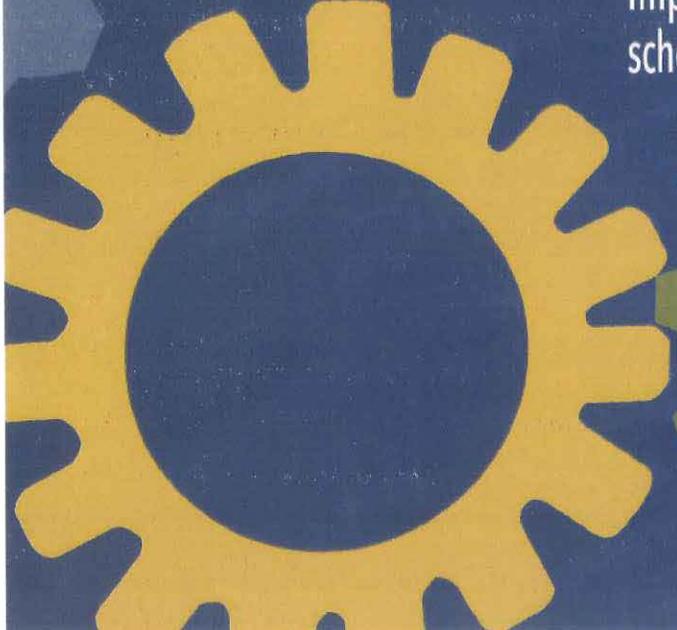


GOAL #5

Align state and local agencies to maximize effectiveness of all workforce development efforts.

GOAL #4

Improve work readiness by encouraging schools to adopt student behavior certifications.





GOAL #1 Expand the pipeline of work-ready entry-level employees.

1. Improve awareness of the Certified Production Technician (CPT) program.

- Deploy marketing materials to promote CPT in a compelling manner.
- Ensure that veterans, immigrants and members of historically disadvantaged communities are aware of opportunities opened up by CPT.

2. Create alternate CPT delivery methods to improve accessibility.

- Provide alternatives to the current four-week, on-site course, including night and weekend classes or post-hire manufacturer-provided classes.
- Implement CPT programs in secondary and post-secondary schools.
- Develop online CPT programs.

3. Enhance the CPT program to better familiarize candidates with the manufacturing environment.

- Add plant site visits to the program so students understand the working environment.

GOAL #2 Build the emerging manufacturing workforce by clearly defining and promoting school programs that teach the skills needed for successful careers in manufacturing.

1. Influence development of school curriculum and programming.

- Partner with the Kentucky Department of Education on career pathways advisory groups in order to align school curriculum with employer needs.
- Include the Certified Production Technician (CPT) program in technical education pathways and programs at Jefferson County Public Schools and Bullitt County Schools.

2. Develop links with schools to promote manufacturing careers.

- Sponsor employer tours of facilities, job shadows and open houses in partnership with Junior Achievement.
- Deliver presentations to middle and high school students and teachers.
- Create employer advisor groups in each school district to encourage manufacturers' engagement.
- Implement teacher externship programs at manufacturing companies.

\$1.37

Additional value created in other sectors for every \$1 invested in manufacturing*

GOAL #3 Increase awareness of manufacturing careers in the Greater Louisville area and statewide.

1. Improve public awareness of manufacturing careers.

- Develop a public awareness campaign with a clear, focused strategy that targets all available pools of workers.

2. Increase awareness among students, parents, teachers and administrators about career opportunities in manufacturing.

- Create a manufacturing awareness campaign focused on middle and high schools.
- Promote the value of a two-year technical degree.
- Link with Mayor's SummerWorks Program to give students experiences in manufacturing.

600,000

Number of manufacturing jobs nationwide that go unfilled because skilled workers cannot be found*



GOAL #4 Improve work readiness by encouraging schools to adopt student behavior certifications.

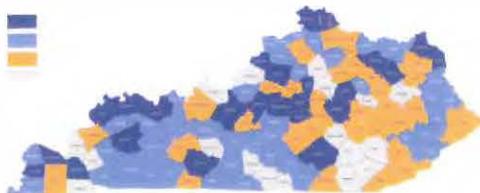
1. Establish a measurable soft skills credential that students can earn in high school.

- Pursue adoption of the certification by Jefferson County Public Schools and other area school districts that do not yet have it.
- Encourage employers to include certification as basis for employment preference.

2. Pursue work-ready community certification in area counties that do not yet have it.

3. Create and promote an "incentive" for students to earn the certification.

**KENTUCKY'S
CERTIFIED
COUNTIES**



*Source: <http://workready.ky.gov/Certified/CountyMap.aspx>

*National Association of Manufacturers (NAM)

GOAL #5 Align state and local agencies to maximize effectiveness of all manufacturing workforce development efforts.

1. Support the Governor's plan for a comprehensive review by December 2016 of the state's workforce development system.

- Address key questions such as:
 - How can we improve coordination between agencies and eliminate silos?
 - What metrics should be used to evaluate agency effectiveness?
 - What should be the state's workforce development strategy?
 - How can we best leverage and direct federal funding to achieve the state's workforce development objective?

2. Support adoption of recommendations to improve effectiveness of workforce development.

2.5

The number of jobs in local goods and services generated by one manufacturing job

It's game time.

Manufacturers are working to rebuild partnerships across the community to reconstruct the talent pipeline. With community support, it is possible to fill that pipeline with prepared workers, bolstering the economy and enriching lives with high-paying, rewarding careers. By achieving the five goals outlined in this Playbook, the community can tackle the workforce crisis and help build a winning future for all.

SUMMIT PARTICIPANTS

Amatrol

Bullitt County Public Schools

Bullitt County Economic Development

Cardinal Aluminum

Ford

GE Appliances

Greater Louisville Inc. (GLI)

Jefferson Community & Technical College

Jefferson County Public Schools

Jefferson County Public Schools Foundation

KentuckianaWorks

Kentucky Association of Manufacturers

Kentucky State Government

Kentucky Federation for Advanced Manufacturing Education (KY FAME)

Lantech

Manufacturing Skills Standards Council (MSSC)

Nth/works

Ohio Valley Educational Cooperative (OVEC)

Opportunity Knox

Paradise Tomato

Universal Woods

Westport Axle

ATTACHMENT 13

Business Team Metrics

Region 10 Business Services Team (BST) PY 2014 Metrics Report

| <i>Metric</i> | <i>Goal</i> | <i>July</i> | <i>Aug</i> | <i>Sept</i> | <i>Oct</i> | <i>Nov</i> | <i>Dec</i> | <i>Jan</i> | <i>Feb</i> | <i>Mar</i> | <i>Apr</i> | <i>May</i> | <i>Jun</i> | <i>Q1</i> | <i>Q2</i> | <i>Q3</i> | <i>Q4</i> | <i>Total</i> | <i>Monthly Average</i> |
|-------------------------------------|-------------|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|--------------|------------------------|
| BR&E Contact | 36 | 31 | 21 | 25 | 27 | 25 | 22 | 41 | 38 | 46 | 60 | 42 | 58 | 77 | 74 | 125 | 160 | 436 | 36.3 |
| Promotional Calls | 104 | 53 | 22 | 9 | 46 | 5 | 2 | 10 | 15 | 14 | 23 | 7 | 9 | 84 | 53 | 39 | 39 | 215 | 17.9 |
| Job Development Contact | 18 | 5 | 4 | 2 | 0 | 12 | 6 | 7 | 12 | 15 | 16 | 1 | 9 | 11 | 18 | 34 | 26 | 89 | 7.4 |
| Follow-up Contact | 118 | 175 | 117 | 70 | 152 | 89 | 90 | 93 | 77 | 115 | 137 | 88 | 84 | 362 | 331 | 285 | 309 | 1287 | 107.3 |
| Business Seminar Attendees | 29 | - | - | 31 | 18 | 20 | 16 | 25 | 17 | - | 22 | - | 26 | 31 | 54 | 42 | 48 | 175 | 21.9 |
| Business Seminar Rating | 4 | - | - | 4.72 | 4.84 | 4.39 | 4.52 | 4.73 | 4.58 | - | 4.97 | - | 4.41 | - | - | - | - | - | 4.6 |
| Business Networking Events | 2 | 3 | 3 | 2 | 7 | 1 | 5 | 1 | 5 | 3 | 4 | 2 | 1 | 8 | 13 | 9 | 7 | 37 | 3.1 |
| Business Networking Contacts | 14 | 4 | 24 | 2 | 53 | 3 | 15 | 2 | 5 | 10 | 9 | 65 | 3 | 30 | 71 | 17 | 77 | 195 | 16.3 |
| Job Orders | 109 | 149 | 153 | 128 | 109 | 76 | 59 | 112 | 98 | 119 | 106 | 80 | 46 | 430 | 244 | 329 | 232 | 1235 | 102.9 |
| Recruiting Events | 2 | 1 | 6 | 5 | 9 | 6 | 3 | 5 | 6 | 5 | 5 | 3 | 2 | 12 | 18 | 16 | 10 | 56 | 4.7 |

Notes (by Month)

June 2015:

Active Team Members: Adam Clark (Business Consultant), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER)

Business Seminar:

Abuse of FMLA Leave, June 24

Recruiting Events:

Optum, June 9

Senior Helpers, June 24

Networking Events:

Harrison County Chamber Business After Hours, June 25

May 2015:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER)

Important Note on May 2015: Due to the 2015 WorkOne Job Fair, all the of usual forms of employer contact (except networking contact) were substantially lessened. Instead, staff used mass emails to communicate the job fair and responded by approving applications from business clients. This activity is recorded in the form of a binder containing those applications.

