



EWIN

Building a
Stronger
Workforce

Educating
Future
Workers

EDUCATION
WORKFORCE
INNOVATION
NETWORK

Closing the
Skills
Gap



CENTER OF EXCELLENCE
IN LEADERSHIP OF LEARNING

+ Team



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+ EWIN's Mission



Foster community collaboration with partners and leverage work to create networks of innovative education models that are aligned with the realities of the economy



+ Why?



60%

of Indiana's jobs between now
and 2025 will require a
postsecondary credential

+ Why?



30%

of jobs in Indiana will require a
certificate or associate's degree

+ Why?



40.9%

of Indiana's population holds a
postsecondary credential or degree

+ Why?



Only 23%

of Indiana's 9th graders will complete a postsecondary degree in time-and-a-half

+ Why?



9%

is Indiana's underemployment rate: unemployed, employed part-time for economic reasons, or marginally attached workers.



+ Why?

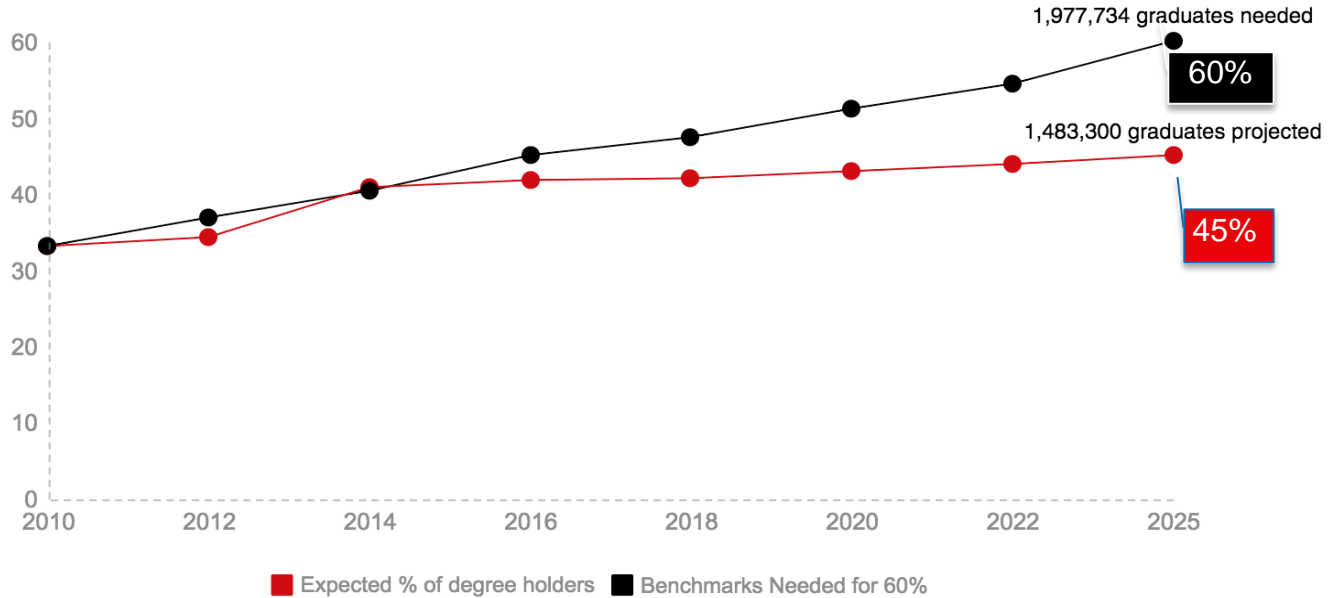


750,000

Indiana citizens have some college, but
no degree.



+ Sense of Urgency





DEVELOPING

SECTOR PARTNERSHIPS



+ Sector Partnerships



INDUSTRY



- STATEWIDE INDUSTRY ASSOC.'S
- TRADE ORGANIZATIONS
- BUSINESSES



SECTOR PARTNERSHIPS

- Priorities
- Opportunities
- Challenges
- Current / Future Needs

POLICIES,
STANDARDS
& METRICS



FEDERAL,
STATE &
LOCAL
AGENCIES,
BOARDS &
COUNCILS

WORKERS



STUDENTS



CAREER PATHWAYS

- Assessments
- Placements
- Services
- Training
- Education
- Workplace Learning

WORKFORCE
& EDUCATIONAL
PARTNERS

JOB
OPPORTUNITIES



CONNECTING
BUSINESSES
& QUALIFIED
WORKERS



INDIANA SECTOR PARTNERSHIPS

GROWING INDIANA'S TALENT PIPELINE



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

CONTINUOUS IMPROVEMENT

- Best Practices
- Business Feedback
- Evaluation & Analysis
- Global Standards
- Lessons Learned



WORKFORCE OF THE FUTURE

- Every Hoosier has access to meaningful employment
- Every Hoosier business has access to a skilled workforce



+ Sector Partnerships: Why?