Recruiting Events:

Boys & Girls Clubs of Kentuckiana, May 4

FedEx Ground, May 6

Transformation Network, May 6

Region 10 Business Services Team (BST) PY 2014 Metrics Report

Networking Events:

Scott County College & Career Fair, May 14

*2015 WorkOne Job Fair, May 19; 259 job seekers, 59 employers, 6 other organizations

* - The BST networked with businesses during the event, including both new and current clients. This increased the amount of Business Networking Contacts substantially this month.

April 2015:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER)

Business Seminar: How to Retain Your Best Employees, April 28

Recruiting Events:

Beach Mold & Tool, April 1

Express Employment Professionals, April 8

York Companies, April 15

Nesco Resource, April 21

Amazon, April 22

Note: Essroc used space at WorkOne for pre-scheduled interviews on April 22 as well. This was not a recruiting event.

Networking Events:

1SI Empowering Education Series, April 7

IUS Job Fair, April 9

WorkOne Youth Career Expo, April 16

Reverse Job Fair: WorkOne (MSSC CPT) Reverse Job Fair, April 23

March 2015:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER)

Recruiting Events:

Horseshoe Southern Indiana, March 16

Amatrol, March 18

Amazon, March 20

UPS Airlines, March 24

TrueBlue, March 30

Networking Events:

Region 10 Business Services Team (BST) PY 2014 Metrics Report

The One Awards, March 10

Hiring Our Heroes Job Fair, March 11

Charlestown Chamber of Commerce Meeting, March 19

February 2015:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate, James Webb (LVER)

Business Seminar:

Workplace Wellness Programs, February 24

Recruiting Events:

TrueBlue (Labor Ready), February 2

Malone Staffing Solutions, February 4

Advantage Sales & Marketing, February 11

Senior Helpers, February 12

PESG, February 18

Randstad, February 25

Networking Events:

Indiana Mineral Aggregates Association, February 2

15I Empowering Education Series, February 10

Sullivan University Job Fair, February 24

Purdue College of Technology Job Fair, February 24

MSSC Reverse Job Fair, February 26*

*This event included 7 manufacturers and 8 MSSC Certified Production Technicians. At the time of this writing, hiring results are not yet available. The team did network with attending employers.

January 2015:

***Note on October 2014 Metrics:** Due to a reporting issue, the October metrics were run a second time this month. Some metrics were revised upward.

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate, James Webb (LVER)

Business Seminar:

Hiring Assessments, January 22

Recruiting Events:

Region 10 Business Services Team (BST) PY 2014 Metrics Report

RECRUITING EVENTS:

Driver Select Inc, January 12
Anchor Staffing, January 15 (Held in Scottsburg)
Integrity Staffing, January 22
Integrity Staffing, January 26
Global Employment Solutions, January 28

Networking Events:

Team Networked at Business Seminar, above.

December 2014:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER - Trainee for half of month)

Business Seminar:

Unemployment Insurance Overview, December 16

Recruiting Events:

On Time Staffing, December 3
Help at Home, December 10
Manpower, December 11

Networking Events:

Ivy Tech Job Fair, December 3
Crawford County Chamber of Commerce, December 11
Metro Manufacturing Alliance WOTC Presentation, December 16
Coffee with the Chamber (Scott County), December 17
S&J Precision Groundbreaking, December 19

November 2014:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER - Trainee)

Business Seminar:

What Great Managers Do Differently, November 6

Recruiting Events:

Region 10 Business Services Team (BST) PY 2014 Metrics Report

Adecco, November 5
Manpower, November 10
Securitas, November 12
Rescare Jeffersonville, November 13
Randstad, November 17
Advantage Resourcing, November 19

Networking Events:

Where Opportunity Knox - Fort Knox Tour, November 5

October 2014:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate), James Webb (LVER - Trainee)

Business Seminar:

Minimizing Workplace Negativity, October 16

Recruiting Events:

On Time Staffing, October 1
Integrity Staffing, October 6
Integrity Staffing, October 8
Labor Ready (TrueBlue), October 15
Express Employment Professionals, October 20
Professional Education Services Group, October 22
Greater Clark County Schools, October 22
Securitas, October 27
Advantage Resourcing, October 29

Networking Events:

One Southern Indiana Manufacturing Day Kickoff Celebration, October 2
Manufacturing Day, October 3
Scott County Chamber Networking Event, October 15
Charlestown Chamber of Commerce Job Fair, October 16
Business Leaders United, October 21
One Southern Indiana Business Expo, October 23
Harrison County Business Expo and Awards, October 30

September 2014:

Region 10 Business Services Team (BST) PY 2014 Metrics Report

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant)

Business Seminar:

New Developments in HR Law, September 4

Recruiting Events:

UPS, September 3

York Companies, September 10

Drivers Select Inc, September 18

ProLogistix, September 24

MS Inspection & Logistics, September 30

Networking Events:

Metro Manufacturing Alliance Business Summit, September 5

Harrison County Chamber of Commerce Business After Hours, September 25

New Team Member: James Webb joined the EST as a Local Veterans Employment Representative trainee on September 29. Adam Clark will be conducting the first 2 months of his training

August 2014:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant)

Business Seminar: None

Recruiting Events:

Connexions, August 6

Dollar General, August 13

Centaur Building Services, August 14

H & R Block, August 21

Amazon, August 26

Centaur Building Services, August 28

Networking Events:

One Southern Indiana 5 O'Clock Networking, August 21

Ivy Tech Strategic Doing Session, August 22

2014 Regional Business Exposure, August 27

July 2014:

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amade Skumate (Community Employment

Region 10 Business Services Team (BST) PY 2014 Metrics Report

Active Team Members: Adam Clark (Business Consultant), Victor Oberhausen (Community Employment Associate), Cliff Reid (Business Consultant), Amanda Shumate (Community Employment Associate)

Amanda Shumate went on leave starting July 30, 2014. It is estimated that she will be out for 8 weeks.

Business Seminars: None

Recruiting Events:

*Spartan Staffing, July 17, held at Salem WorkOne Express

Networking Events:

*KentuckianaWorks, July 9, 21st Century Workforce & Talent

*Scott County Chamber of Commerce, July 16, Coffee with the Chamber

*Harrison County Chamber of Commerce, July 31, Business After-Hours

New Goals for PY 2014:

New goals are designed based a sampling of the prior year's performance. One month from each quarter was chosen at random. The 4 months results were averaged, and 5% was added, rounding decimal results down.

Definitions:

BR&E Contact: Substantial contact usually made by a BC or LVER. Usually scheduled ahead of time and results in multiple services promoted and/ or other immediate items. ALWAYS includes business intelligence.

Job Development Contact: Implemented January 2014 and separated from BR&E Contact. This should be used if no business intelligence is gained, but a specific candidate is promoted to the employer.

Promotional Calls: Contact generally used to promote services. Not a Job Development or BR&E Contact.

Business Networking Contacts: Contacts made at networking events representing an introduction or other contact that is considered minimal, and that would not be classified as a Promotional Call, Job Development, or BR&E Contact.

Follow-up Contact: Contact to check the employer's status and ensure that needs are met. Should be logged in Executive Pulse as Journal Entries with "Follow-up Contact" checked. Can also count as another outreach metric, if appropriately justified in the E-Pulse Journal Entry.

Business Seminar Attendees: Total number of attendees at this month's business seminar. Logged in the Business Seminars log book kept in Conference Room 1.

Business Seminar Rating (Composite Score): This is a 5 point scale used in the feedback form given to attendees. It is averaged across **Presentation, Presenter(s), Format, Networking, Venue, and Overall Experience** weighted equally, which is then averaged across all attendees (weighted equally). Logged in the Business Seminars log book kept in Conference Room 1.

B2B Networking Events: Number of networking events attended for the purpose of making new business contacts. Might include job fairs, chamber events, business expos, and others. Events should be logged in Executive Pulse as Journal Entries with "Business to Business Networking Event" checked.

Job Orders: The total number of job orders the team generated this month. These fall into two categories: those entered directly by team members, and those entered by an employer the team members solicited for job orders within the last 4 months. These do not need to be directly logged, and team members report them by simply adding the two numbers together.

Recruiting Events: The total number of approved, recorded hiring events occurring each month. (UPDATE 7/2014, name changed to Recruiting Events from Hiring Events)

ATTACHMENT 14

WorkOne Product Calendar

WorkOne

Workshop Calendar • JUNE 2016

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|--|---|
| | | 1 | 2 | 3 |
| | | **Ivy Tech Representative** MS Office "Plus" AM Session: 8:30 - Noon PM Session: 1:00 - 4:30 | Rosetta Stone LAB 9:00 - Noon Interview 1:00 - 3:30 | Rosetta Stone ORIENTATION 10:00 - Noon Rosetta Stone LAB 1:00 - 4:00 TABE / WorkKeys 1:00 - 4:30 Education Orientation 2:30 - 3:30 |
| 6 | 7 | 8 | 9 | 10 |
| Rosetta Stone LAB 9:00 - Noon Job Search 1:00 - 3:00 WorkOne Orientation 2:00 - 3:00 | TABE/WorkKeys 8:30 - Noon MS Office "Choice" 8:30 - 4:30 Professionalism 10:00 - Noon Resume 1:00 - 3:00 | Computer Basics 8:30 - Noon* MS Office "Plus" 1:00 - 4:30 | Rosetta Stone LAB 9:00 - Noon Interview 1:00 - 3:30 | Social Media 10:00 - Noon Rosetta Stone LAB 1:00 - 4:00 TABE / WorkKeys 1:00 - 4:30 Education Orientation 2:30 - 3:30 |
| 13 | 14 | 15 | 16 | 17 |
| Rosetta Stone LAB 9:00 - Noon Job Search 1:00 - 3:00 WorkOne Orientation 2:00 - 3:00 | TABE/WorkKeys 8:30 - Noon MS Office "Choice" 8:30 - 4:30 Professionalism 10:00 - Noon Resume 1:00 - 3:00 | MS Office "Plus" AM Session: 8:30 - Noon PM Session: 1:00 - 4:30 | Rosetta Stone LAB 9:00 - Noon Interview 1:00 - 3:30 | Rosetta Stone ORIENTATION 10:00 - Noon Rosetta Stone LAB 1:00 - 4:00 TABE / WorkKeys 1:00 - 4:30 Education Orientation 2:30 - 3:30 |
| 20 | 21 | 22 | 23 | 24 |
| Rosetta Stone LAB 9:00 - Noon Job Search 1:00 - 3:00 WorkOne Orientation 2:00 - 3:00 | TABE/WorkKeys 8:30 - Noon MS Office "Choice" 8:30 - 4:30 Financial Mgmt 10:00 - Noon Resume 1:00 - 3:00 | Computer Basics 8:30 - Noon* MS Office "Plus" 1:00 - 4:30 | Rosetta Stone LAB 9:00 - Noon Interview 1:00 - 3:30 | Social Media 10:00 - Noon Rosetta Stone LAB 1:00 - 4:00 TABE / WorkKeys 1:00 - 4:30 Education Orientation 2:30 - 3:30 |
| 27 | 28 | 29 | 30 | |
| Rosetta Stone LAB 9:00 - Noon Job Search 1:00 - 3:00 WorkOne Orientation 2:00 - 3:00 | TABE/WorkKeys 8:30 - Noon MS Office "Choice" 8:30 - 4:30 Professionalism 10:00 - Noon Resume 1:00 - 3:00 | MS Office "Plus" AM Session: 8:30 - Noon PM Session: 1:00 - 4:30 | Rosetta Stone LAB 9:00 - Noon Interview 1:00 - 3:30 | <i>*Computer Basics is in the process of being updated and can be replaced with the Digital Literacy workshop</i> |

Find us on Facebook for information about WorkOne hiring events!
WorkOne Southern Indiana

This WIOA Title I-funded program/activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

DESCRIPTION OF **WorkOne** WORKSHOPS

Career Advancement for Enrolled Customers (Instructor-led)

Fundamental Workshops:

Job Search – Learn the do’s and don’ts of conducting a more effective job search to get the job you REALLY want!

Résumé Writing – What does a great résumé look like? How do I write my resume? What does an employer want to see? Learn this and more as we help you develop your own professional resume!

Interview – Do you get interview anxiety? Our workshop will help you overcome those fears by being more prepared as you learn and participate in your own mock interview

Professionalism - What does it mean to be professional? You will learn how to make the BEST impression on your future employer, how to keep your job, and how to be successful in the workplace.

Complementary Workshops:

Social Media Basics – Facebook, Twitter, and LinkedIn, oh my! Learn how to use these free resources in your job search.

Financial Management – Strategize ways to manage personal finances while looking for work.

Rosetta Stone Orientation – Set up an account to begin learning your new language (offered for Spanish and English as a second language).

Computer Instruction:

MS Office “Choice” – Prerequisite for MS Office “Plus.” Choose to study Word, PowerPoint, Excel, Access, Quickbooks, and HTML.

MS Office “Plus” – Half day option, which is available ONLY after attending one, full-day “Choice” class.

Computer Basics – Optional course to help you become familiar with working on the computer.

Other:

Rosetta Stone LAB – Free lab time to work through the Rosetta Stone computer program (offered in Spanish and English as a Second Language).

Education Orientation – Information session about WorkOne’s training services and tuition assistance.

WorkOne Orientation – Information session about WorkOne’s resources and programs.

TABE/WorkKeys – Skills assessments scheduled by Career Coaches for various programs.

Basic Career Services (Computer-based)

Job Search
Resume
Interview
Career Interests
Work Readiness

Healthy Habits
Financial Literacy
Digital Literacy

Available in the Resource Area!

ATTACHMENT 15

In-School Youth Chart (Section 4.6)

Region 10 Local Plan Section 4.6: In-School Youth Services

New Program Elements highlighted in Yellow

ATTACHMENT: 15

| In-School Activity | Availability/Schedule | % of Budget | WIOA Program Elements | Desired Outcomes/ Strengths – Weaknesses/ How Evaluated |
|--|---|---|--|--|
| 1. Tutoring, additional educational assistance, dropout prevention | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available with the regional allocation provided | Tutoring, educational assistance, dropout prevention | Graduation for In-School Participants <i>Evaluate based on H.S. completion. Change in JAG Staff (weakness)</i> |
| 2. Alternative school and dropout recovery services | Year round availability with Youth Career Coach | *Specific activity not budgeted, but are made available with the regional allocation provided | Alternative School and dropout recovery services | Graduation Or HSE Attainment <i>Evaluate based on H.S. completion</i> |
| 3. Paid/Unpaid Work Experience w/academic/occupational education, summer employment, job shadowing | During summer/ school breaks (some during school year based on student progress) Conducted in partnership with R10 Work Experience Program/Coordinators | 20% in-school budget available as appropriate for student participation | Work Experience, summer employment, job shadowing | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>New Program currently under evaluation. Strength – Good employability skills boot camp curriculum developed</i> |
| 4. Occupational Skills Training (IC3 Computer available @ WorkOne year-round) (Customer Service Training) (1) Youth Team considering procurement based on student | During summer/school breaks | Planned/ available as appropriate for student progress/ participation | Occupational Skills Training | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |

| | | | | |
|---|--|---|---|---|
| progress/interest. | | | | |
| 5. Education concurrent with workforce preparation (1) | During summer/school breaks | Planned/ available as appropriate for student progress/ participation | Educational concurrent with workforce preparation | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 6. Leadership Development Opportunities | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available with the regional allocation provided | Leadership Development | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 7. Supportive Services | Year Round – WIOA Funded and referrals to partner services | Planned/ available as needed and appropriate for student progress/ participation | Supportive Services | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 8. Mentoring | Year Round – WIOA funded and referrals to partner services | *Specific activity not budgeted, but are made available with the regional allocation provided | Mentoring | Graduation or HSE Attainment, Employment –Career Readiness Preparation Strength – New JAG Staff Engaging more Mentors |
| 9. Comprehensive Guidance/ Counseling | Year Round – WIOA funded and referral to partner services | *Specific activity not budgeted, but are made available with the regional allocation provided | Counseling/ Guidance | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Strength-Trained Tenured Staff</i> |
| 10. Financial Literacy WorkOne Workshop Developed, Materials purchased, on-line materials | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) (Also partners | *Specific activity not budgeted, but are made available with the regional allocation provided | Financial Literacy | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/</i> |

| | | | | |
|--|--|---|--|--|
| | with Regional Fin. Institutions) | | | <i>completion</i> |
| 11. Entrepreneur Training (Partnership with Small Bus. Dev. Ctr. – Entrepreneur Materials purchased) | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | Planned/ available as needed and appropriate for student progress/ participation | Entrepreneur Training | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 12. Service provide Labor Market/Employment Info In-Demand Occupations (Hoosier Hot 50, ICE Assessments, Regional Youth Career Expo, Job Fairs | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) (Also partnerships with Regional Financial Institutions) | *Specific activity not budgeted, but are made available with the regional allocation provided | LMI/Employment Occupation Demand Local Area | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Strength – Materials/Data Available Integrated into services.</i> |
| 13. Preparation Transition to Post-secondary/training, Regional Youth Career Expo, College Tours, FASFA Assistance, | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available as needed and appropriate for student progress/ preparation | Post-secondary training preparation and transition | Transition to college or occupational skills training <i>Strength –Integrated into services.</i> |
| 14. Follow-up services | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available with the regional allocation provided | Follow-up services 12 Mo. | Graduation or HSE Attainment, Employment –Career Readiness Preparation, Post-Secondary Training |

ATTACHMENT 16

Out-of-School Youth Chart (Section 4.7)