- Integrated manpower and funding streams
- Agreed upon goals and barriers before programmatic implementation
- Collaborative efforts
- Shared metrics

+ Sector Partnership Benefits

- Build out a career pipeline system
- Lower training costs
- Higher retention rates
- Larger talent pool
- Better economic development prospects

+ Sector Partnerships' Role in Career Pathways



- Intentional pathways to real careers
- Intermediary role:
 - Employer exposure to multiple models
 - Ensure competencies are defined
 - “Bilingual” employer & educator systems

+ EWIN's Pathways Framework

- PK-16 framework
- Locally designed
- Employer & community driven
- Systems collaboration

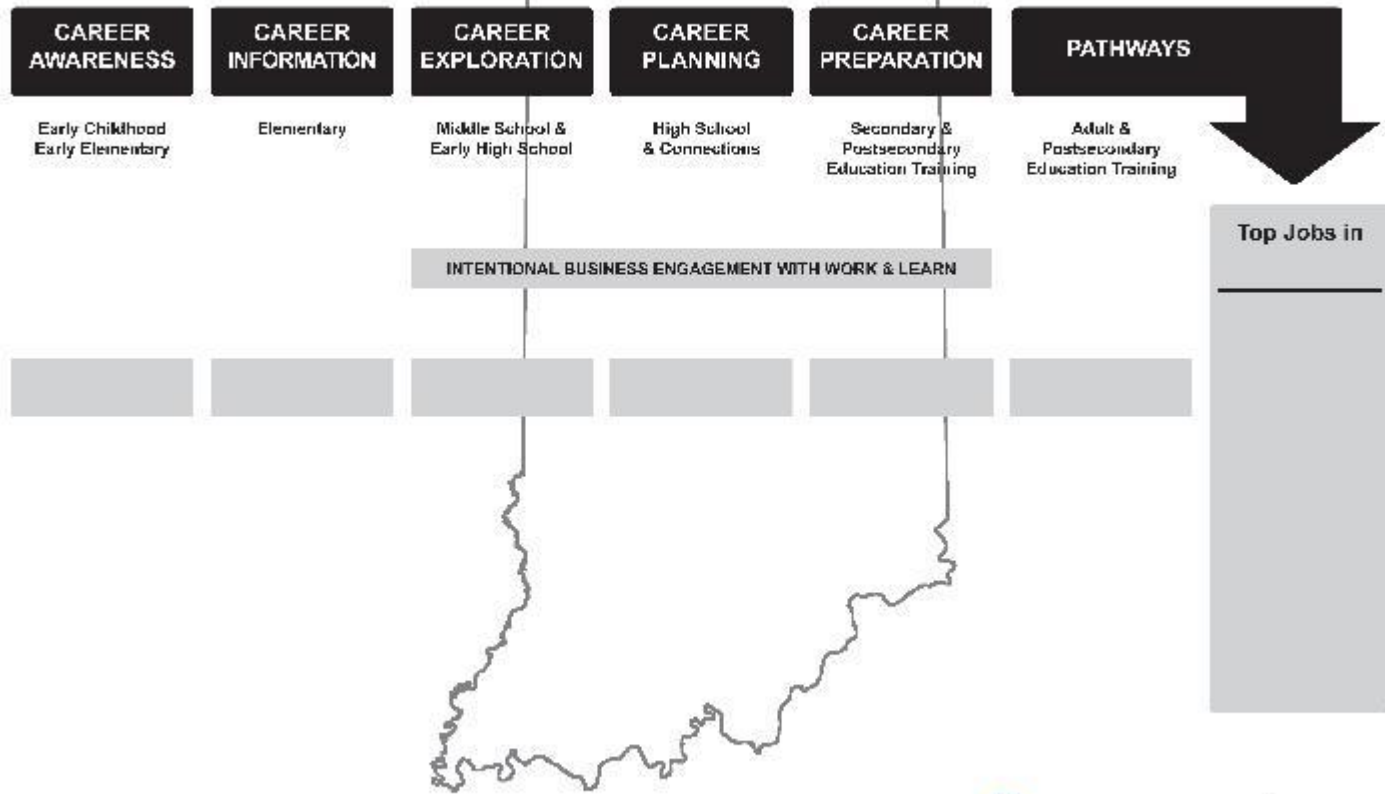
VISUALIZING INDIANA PK-16 CAREER PATHWAYS





PATHWAYS

Example of PK-16 Pathway in _____



+ Hallmarks of Exemplary Partnerships



+ Jay/Blackford County Example



- Focus: Manufacturing
- Problem: Need over 2,000 more employees within sector by 2023
- Purpose: Meet employer needs, build talent pipelines, raise personal income



Economic Development



Local Government



ECONOMIC DEVELOPMENT

LOCAL AND COUNTY GOVERNMENT

State Partners



STATE OF INDIANA



Jay - Blackford Manufacturing Council

SCHOOLS



Training Centers/ Education

Industry

MANUFACTURERS



+ Partnership vs Process (see handout)



- Do you believe you have strong partnerships?
- Do you believe you have a strong *process* to sustain and formalize those partnerships?
- How do you know?



USING

DATA WISELY



+ Data



- Painting the picture
- Evaluating
- Revising your plan

+ Data, Choosing metrics



- 1) What jobs are you targeting?
- 2) Who are you targeting to fill those jobs?
- 3) What are the barriers keeping them from those jobs?
- 4) What barriers will you remove or supports will you add to connect them to those jobs?
- 5) How will you know if you are successful?

+ Data, Painting the Picture

- What jobs are you targeting?
 - DDWS
 - Job Mapping
 - Sustainable Wage Calculator, IIWF

+ Data, Painting the Picture

- Who are you recruiting to fill jobs?
 - Zip code data (DWD)
 - Some college, no degree
 - Labor market versus geographical boundaries

+ Data, Job Mapping



Purpose:

- to clarify that DDWS data is reflected in the reality of your labor market
- to map stackable careers for learners

+ Data, Job Mapping (see handout)

Wage	# jobs now/5yrs	Job	Certificate/ Degree
\$18/hr	40/200	Production team members	HS diploma
\$25/hr	10/40	Team lead	OSHA/Work Ethics
\$30/hr	5/20	Maintenance	1-year on job, technical certificate



Production Team Member

\$18/hr

200 jobs to fill now

Complete 2/wk
bridge program to
employment,
including OSHA and
98% attendance

Team Lead

\$20/hr

20 jobs to fill now

Incumbent workers
with company for
over 6 months
complete leadership
certificate

Maintenance

\$30/hr

20 jobs to fill now

HS pre-
apprenticeship, then
1 year post

Incumbent 1 year
accelerated program



YOU MUST ASK:



Do you anticipate the jobs you have open now will exist in 10 years?

+ Data, Labor Market

- Surrounding counties leaving to work (DWD)
- HR representatives: where do employees live?
- DWD zip code data—where are people not working?



+ Data, disaggregation

- What populations exist in your area that are not working?
- Partner with organizations that support those populations.
 - Centers for Working Families, Excel Centers
 - Community organizations
 - Treatment centers
 - Re-entry





“The process will likely challenge some of the existing offerings, sequences and prerequisites.” - PTECH

+ Data, HS Programming



Surface data:

“66% of our students (950) enroll in postsecondary.”

Narrative:

“We are setting most of our students up for success!”

+ Data, HS programming

“776 of those 950 students enrolled in Indiana public schools.

404 of them enrolled in universities that graduate less than 40% of their students.

3 enrolled in the local manufacturing 2-year program that has wages and tuition paid for by businesses.”

+ Data, HS programming

What happens when students come back with debt and no degree?

How many students enrolled in local postsecondary trade programs?

+ Data, HS programming

- Indiana Commission for Higher Education Reports, National Clearinghouse
- College Navigator
- Management Performance Hub
- Use it to drive success and increase enrollment

+ Data

■ Process

- Who shows up to meetings?
- How many enroll in program?