Region 10 Local Plan Section 4.7 Out-of-School Youth

ATTACHMENT: 16

New Program Elements highlighted in Yellow

| Out of School Activity | Availability/Schedule | % of Budget | WIOA Program Elements | Desired Outcomes/ Strengths –Weaknesses/How Evaluated |
|---|--|---|--|--|
| 1. Tutoring, additional educational assistance, dropout prevention | Year round Youth Career Coach. Referral to partner/ community services | *Specific activity not budgeted, but are made available with the regional allocation provided | Tutoring, educational assistance, dropout prevention | H.S.E. or post-secondary completion <i>Evaluate based on H.S.E. or educational program completion</i> |
| 2. Alternative school and dropout recovery services | Year round availability with Youth Career Coach | *Specific activity not budgeted, but are made available with the regional allocation provided | Alternative School and dropout recovery services | Graduation Or HSE Attainment <i>Evaluate based on H.S.E. completion</i> |
| 3. Paid/Unpaid Work Experience w/academic/occupational education | Year round availability conducted in partnership with R10 Work Experience Program/Coordinators | 20% in-school budget available as appropriate for student participation | Work Experience, summer employment, job shadowing | HSE Attainment, Employment –Career Readiness Preparation <i>New Program</i> <i>Strengths –Employability skills boot camp curriculum developed and employer contacts formulated</i> <i>Evaluate based on successful completion and student employment/ education outcomes. Also employer evaluations and recommendations</i> |
| 4. Occupational Skills Training (IC3 Computer available @ WorkOne year-round) (Customer Service Training) (1) Other occupational training based on student | Year round availability | Planned/ available as appropriate for student progress/ participation | Occupational Skills Training | Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |

| | | | | |
|---|---|---|---|---|
| interest/aptitude | | | | |
| 5. Education concurrent with workforce preparation (1) | Year round availability | Planned/ available as appropriate for student progress/ participation | Educational concurrent with workforce preparation | HSE or educational Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 6. Leadership Development Opportunities | Year round Funded and referrals to partner services | *Specific activity not budgeted, but are made available with the regional allocation provided | Leadership Development | HSE or education Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 7. Supportive Services | Year Round – WIOA Funded and referrals to partner services | Planned/ available as needed and appropriate for student progress/ participation | Supportive Services | Graduation or HSE Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 8. Mentoring | Year Round – WIOA funded and referrals to partner services | *Specific activity not budgeted, but are made available with the regional allocation provided | Mentoring | HSE Attainment, Employment –Career Readiness Preparation Strength – New JAG Staff Engaging more Mentors for JAG/Youth Programs |
| 9. Comprehensive Guidance/ Counseling | Year Round – WIOA funded and referral to partner services | *Specific activity not budgeted, but are made available with the regional allocation provided | Counseling/ Guidance | HSE or education program Attainment, Employment –Career Readiness Preparation <i>Strength-Trained Tenured Staff</i> |
| 10. Financial Literacy WorkOne Workshop Developed, Materials purchased, on-line materials | Year round available Workshop @ WorkOne, (Also partnerships with Regional Financial | *Specific activity not budgeted, but are made available with the regional allocation provided | Financial Literacy | HSE or education program Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/</i> |

| | | | | |
|---|--|---|--|---|
| | Institutions) | | | <i>completion</i> |
| 11. Entrepreneur Training (Partnership with Small Bus. Dev. Ctr. – Entrepreneur Materials purchased) | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | Planned/ available as needed and appropriate for student progress/ participation | Entrepreneur Training | HSE or education program Attainment, Employment –Career Readiness Preparation <i>Evaluate based on usage/ completion</i> |
| 12. Service provide Labor Market/Employment Info In-Demand Occupations (Hoosier Hot 50, ICE Assessments, Regional Youth Career Expo, Job Fairs) | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) (Also partnerships with Regional Financial Institutions) | *Specific activity not budgeted, but are made available with the regional allocation provided | LMI/Employment Occupation Demand Local Area | HSE or education program Attainment, Employment –Career Readiness Preparation <i>Strength – Materials/Data Available Integrated into services.</i> |
| 13. Preparation Transition to Post-secondary/training, Regional Youth Career Expo, College Tours, FASFA Assistance, | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available as needed and appropriate for student progress/ preparation | Post-secondary training preparation and transition | Transition to college or occupational skills training <i>Strength –Integrated into services.</i> |
| 15. Follow-up services | Year round with JAG classroom schedule and during summer/school breaks as needed (JAG/Youth Career Coach) | *Specific activity not budgeted, but are made available with the regional allocation provided | Follow-up services 12 Mo. | HSE or education program Attainment, Employment –Career Readiness Preparation, Post-Secondary Training |

ATTACHMENT 17

Region 10 Workforce Board Bylaws

BYLAWS

REGION 10 WORKFORCE BOARD, INC.

ARTICLE I NAME

Section 1.1. The organization shall be known as **Region 10 Workforce Board**.

ARTICLE II STATEMENT OF PURPOSE

Section 2.1. The goal of this board organization, hereafter referred to as "R10WB", shall be to facilitate effective planning, implementation and oversight of workforce investment programs and services and other related project/initiatives as resources permit, in and for the Indiana counties of Clark, Crawford, Floyd, Harrison, Scott and Washington. The R10WB carries the full status of a Workforce Development Board (WDB), as recognized by the US Department of Labor and certified by the Indiana Department of Workforce Development (DWD). In order to reach this goal, it is necessary for the board's activities to include the following core purposes:

- a. Provide programmatic and fiscal direction that establishes, improves and sustains Region 10's One-Stop Career Center Employment and Training services system, i.e. *WorkOne southern Indiana*, as prescribed by the Workforce Innovation and Opportunity Act (WIOA/the Act) of 2015. The One Stop Career Center system is known and branded as **WorkOne**. The region's WorkOne system focuses on two (2) primary customers and their respective needs and goals: 1) Employers, and 2) Job Seekers, taking into account labor market needs, trends and dynamics.

At a minimum, the Region 10 One Stop system must operate in accordance with Indiana's State Plan for Title I of the Act hereinafter referred to as the State Plan. (For example: the R10WB's alignment to the State Plan is demonstrated through: the R10WB's LOCAL PLAN document, which is required by the Indiana Department of Workforce Development (DWD), submitted to DWD and approved by DWD, and 2) the R10 WB's Strategic Plan, based on its four "Pillar" priorities.

- b. To negotiate, establish and operate with robust Memorandums of Understanding between itself, i.e. WorkOne, and the Partner service agencies as prescribed by the Act and State (DWD) Policy, emphasizing partner commitments to/between each other, which shall describe how the Partners' services and the WorkOne services system and its sites shall interface and operate in a customer-centric manner.
- c. Participating in and/or monitoring of competitive procurement of contractors, selection of contractors.
- d. Direct responsibilities and accountability for the "Regional Operator" state-approved designation and advising on same, as needed, regarding strategies, functions and operations, and performance that include, at a minimum, formal Workforce Development Board (WDB) responsibilities under WIOA.
- e. To grow, improve and sustain effective partnerships among the Local Elected Officials, the private sector, Economic Development, Education, Chambers of Commerce, Partner agencies, state and local community resources, and a wide range of community stakeholders, such as area United Ways, area Foundations, neighboring Workforce Service Areas and WDBs, as prescribed or guided under WIOA, in the planning, implementation, evaluation and improvement of workforce development services delivered under WIOA, other related legislation, and through various other funding and/or project opportunities.

Partnership activity includes, for example:

- Convening around local or regional issues, needs, strengths and/or opportunities,
- Funding, leveraging, utilizing, learning from, and/or interpreting related research,
- Effective interaction with stakeholders via, for example, open dialogue, roundtables, and/or focus groups.
- Collaboratively crafting, executing, measuring, improving and communicating about workforce 'solution' initiatives that bear upon key industry sectors/economic drivers, related talent pipelines and career paths/matrices, area infrastructure development, and 'quality of place'.

The Board roles may vary from:

- Issue and/or solution leader, to
- Partnering with other entities around a sector strategy, to
- Implementing, guiding, interpreting and/or presenting research or progress reports, to
- Participating in concert with others to learn, interact, or advocate.

Within these venues and modes, brokering relationships with stakeholders and leveraging Board resources to grow 'solution'-related resources is a critical Board function.

f. Board representation, business-driven leadership, and ambassadorship for regional Workforce Investment in various project and public venues.

g. Monitoring the performance of:

- Service providers, and various other vendors, who are under contract with the R10WB,
- Various workforce investment/talent development initiatives and
- The system overall.

(Examples: R10WB Plan Updates; R10WB packet data with budget updates, customer data, project and services highlights; formal internal monitoring and state monitoring of programs and financial management; audit reports, etc.) Monitoring includes due diligence, for example, in objectively:

- Evaluating and citing measurable progress towards the meeting of goals, the exceeding of goals, or subpar performance.
- The use of "continuous improvement (CI) practices and strategic "course corrections", and
- Communications to and dialogue with the Board, Local Elected Officials, and various other stakeholders regarding progress, goal attainments, and both improvement efforts and results.

h. Oversight of financial status and processes (Examples: annual regional budget, monthly/quarterly budget expenditure rates, budget modifications, etc.), in conjunction with the region's fiscal agent, as selected by the region's Chief Elected official (CEO), regarding service provider(s), various grants, vendors contract performance, and One-Stop Center service system cost-sharing with the state.

ARTICLE III **MEMBERSHIP**

Section 3.1. Board Member Appointment Process

a. All appointments and reappointments to R10WB membership shall be filled using the nomination and appointment process, as prescribed by Indiana Department of Workforce Development State Policy. For example, business member criteria requirements, such as:

- Each Board member's 'level of authority' in his/her respective business/organization,
- Diverse business/industry sectors,
- Balanced and strategic business representation, i.e. each county is represented by two (2) business representatives, with two (2) to four (4) additional at-large business representatives
- Must be an employer in the area labor market, which includes an out-of-state employer when the labor market crosses state lines,
- A majority of business representatives on the Board,

are followed.

As well, local criteria include:

- Expressed Interest in regional workforce investment/innovation
 - Willingness to represent the region as well as one's County,
 - Able to attend a majority of Board meetings and contribute in various ways, such as Youth Career Expo, regional Job Fair, local/area advocacy efforts, participating in project leadership or sector strategy brokering/leveraging processes, participating on a Board task force, contractor procurement process, etc.
 - Diversity in race and gender
- b. Based on the above criteria, the Board seeks nominations for various Board members through each Board member category's appropriate authority, per State Policy. For example, business member nominees are sought through area Chambers of Commerce; or the Vocational Rehabilitation representative nominee is sought from the Director of the Bureau of Vocational Rehabilitation services at the Indiana Family and Social Services Administration.
 - c. If no nominations are received within 60 days, the board may solicit members directly, per category.
 - d. The Executive Director meets with nominees individually to inform of the Board's purpose, work and expectations, as well as to hear of the nominee's interests in and inputs on workforce investment and 'regional talent development' needs. In essence, the nominee is able to make an informed choice about board membership.
 - e. Once the nominee consents to participate as a Board member, the nomination form is completed and signed by the nominating entity. The form and nominee information/value are shared with the region's Chief Elected Official. The CEO may speak with the nominee directly or discuss the nomination with the nominating entity. The CEO provides final approval via his/her signature on the nomination form.
 - f. If the CEO chooses to not approve the nominee, he/she provides explanation and a new nominee is sought.
 - g. When a Board member vacancy arises, the region's CEO and the related nominating entity will be promptly informed, within 5 days of the member's vacating, by e-mail, with read receipt status. Per DWD state policy, DWD will be notified of the vacancy and, subsequently, the Board expects the vacancy to be filled, in accord with state policy guidelines, with DWD being updated as to the changes in Board membership.

Board appointments are reviewed and approved by the Chief Elected Official.

Section 3.2. Board Size

The size of the board shall not exceed twenty-nine (29) members, with:

- At least 51% of the Board being composed of business representatives from the region,
- The meeting of at least the minimum requirements for each other Board category, in keeping the Act and state policy.

Section 3.3. Board Member Removal

A board member may only be removed by a majority vote of the current membership. Notice of intention to remove a member and appointing organization/CEO shall be given to the member at least ten (10) days prior to the meeting of the membership at which such issue of removal is to be discussed and acted upon.

A member may voluntarily withdraw by submitting written notice of his/her resignation to the chair.

Section 3.4. Board Member Term

Region10 Workforce Board members may serve one or more terms. Each term is two (2) years, other than the exception below.

Exception: Beginning 2015, under the new federal legislation, WIOA, Board member terms are staggered so as to not lose a significant number of Board members at the same time. Beginning July 1, 2015 specifically, for the first member term cycle under WIOA and these revised bylaws, half of the Board's members will have a two (2) year term and the other half will have a three (3) year term. Each member's terms will be designated as

such on the Board roster. After the first cycle, all Board members will revert to two (2) year terms. The net effect, for the long term, is that Board member terms are, in fact, staggered.

Members will be appointed to the Board during times of Board re-certification or when a Board member vacancy occurs. A past member may be re-appointed on this basis.

ARTICLE IV

OFFICERS AND DUTIES OF OFFICERS

Section 4.1. Officers

The officers of the Region10 Workforce Investment Board (R10WB) shall consist of Chair, Vice-Chair, Secretary, and Treasurer.

Section 4.2. Terms and Election Procedures

- a. Officers shall be elected by the membership and shall serve one (1) year terms commencing at the first Board meeting of the new Program Year.
- b. Officers may serve up to three (3) three consecutive one year terms in the same office.
- c. Officer nominations shall be presented, discussed and voted upon, in accord with voting procedures stated in Article VI and Article VII (Roberts Rules of Order).

Section 4.3. Presiding over Board Meetings

- a. The **Chair**, who must be from the business sector, shall preside over meetings of the board.
- b. The **Vice-Chair**, who must be from the business sector, presides over meetings in the absence of the Chair.
- c. The **Secretary** shall preside at board meetings in the absence of the Chair and Vice-Chair.
- d. The Secretary shall be responsible for ensuring board business is recorded, reviewed and distributed.
- e. The **Treasurer** shall preside at Board meetings in the absence of the Chair, Vice Chair and Secretary. *In conjunction with the region's fiscal agent, the Treasurer shall also have the authority to open/close financial accounts on behalf of the R10WB, if needed.*
- f. The **Past Chair** position serves in an ex officio officer capacity during the term of the next Board Chair person.
- g. In the absence of the Chair, Vice-Chair, Secretary, and Treasurer, a member of the Executive Committee shall preside.

ARTICLE V

COMMITTEES AND APPOINTMENTS

Section 5.1. Executive Committee

- a. The Executive Committee shall be instituted by the R10WB, per Articles VI (Voting), Article VIII (Open Door Law) and Article IX (Meetings) of these bylaws.
- b. The Executive Committee shall consist of all officers, Standing Committee and Council Chairs, at least one (1) member at large elected by the RWB membership, and the immediate Past Chair position to ensure a total of at least seven (7) Executive Committee members.

- c. At least four (4) of the Executive Committee members must be from the business sector (profit and/or non-profit).
- d. The Executive Committee will meet as needed, upon request of the Chair.
- e. The Executive Committee shall be responsible for business and policy of the board, as directed by the board, with the Committee's actions and recommendations being presented to the board for board deliberations and formal actions.

Section 5.2. Other Committees

- a. Other committees may be instituted (per Articles VI (Voting) and IX (Meetings), as needed, such as :
 - i. Procurement and evaluation
 - ii. Planning Committee
 - iii. Nominating Committee
 - iv. Contract Compliance/Performance Committee
 - v. Youth, pursuant to the Workforce Innovation and Opportunity Act and DWD state Policy
- b. If instituted:
 - i. The committee chair must be a member of the board.
 - ii. Other board members may be included.
 - iii. Non-board members shall be included who the board determines have appropriate experience and expertise.

Section 5.3 Aspects of a Committee

A Committee may be established as: 1) standing or 2) temporary.

A Committee is established by formal Board action and/or Board Chairing person appointed.

A Committee must include a specific title, purpose(s), functions and responsibilities, and length of service. (Example: Procurement Committee: Orient specific R10WB members (and others as appropriate) to general competitive procurement process and specific Request for Proposal purpose; review and score proposals, final review and recommendation to R10WB, etc.)

Committee appointments are made by the R10WB Chair, with formal approval by the R10WB.

With the exception of the Executive Committee:

- i. A Committee shall consist of at least one (1) R10WB member.
- ii. Each Committee shall have a Chair, who must be a member of the R10WB.
- iii. A Committee shall also include one or more individuals from the community. Such individuals:
 - Shall be included who the board determines have appropriate experience and expertise.
 - Must be approved by Board action.

Board members are expected to serve actively on Committees.

Section 5.4 Appointments to Other Organizations

Appointments as representatives of the R10WB to other organizations shall be made by the Board Chair person, or, based on the Chair person's discretion, a voting action of the Executive Committee.

ARTICLE VI

VOTING

Section 6.1. Aspects of Voting

- a. Only Board members present shall have the right to vote at R10WB meetings. The only exception is Article X, Section 1.c regarding amending of bylaws.
- b. Each member shall have one (1) vote in Board business.
- c. No proxy votes shall be permitted.
- d. Appointed members of committees and councils who are non-RWB members may vote at meetings of the council and/or committee to which they belong.

Section 6.2. Member Conflict of Interest

- a. The conflict-of-interest standards contained herein apply to all Board members, whether voting or non-voting.
- b. A Board member with a conflict of interest regarding any matter is prohibited from discussion and voting in connection with that matter.
- c. Any Board member (or specific entity represented by that member) who significantly participates in the development of contract specifications or standards is prohibited from receiving any direct financial benefit from any resulting contract.
 - i. Any Board member who significantly participates in a board discussion or decision relating to specific terms of a contract, the determination of specific standards for performance for a contract, the development of Invitations for Bid (IFB) or Requests for Proposals (RFP) or other such bid processes leading to a contract, or any similar discussion or decisions is prohibited from receiving any direct financial benefit from any resulting contract. In addition, no corporation, partnership, firm, association, or other entity shall receive the contract if it would create a conflict of interest for the Board member who significantly participated in the manner described above.
 - ii. Any Board member, including/or a One-Stop Partner, who significantly participates in the development of contract specifications, is prohibited from bidding on those contracts or supervision staff who are paid from funding awarded under such contracts.
- d. Each Board member shall file a Statement of Economic Interests with the Board at the time they become a board member and every year thereafter. Such statements must include, at a minimum the member's
 - i. current position(s) of employment,
 - ii. current position(s) as a paid director, officer, or agent of a corporation or similar entity,
 - iii. financial interest that are defined in the Bylaws as potential sources of conflict or interest, and
 - iv. similar information concerning the Board member's spouse and immediate family members if the economic interests of such spouse and/or immediate family could present a potential conflict of interest issue.
- e. Any Board member with a potential or actual conflict of interest must disclose that the fact to the R10WB as soon as the potential conflict is discovered and, to the extent possible, before the agenda for a meeting involving the matter at issue is prepared. If it should be determined during a meeting that a conflict of interest exists, the member must verbally declare such conflict of interest, such declaration must be carefully noted in the Minutes, and such member must excuse him/herself from the meeting room for the remainder of the discussion and/or the voting.