■ Impact

- How many credentials earned?
- How many placed in jobs?
- Turnover rate

+ Short-Term



■ Process

- Who attends meetings?
- How many enrolled?
- Employer interactions
- Outreach metrics

■ Impact:

- Student progress towards credential
- Student retention

+ Long-Term

■ Process:

- # of active employers in partnership
- Employer satisfaction
- Student satisfaction
- # of students through program
- Employer investments

■ Impact:

- # of credentials earned
- Wage increases
- Vacancy rates
- Employer turnover
- Employment rates in target population
- Personal income

+ Example Process Data Dashboard



Measuring Partnership Success

- What percentage of employers in the region within the identified industry is represented on the alliance?
- Are all partners (workforce development agency, post-secondary education, and economic development) represented on the alliance?

	# in Region	# on Alliance	% Represented
Employers within the Industry			
Partners			

+ Example Impact Data Dashboard



Measuring Occupational Demand

Year 1 (Duplicate Reporting Table for Subsequent Years)					
Occupation	Job Need in 1st Yr	Total Jobs Filled after 1 Yr	% of Jobs Filled	Total Jobs Retained 2 Qtrs after Hire	Total Jobs Retained 4 Qtrs after Hire
<i>(Example Data)</i>					
<i>Welders</i>	<i>100</i>	<i>50</i>	<i>50%</i>	<i>15</i>	<i>10</i>
<i>Machinists</i>	<i>75</i>	<i>25</i>	<i>33%</i>	<i>20</i>	<i>18</i>

Occupation (cont.)	% of Jobs Retained	Avg. Earnings 2 Qtrs after Hire	Avg. Earnings 4 Qtrs after Hire	% Increase in Earnings
<i>(Example Data)</i>				
<i>Welders</i>	<i>75%</i>	<i>\$20,200</i>	<i>\$21,210</i>	<i>5%</i>
<i>Machinists</i>	<i>90%</i>	<i>\$22,400</i>	<i>\$24,192</i>	<i>8%</i>



Phases of Performance

(Exploring) Early Evidence of Progress

- a workplan or roadmap
- employer engagement



(Emerging) Actual Outputs/Products

- skills standards
- career awareness campaigns
- training programs for groups of employers
- industry-driven networking
- tackling non-workforce issues together



(Active) Impact

- employment for job seekers
- advancement for workers
- reduced vacancy rates for employers
- reduced time to hire
- job creation
- savings to public programs



+ Jay/Blackford County Example

- 1) Establish job forecast (DWD Data)
- 2) Job profiles and gap analysis (ACT Profilers)

Outcome Metrics:

of people connected to jobs

% increase in personal income

+ Data Mapping (see handout)



Reflect on your data chart.

Discuss your areas of strength and growth opportunities with your team or a neighbor.



ENGAGING

BUSINESS PARTNERS







+ Benevolent Engagement



Flyover

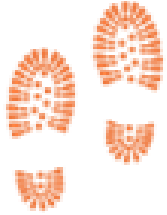
- Financial Support
- Donation of equipment



Technical Support

- Curriculum advice
- Advisory committee
- Equipment installation and support

+ Stakeholder Partner



Boots on the Ground

- Career exploration involvement
- Teacher externships
- Teacher mentors
- Student mentors
- Student internships
- Real-world problems

+ Skills Mapping



Purpose:

What's the output you are looking for?