- vi. Each Board member is responsible for determining whether any potential or actual conflict of interest exists or arises during his/her service on the board. Board members are also responsible for reporting such potential or actual conflict of interest as soon as it is discovered that such a condition exists.
- f. If a contract or purchase is made by the R10WB involving its own member with a conflict of interest, the R10WB shall justify the terms and conditions of the contract or purchase.
 - i. When a contract or purchase is made by the R10WB involving its own member or an entity with which the board member is associated, the R10WB must establish and document to the reasonable satisfaction of the Department of Workforce Development that the contract or purchase was adequately bid or negotiated and that the terms of the contract or price of the purchase are fair and reasonable to the R10WB.
- g. The Board shall adopt procedures that serve to minimize the appearance of conflict of interest.
- h. Board members who are also One-Stop Partners may not serve on any committees that deal with oversight of the One-Stop system or allocation of resources that would potentially be allocated to that member's program.
- i. DWD staff will provide technical assistance upon request from the R10WB concerning the conflict of interest standards. DWD's intent is to assist the Board to avoid compliance violations or the appearance of violations. Question(s), which arise regarding real or potential conflict of interest in the Region 10 area, can be referred to DWD for technical assistance.

Article VII **OPEN DOOR LAW**

Section 7.1. Compliance

The R10WB will comply with Indiana's Open Door Law: Indiana Code IC 5-14-1.5.

Section 7.2. Orientation

R10WB members will receive an overview of the Open Door Law, as well as a hard copy of the Law and related guidance.

Section 7.3. Records

The R10WB will make Board Meeting and Board Committee minutes/records available within a reasonable period of time after the meeting for the purpose of informing the public of the governing body's proceedings. The minutes are open for public inspection and copying.

ARTICLE VIII **PARLIAMENTARY AUTHORITY**

Section 8.1. Rules

The rules governing the board are those set forth in these Bylaws. In those areas not covered by the Bylaws, the **Roberts Rules of Order** shall govern.

ARTICLE IX MEETINGS

Section 9.1. Calling for Meetings

- a. Meetings of the board shall be held as prescribed by the board.
- b. Additional meetings shall be called as deemed necessary by the chair.
- c. A meeting may be called by a majority of the members by submitting a request in writing to the chair. The request must verify the assent therein by a majority of the members.

Section 9.2. Meeting Attendance

- a. Attendance to a majority of scheduled board meetings in each Program Year (July of one year through June of the next year) is expected for continued service.
- b. Waiver of this requirement for cause shall be granted by unanimous vote of members present at a regular R10WB meeting.

Section 9.3. Quorum

- a. A majority of the current membership shall constitute a quorum necessary to transact the business of the Board.
- b. The majority requirements for a quorum in Section 9.3.a may be suspended by unanimous vote of members present. Action votes under such suspension of the rules will require a minimum of affirmative votes totaling 25% of the total RWB membership, plus one for approval.
- c. The quorum requirement for Committee and Council meetings shall be the Chair plus two members.

Section 9.4. Scheduling

- a. The chairperson will establish dates, times and places for the meetings so as to promote maximum participation by the membership.
- b. Notices of meetings shall be given to the members at least forty-eight (48) hours prior thereto and shall conform to the State of Indiana's Open Door meeting law, per Indiana Code IC 5-14-1.5.

Section 9.5. Technology

- a. General use of Technology

Board communications, such as:

- Staff-member,
- Member-member
- Staff-staff,
- Board and the public/stakeholders

occur through multiple types of venues and mediums; for example, 1) Board and WorkOne events, 2) Committee and/or task force work, 3) Partnership and project meetings.

Various technologies are used regularly: e-mail, phone (1:1 and conference call), facebook, twitter, webinars, Powerpoint, surveying, etc. The expectation of the Board regarding communications: Focused, timely, well-prepared, informative/salient, and interactive as appropriate. New technologies will be integrated, based on need and feasibility, with the intent of increasing Board member knowledge, engagement, and contribution.

- b. Board Meetings and Board Member Attendance
The Board does not permit the use of electronic attendance, i.e. telephone, computer, video conferencing, or any other electronic means of communication, as the equivalent of:

- a) Being in full attendance at a Board meeting or, consequently,
- b) Being able to vote on Board matters.

This determination is based on review and interpretation of the Indiana Open Door Law, sections:

- IC 5-14-1.5-3.5
Electronic meetings of political subdivisions; statutory authorization required
IC 5-14-1.5-3.6
- Electronic meetings of state agencies and charter schools,

as relates to the status of a regional Workforce Development Board.

ARTICLE X AMENDMENTS

Section 10.1. Amending

- a. The power to make, alter, amend, or repeal all or part of these Bylaws is vested in the membership of the board.
- b. Any proposed amendment to the Bylaws shall be submitted to the membership by electronic mail and/or conventional mail ten (10) days prior to the vote being taken.
- c. Votes for Bylaws changes may be made by written ballot, and may be mailed to the membership. However, any votes made by written ballot will be made public upon request in order to comply with the Open Door Meeting Law.

ARTICLE XI RATIFICATION

Section 11.1 Originating Bylaws

The originating Bylaws shall become effective immediately upon concurrence by a majority of the membership in the board.

Section 11.2 Amended Bylaws

The affirmative vote of two-thirds (2/3) of the entire membership shall be necessary to effect any such changes in these Bylaws.

As approved by the Region 10 Workforce Board on _____
(Date)

Officer Signatures:

Ed Carpenter, Chair Person

Christy Frederick, Vice-Chairperson

Todd Garrison, Secretary

Sam Uhl, Treasurer

Original: April 2011
Revised: June 2015

ATTACHMENT 18

Sample Monitoring Forms/Report

PY15 WIOA ADULT/YOUTH/DISLOCATED WORKER MIS MONITORING WORKSHEET (Circle One)

Career Services Advisor: _____

App Date: _____

Date: _____

MIS Staff Initials: _____

CID: _____

OrgID: _____

Client Name: _____

EDIT PARTICIPANT:

- "Interested Others" are reported
- Case Manager(s) activated/inactivated accurately
- ID scan in Client Files contains acceptable documentation and is labeled accurately

WORK HISTORY:

- Hours per week and Classification are consistent
- Past employments closed if applicable
- oNet code reported accurately in Work History

MILITARY HISTORY:

- Military History is complete and DD-214 in ID scan

INCOME: (If applicable)

- Family size is determined accurately
- # of weeks for each period of employment calculated accurately
- If eligibility is based on income, Income on calculation sheet recorded accurately in application
- Income is reasonable for the number of persons being supported by it
- Social Security benefits are labeled and included/excluded accurately

APPLICATION:

- Selective Service registration reported accurately
- ID scan in doc storage, pulled into app, including DW lay-off date, if applicable
- Weeks Unemployed calculated accurately
- If unemployed at time of app, # of weeks employed plus # weeks unemployed = 26
- DW lay-off date documentation contained in ID scan, if applicable
- Public Assistance documentation meets requirements
- Staff, Client and "other" signatures and dates are consistent and meet requirements
- Priority of Service calculated and reported correctly

SERVICES:

- Training services have accurate oNet code reported
- Monthly Check-ins reported accurately
- Drug screen service date/case note date match & complies w/ DWD Policy WIOA T1(181)-P1
- ISS/IEP reported/documented at: A/DW-point of direct cost services; Youth-as of application date

CASE NOTES:

- Homeless case note documents that situation meets "Homeless" definition, if applicable
- Case notes reflect if receiving any form of public assistance
- All barriers are documented
- Every service has an adequate case note with matching dates
- Enrollment case note contains education, employment, career goals, family and income status

EXIT SCREEN:

- "Training Related" reported for all job entry exits
- If actual exit date is applied, exit screen is not blank
- If exited with employment, follow-up contacts are reported accurately

CREDENTIALS:

- Credentials attained during enrollment are scanned into document storage
- Credentials attained during enrollment are reported on the exit screen

TEST SCORES:

- Test scores contain scale score and grade level
- Testing reported for Reading, Combined Math, and Language

Region 10 Internal Monitoring Report for PY 13-14
January - March 2014
Report Date: September 8, 2014

Summary

The monitoring review for Region 10 was completed in March 2014 and consisted of a file review of WIA Adult, Dislocated Worker and Youth programs in addition to VETS program services. The file review consisted of a random sample of WorkOne customers that were served during the PY13-14 program year. In addition to the individual participant review for compliance with DWD and Region 10 policies, the Region 10 WorkOne system was examined based upon the services delivered and customer flow as documented through the case notes and services reported by WorkOne staff.

The WorkOne offices have had a significant decline in the number of customers seeking services and those who were enrolled and provided services. This decline can be attributed to a decline in the unemployed population and mandated enrollment of customers by DWD. This resulted in smaller caseloads for Career Coaches and allowed management staff to develop and implement additional services and career development activities such as the development of the Preferred Job Seeker program.