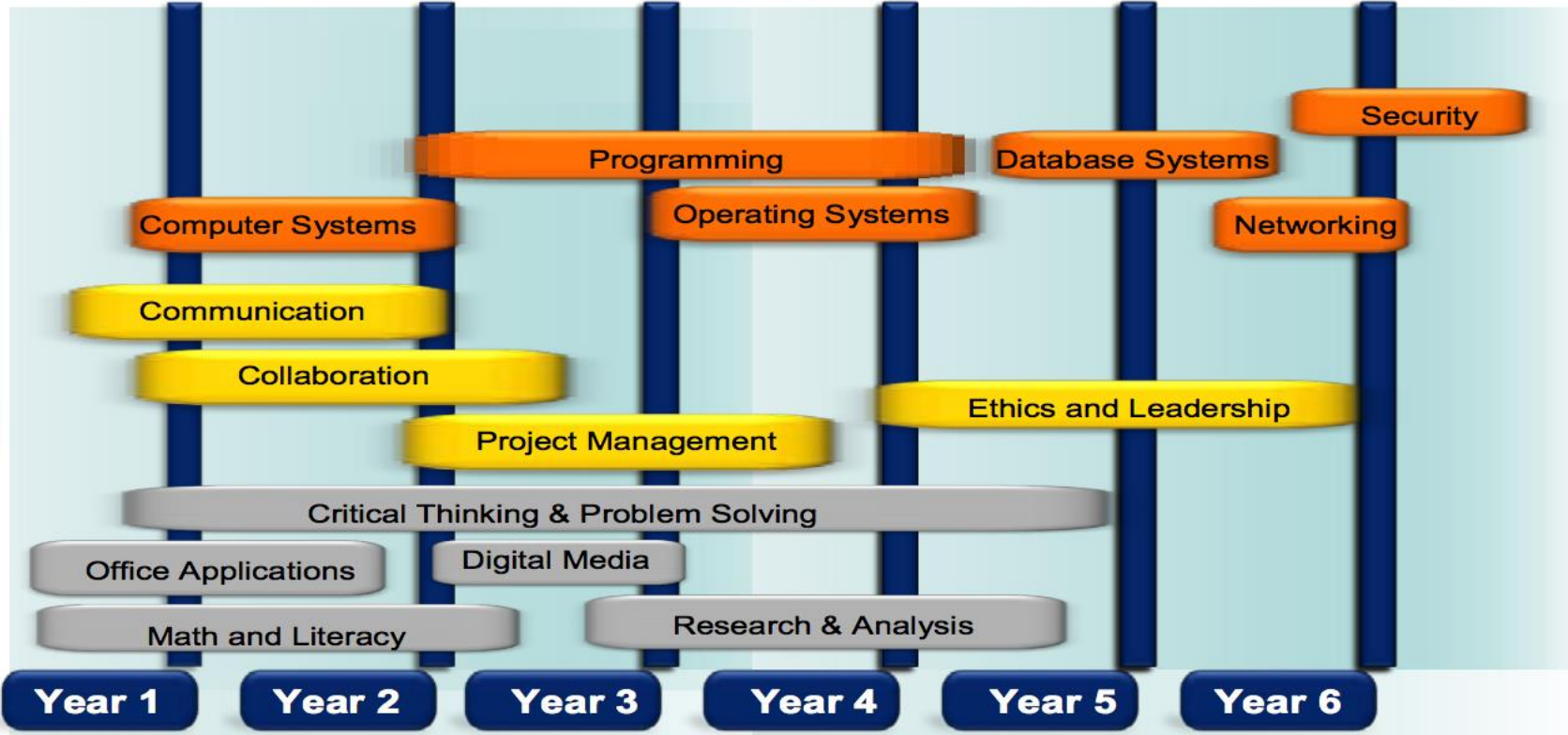
Where are the current gaps?

Core Academic Skills

Professional Skills

Technical Skills

Skills



+ Employability

PROBLEM SOLVING

COMMUNICATION

LEADERSHIP

PERSEVERANCE



CRITICAL THINKING

SELF-MANAGEMENT

ADAPTABILITY

TEAMWORK



+ Employment Competencies



- Educators, students, and business should know
 - what competencies are being developed
 - when they are being developed
 - how you will know if they are developed

+ Menu of Options

- Career fair
- Work-Place Learning
- Tuition
- Apprenticeships
- Equipment donations
- Teaching a course
- Paid internships
- Hybrid internships
- Job shadows
- Practice Interviews
- Serving on advisory council

+ Jay/Blackford County Example



- 1) Develop competency maps
- 2) Create employer-driven curriculum K-12
- 3) Provide employer-driven workforce training for adults

INDUSTRIAL MAINTENANCE

as a career in Jay and Blackford County

Entry Level

Initial Hiring

Take a skills assessment test and interview with department manager
Job offered based on skills and job interview
Average starting wage \$14.00 to \$16.50/hr (\$29,120 - \$34,320 annually)

A Level

Evaluation of Skills or Passed Skills Attainment Class

Take a hands on skills assessment every 2 years
Promotion and pay raise based on skills assessment and assessed soft skills
Average A-Level wage \$18.30 to \$21.60/hr (\$38,064 - \$44,928 annually)