Career Coaches were challenged to seek out individuals in need of services and to promote WorkOne products in order to maintain enrollment levels consistent with staffing levels and availability of services and workshops. Additionally, there was a decline in the number of customers seeking training services, and measures were taken to provide customers with more information about available training services and funding through orientations and workshops. The availability of training funds for eligible participants was also marketed to area training institutions. These efforts resulted in an upswing in enrollments in the second half of the program year and a significant increase in customers participating in training during the same period as compared to the first half of the program year.

The process for referral and enrollment in VETS programs changed significantly in the last part of PY12, and additional program changes were mandated in PY13 by DOL to target only veterans with significant barriers to be served by the Disabled Veteran Outreach Specialists (DVOP). The review of veteran customers served by the DVOP's resulted in findings of significant failure by the VETS staff to provide case management services to the targeted populations that were referred, and failure to follow up with some referrals. It is recommended by this reviewer that the findings be shared with the DWD Veterans Program Coordinator and a corrective action plan be developed.

As a result of the file review, a substantial number of WIA participants were found to not have been correctly determined eligible for WIA services as staff failed to document compliance with registration for Selective Service for male applications born on or after January 1, 1960. WIA regulations require that any participants who receive services beyond Core must meet registration requirements. An additional review was conducted of all participants served during PY13 and additionally any exiters that would be included in PY13 performance. This review resulted in identifying 99 WIA participants who were incorrectly identified by staff as either not required to register or exempt from registration, and not eligible for the WIA services they had received. WorkOne staff were provided the list and was able to document and correct all but 7. The 7 customers did not receive any direct participant costs so there were no findings of disallowed costs. Registration documentation requirements were reviewed with all staff. All WorkOne customers will be periodically reviewed to ensure future compliance.

At the request of WorkOne management, technical assistance was provided to all Career Coaches in the form of training sessions November 2013 in the areas of Dislocated Worker Eligibility Requirements, Academic and Career Plan (ACP)

Development, Skills and Employment Team Customer Flow for Enrollment, Services and Case notes, and Common Measures performance. Staff were presented with an in-depth review of all the topics and were also provided handouts and guides. Additionally, a detailed WorkOne Product guide was created and provided to all staff outlining all the available products and services, and how these services should be reported in TrackOne when provided.

The following is a detailed summary of the file review. Issues that must be addressed in the response have been identified in bold italics.

Respectfully submitted,

Anita McNallin
Data Management and Monitoring Coordinator

WIA Adult

Aripez, Sherry – 1831

Floyd – Laurence Hall

Application/Eligibility – **No staff signature on application**

ACP – Completed

Case Management /Case Notes – No staff assisted services between 9/19/13 and time of review 1/14/14.

Data Validation – No issues

Arnold, Kellie – 0489

Floyd – Angela Duncan

Application/Eligibility – **No staff signature on application.**

ACP – Completed; good goals and plan.

Case Management /Case Notes - No issues

Data Validation – No issues

Beach, Ronald – 9359

Floyd – Angela Duncan

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – **Customer has been served by Hendricks County since 7/10/13. No transfer to other region was implemented.**

Data Validation – No issues

Campbell, Jessica – 2650

Floyd/Scott – Kathy Erdman/Jenni Brown

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – **Partner Services – Pell Grant not reported**

Childs, Valerie – 4684

Floyd – Bev Begley

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – 1) **Unreported case management services provided prior to eligibility determination and enrollment. 2) WIA funded drug screen authorization provided 9/26/13 prior to WIA eligibility determination on 10/1/13. Drug screen results not found in file. 3) The budget for determination of need for supportive services completed by staff does not match budget completed by customer. The income and expenses were substantially altered and income was not supported by documentation. The budget completed by staff was not signed by the customer. The determination of need for supportive services is unsubstantiated due to budget issues. 4) Only one check-in documented on 1/10/14 since beginning of training on 10/7/13 which does not meet requirements of every 45 days.**

Data Validation – 1) **Case management services were provided to assist customer with entry into training and obtaining supportive services and were not reported as evidenced by the issuance of drug test authorization 9/26/13 and the budget information was provided and completed by staff on 10/1/13 – services provided and not reported. 2) Start late of training service reported as 10/4/13; actual start date 10/7/13. 3) Budget counseling services and case notes document that budget was completed on 10/3/13 but budget was dated 10/1/13.**

Clark, Jason - 8753

Harrison – Emily Sullivan

Application/Eligibility – no issues

ACP – Yes

Case Management /Case Notes – **Budget did not include the cost of the training.**

Data Validation – no issues

Constantine, Lisa – 0371

Floyd – No assigned Career Coach (Bev Begley)

Application/Eligibility – No issues

ACP – **None**

Case Management /Case Notes – **Customer is not receiving staff assisted services. There has been no case management, employment plan or re-engagement provided. Case notes indicate customer employed, but self-services indicate customer is seeking employment. DWD case management policy not followed.**

Data Validation – **Counseling and Career Planning services reported on 8/14/13 not documented by the case notes.**

Cosby, Candance – 2560

Floyd – Stacey Morejon

Application/Eligibility – no issues

ACP – Yes. **Employment Plan has goals for completion of occupational skills training but there is no training plan.**

Case Management /Case Notes – **1) Case notes and ACP clearly indicate that customer is currently attending Galen for LPN and has requested financial assistance however there is no indication of why assistance was not being provided. 2) Drug Test Authorization 12/13/13 found in file not reported and TABE assessment completed 12/20/13 in file not entered into TrackOne. 3) Services and customer contact in December 2013 as indicated by documents in file not recorded in case notes. Last contact 11/22/13 with no attempts reported at time of review on 1/15/14.**

Data Validation – **Drug Test Authorization provided and not reported.**

Crecelius, Jonathon – 0389

Crawford – Jennifer Seiber/Karen Bruce

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – **No services provided since 10/16/13.**

Data Validation – No issues

Crone, Anthony – 4268

Harrison – Emily Sullivan

Application/Eligibility – **Selective Service not documented – has been corrected since review. 1)Application signed by staff indicates I-9 like documents reviewed for Eligible to Work status – only Driver License in file.**

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – Selective Service issue corrected

Finley, Trinika – 7673

Clark – Miriam Fisher

Application/Eligibility – **No staff signature on application**

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

Goble, Bennie – 2608

Harrison – Emily Sullivan

Application/Eligibility – **Selective Service recorded as not applicable, DOB 5/20/63. Veteran documented by DD214, status is registered as documented by DD214 – has been corrected. WIA Dislocated Worker eligibility not documented; no documentation of lay-off from Sherlock Holmes Inspection.**

ACP – Yes

Case Management /Case Notes – Disabled veteran referred to DVOP on 12/20/13; no contact by DVOP at time of review 1/15/14.

Data Validation – No documentation of date of dislocation.

Johnson, Ryan – 1537

Floyd – Kathy Erdman

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – **Supportive Services provided 6/14/13 for Exam and certification license for Dental Assisting. No follow-up on testing or certification completion.**

Data Validation – **Credential reported on 4/13/13 for Occupation Skill License EDDA in conflict with supportive services provided for credentialing on 6/14/13. Not documented. Course completion does not provide credentialing.**

Johnson, Sarah – 5198

Floyd – Sarah Conrad

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

ones, Dashneigh – 6081

Floyd – Brent Bradshaw

Application/Eligibility – No issues

ACP – **Yes – Plan has not been updated since training ended at Brown Mackie on 8/14/13. Customer has no active goals for participation.**

Case Management /Case Notes – **1) No account created in TrackOne to document supportive service expenditures. 2) Career Cooch has not met with customer in person since issuing voucher on 7/15/13. 3) No valid occupational goal or services planned.**

Data Validation – **No documentation in file of training participation for which funds were expended in the amount \$3,262 (7/1/13-8/14/13). No documentation of participation in training as reported 6/25/13 – 6/30/13. Partner Service Pell Grant not reported as indicated in file documents and case notes.**

Kritzer, Delana – 9425

Floyd – Jose Castillo/Kathy Erdman

Application/Eligibility – No issues. (Note: The application the customer signed was printed out on used paper of which the other side was a printout from a website that had no business application and was obviously personal use.)

ACP – Yes

Case Management /Case Notes – **Last staff assisted service was on 9/25/13.**

Data Validation – No issues

Kusinski, James – 3266

Floyd – Ron Hutchinson/Laurence Hall

Application/Eligibility – **No documentation of WIA Dislocated eligibility found in file.**

ACP – Not in TrackOne

Case Management /Case Notes – No issues

Data Validation – No issues

Mcfarland, Martin – 8724

Floyd – Angela Duncan

Application/Eligibility – **Selective Service reported as not applicable on application – DOB 11/25/62 – has been corrected.**

ACP – No issues

Case Management /Case Notes – No issues

Data Validation – No issues

Reeves, Quintruis – 5068

Clark – Kelly Clark

Application/Eligibility – No issues

ACP – No issues

Case Management /Case Notes – No issues

Data Validation – No issues

Schmelz, Patricia – 2289

Floyd – Sarah Chrobak

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – **No staff assisted services other than REA check-in provided since enrollment on 3/12/13 at time of review on 1/15/14.**

Data Validation – **No ISS/IEP development service reported for ACP development provided on 3/12/13**

Steiner, Courtney – 1190

Floyd – Stacey Morejon

Application/Eligibility – no issues

ACP – Yes – **Not updated after customer decided not to participate in training.**

Case Management /Case Notes – no issues

Data Validation – no issues

Stoker, Lisa – 1954

Scott – Jenni Brown

Application/Eligibility – no issues

ACP – Yes

Case Management /Case Notes – no issues

Data Validation – no issues

Stoner, Wesley – 6281

Floyd – Sarah Conrad

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – no issues

Willis, Marion – 7834

Washington – Mary Beth Morgan

Application/Eligibility – *Selective Service reported on application as Not applicable – DOB 12/22/62 – has been corrected.*

ACP – *Not in TrackOne*

Case Management /Case Notes – *No assessment to determine customer service needs was provided.*

Data Validation – no issues

WIA Dislocated Worker

Barton, Donald – 9494

Clark – Kelly Clark

Application/Eligibility – No issues

ACP – no issues

Case Management /Case Notes – No issues

Data Validation – No issues

Borruga, Elizabeth – 0646

Clark – Kelly Clark

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

Brodsky, Avalon – 5972

Floyd – Bev Begley

Application/Eligibility – no issues

ACP – Yes

Case Management /Case Notes – no issues

Data Validation – no issues

Carlisle, Alex – 8771

Scott – Jenni Brown

Application/Eligibility – no issues

ACP – **Yes, but no planned services**

Case Management /Case Notes – **Only received REA compliance services**

Data Validation – No issues

Fink, Clayton – 2497

Floyd – Bev Begley

Application/Eligibility – No issues

ACP – **Yes, but not current**

Case Management /Case Notes – **1) Career Coach has not maintained contact or provided any staff assisted services since 6/28/13. 2) Customer was exited from training services and reported as completed, although case notes indicate he is still in school, however there is no documentation of his participation in training after the spring 2013 semester. 3) Supportive service payments were not documented in accounts/obligations in TrackOne.**

Transportation payments Issue: Customer was approved for 1/3/13 for transportation assistance for the Spring 2013 semester beginning 1/7/13 in the amount of \$3.52 per week for 16 weeks (9 miles round trip 2 times a week for class twice a week) for a total of \$56.32. Customer submitted mileage logs and was reimbursed for unauthorized and undocumented travel other than approved trips to and from class, for travel to the following: home for lunch, study groups, financial aid appointment, meeting with professor, Library, and presentation practices. Total transportation paid was \$90.00, with \$34.20 in unapproved and undocumented travel, and \$33.68 over amount authorized by WorkOne manager.

Data Validation – **Training participation reported after 4/21/13 not documented, training reported as completed while still attending per customer.**

Hamilton, Mary – 4285
Clark – Kelly Clark
Application/Eligibility – No issues
ACP – Yes
Case Management /Case Notes – No issues
Data Validation – No issues

Higgins, Thomas – 0410
Floyd – Sarah Chrobak
Application/Eligibility – No issues
ACP – Yes
Case Management /Case Notes – **No attempts to contact customer after last service on 9/19/13 until exit.**
Data Validation – no issues

Kelley, Barbara – 8790
Floyd – Angela Duncan
Application/Eligibility – No issues
ACP – Yes
Case Management /Case Notes – no issues
Data Validation – no issues

Pace, Jesse – 3329
Washington – John Beasley
Application/Eligibility – **No staff signature on application**
ACP – Yes
Case Management /Case Notes – **Per case note 1/31/14 customer relocated to Vincennes (Region 11) and TrackOne has services provided by Vincennes WorkOne, neither WorkOne staff initiated a transfer. This issue was resolved by the reviewer and transfer was completed.**
Data Validation – no issues

Pendleton, Michelle – 1565
Floyd – Kathy Erdman
Application/Eligibility – No issues
ACP – Yes
Case Management /Case Notes – **1) Career Coach failed to document Eligible to Work status prior to participation in training. 2) No follow-up attempted after entry into training on 9/3/13 until 12/4/13 at which time employment was documented; but failed to document any participation in training – Corrected on 3/18/14 at time of review.**
Data Validation – no issues

Porter, Darrell – 2879
Scott – Jenni Brown
Application/Eligibility – no issues
ACP – **Yes, but has not been updated and has no active goals or action steps.**
Case Management /Case Notes – **Case management services were not provided; only REA compliance activity reported.**
Data Validation – no issues

Reilly, Tamyra – 2884

Clark – Kelly Clark

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

Roberts, Joshua – 2303

Floyd – Jose Costello/Laurence Hall

Application/Eligibility – **1) Selective Service not verified and number reported as "N/A". Has been corrected. 2) No staff signature on application.**

ACP – Yes

Case Management /Case Notes – **1) Case note entered by Jose Costello reported that he met with customer and completed intake, however intake was completed by Laurence Hall. Please provide clarification case note of either jointly done or incorrectly case noted, and who actually provided assessment services. 2) Customer is still active as of report time but career coach removed himself on 4/30/14, no attempts to contact since 3/6/14**

Data Validation – no issues

Rosbottom, Rhonda – 4515

Clark – Kelly Clark

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

Saltz, Alita – 7638

Crawford – Jennifer Seiber/Karen Bruce

Application/Eligibility – no issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

Watson, Stephen – 7244

Floyd – Jose Castillo/Sarah Chrobak

Application/Eligibility – **Selective Service not verified and reported as Not required DOB 7/4/67. Customer not registered and ineligible for WIA services.**

ACP – Yes

Case Management /Case Notes – **WIA Intensive services were provided prior to eligibility determination.**

Data Validation – **WIA dislocated worker eligibility determined completed on 11/1/13. WIA Dislocated Worker Staff assisted Job Search (Job Search Workshop) and ISS/IEP Development session provided on 10/31/13. These services were entered into TrackOne on 11/1/13 after eligibility was determined, with a start date of 10/31/13 and end date of 11/1/13. Case notes indicated both services were completed on 10/31/13.**

Whitlock, Roxanne – 9840

Floyd – Ron Hutchison/Laurence Hall

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – No issues

Data Validation – No issues

VETS

Javid Daniels – 2249

Floyd – Java Humphreys

Application/Eligibility – *Selective Service not verified and reported as Not required DOB 5/24/83. Has been corrected*

ACP – *No Employment Plan*

Case Management /Case Notes – *1) Work History not updated 2) No services beyond enrollment*

Data Validation – no issues

Jones, Clayton – 4438

Floyd – Bob Bedell

Application/Eligibility – no issues

ACP – *Incomplete – no goals or planned services*

Case Management /Case Notes – *Customer reported a need for community resources to prevent homelessness, no referrals provided.*

Data Validation – *Staff Assisted Job Search reported which requires customer participation without customer involvement. ICC staff assisted job search already reported.*

Robbins, Jeffrey – 0015

Floyd – Bob Bedell

Application/Eligibility – *Selective Service not verified and reported as Not required DOB 7/27/82. Has been corrected.*

ACP – *Incomplete – no goals or planned services*

Case Management /Case Notes – *no services after enrollment*

Data Validation – no issues

Rutherford, Tonye – 7440

Floyd – Java Humphreys

Application/Eligibility – no issues

ACP – *Incomplete – no goals or planned services*

Case Management /Case Notes – *1) No services beyond enrollment; no follow-up. 2) Customer kept active through ICC Job matching by staff with no customer involvement*

Data Validation – no issues

Stanley, Amanda – 1318

Floyd – Java Humphreys

Application/Eligibility – *Employment status reported as unemployed however case notes and work history indicate customer was employed at time of application.*

ACP – *Locks goals and action plan*

Case Management /Case Notes – *No services beyond enrollment*

Data Validation – no issues

WIA Youth

Babberl, Zackary – 0419

Washington – Melodie Rutledge

Application/Eligibility – No issues

ACP – Yes – **1) No planned services to increase basic skills 2) No goal for Work Experience activity 3) No updates since 1/25/13**

Case Management /Case Notes – **Not retested for basic skills increase on or before anniversary date of 11/28/13**

Data Validation – No issues

China Conley – 8257

Floyd – Sandy Hammond

Application/Eligibility – No issues

ACP – Yes, **not updated since 1/7/13**

Case Management /Case Notes – no issues

Data Validation – no issues

Longwell, Destiny – 1505

Clark – Dawn Pettys

Application/Eligibility – No issues

ACP – Yes

Case Management /Case Notes – **Justification for training did not address the CNA certification the customer already had and whether she had attempted to find employment in that field. Customer obtained employment as CNA after completing her dental assistant training.**

Data Validation – no issues

Steen, Kyle – 3826

Harrison – Karen Bruce

Application/Eligibility – No issues

ACP – Yes, no action steps/planned services for goals. No goal for JAG program. No specific occupational goal.

Case Management /Case Notes – **Case notes indicate customer expressed desire to obtain employment several times however did not receive any job search assistance and had no employment plan. Did not find any indication customer was registered in ICC.**

Data Validation – No issues

Keith Wright – 6227

Application/Eligibility – No issues

ACP – Yes, well planned goals and activities

Case Management /Case Notes – No issues

Data Validation – No issues

ATTACHMENT 19

Local Plan Comments

As of June 30, 2016, no public comments on the Local Plan have been provided to the Region 10 Workforce Board, Inc.