B Level

Evaluation of Skills or Passed Skills Attainment Class

Take a hands on skills assessment every 2 years
Promotion and pay raise based on skills assessment and assessed soft skills
Average starting wage \$21.50 to \$24.20/hr (\$42,640 - \$50,336 annually)

C Level

Evaluation of Skills or Passed Skills Attainment Class

Take a hands on skills assessment every 2 years
Promotion and pay raise based on skills assessment and assessed soft skills
Average starting wage \$25.16 to \$29.00/hr (\$48,172 - \$60,320 annually)



“We did not approve our curriculum, our manufacturing council did. They govern our system. They hire the manufacturing teacher.”

- Jeremy Gulley, Superintendent of Jay School Corporation, Board Chair of John Jay Learning Center



BUILDING

SUSTAINABLE PROGRAMS





Sector Partnerships Drive Sustainability

+ Sustainability



- Multiple resources at the table from the beginning
 - Economic development
 - Foundations
 - Industry
 - City/County
 - Education

+ Sustainability in Sector Strategies



- Defined MOUs
- Governance Structure
- Continuous improvement
- This is a new way of doing business, not a program

+ Matching funds

- Cash manager
- Tuition/training/certification fees
- Membership dues
- Local foundation grants
- Government funds
- Co-sponsoring a case

+ Matching funds, in-kind



- Time spent (Average executive/HR level: \$100/hr)
- Space (what would it rent out for * time)
- Equipment (use vs donation)
- Providing a teacher
- Transportation (bussing fees)

+ Matching funds, in-kind

- Keep documentation
 - Use forms
- Be consistent
- Thank your partners in quantifiable ways
 - “You all contributed \$5,000 in time this month!”



DESIGN

INNOVATIVE PATHWAYS



+ Innovative Career Pathways



- Intermediary role:
 - Expose employers to a variety of options
 - Be a neutral guide around different programming
 - Translate education models into workforce speak
 - Don't let meetings turn into programmatic sales pitches

+ Innovative Career Pathways



Do something different.

Start with ideal.

Work together to break down barriers.

If this is important, systems will have to change.

+ Innovative Career Pathways

- Apprenticeship models
- Combined HS and Adult programming
 - Bridge programs that result in credential
 - If you kept students in the same location for 1 more year, how many more would earn a credential?



K - 8 **EXCITE**

Exploratory STEM Courses



YEAR 9 **DISCOVER**

Introductory & Survey Courses



YEAR 10 **NAVIGATE**

Foundational Courses



YEAR 11 **ENGAGE**

Advanced Level 1 Courses



YEAR 12 **ADVANCE**

Advanced Level 2



YEARS 13/14* **IMMERSE**

Post-Secondary Level Courses

School
-Based Learning

Work
-Based Learning

CareerResidency - Optional 3-yr immersive pathway

CareerSpark
Industry Exploration Event

CareerX
Industry Exploration Event

CareerCoach
Mentoring Program

CareerLaunch
Internship Program

CareerCollaborate
Industry Consulting Project

CareerLaunch
Internship Program

CareerCollaborate
Industry Consulting Project

CareerLaunch
Internship Program

*For students who opt into the CareerResidency.






DENVER PUBLIC SCHOOLS
CAREERCONNECT

Program Model | Copyright © 2016 by Denver Public Schools CareerConnect.

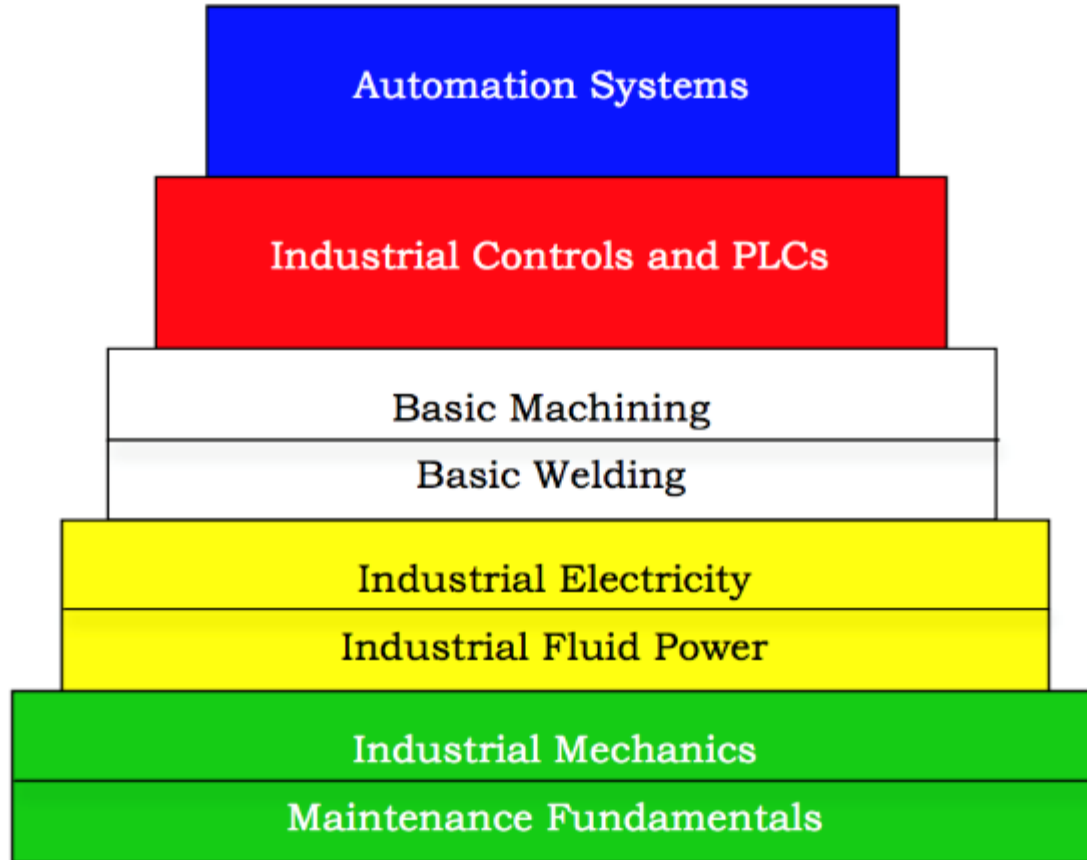
HERE'S HOW IT WORKS.

CAREERWISE APPRENTICES SPLIT TIME BETWEEN SCHOOL, TRAINING CENTERS, AND WORK ON A SCHEDULE THAT WORKS FOR STUDENTS AND BUSINESSES

	YEAR 1	YEAR 2	YEAR 3
 AT HIGH SCHOOL Core academic courses at school (e.g., math), some community college coursework	~3 days a week	~2 days a week	NA
 ON-THE-JOB On-the-job training, in form of occupation, rotation or projects	16 hours a week	24 hours a week	32-40 hours a week
 AT TRAINING CENTER Multi-skill training curriculum in pathway-specific skills	~150 hours a year	~175 hours a year	~200 hours a year

+ Jay/Blackford County Example

- Incumbent worker training
 - Competency based certificates
 - Employer-paid education time
 - Stepping stones up the career ladder
 - Map certificates to wages
 - Stackable credentials
 - Short-term is better





Blue Level	Hours
<u>Automation Systems Certificate</u>	
Automation Systems	72
Robotics and Motion Control	62
Total Hours	134

Red Level	Hours
<u>Industrial Controls and PLCs Certificate</u>	
Control Systems	38
Programmable Logic Controllers	56
Total Hours	94

White Level	Hours
<u>Basic Machining Certificate</u>	
Basic Machining	66
<u>Basic Welding Certificate</u>	
Basic Welding	48
Total Hours	114



+ Innovative Career Pathways

- Accelerated credentials, combining credentials
 - Especially for smaller businesses
- Recognition of previous skills for credit or credential
- Timeframe that makes sense, not based on current educational limitations

+ Summary of Sector Strategies

- Data: Target metrics, continuous improvement
- Business engagement: On-the-ground, consistent
- Sustainability: Supplemental grant funds and large in-kind/local matching
- Innovative Pathways: Change the system, listen to employers

+ Support after grant awards

- On-the-ground facilitation
- Exposure to best practices
- Networking

+ Opportunities to Stay Engaged



- Sign up for EWIN email list
- Education-Workforce Partnership grants, next round in Spring 2018
- National & Statewide study tours
- EWIN Pathways Summit: June 13 & 14 2018!