

(Governor's Workforce Cabinet) Local Career Coaching Model Taskforce

302 W Washington St
Indianapolis, IN 46204
Media Center

February 15, 2019, 11:00 a.m.

MEETING MINUTES

Taskforce Attendance:

In Person - Mike Barnes, Todd Bess, Chloe Cloutier, Rhonda Cook, Mary Ellen Hamer, Mellisa Leaming, Danny Lopez, James McNeany, Dr. Andrew Melin, Matt Presley, Barbara Quandt, Josh Richardson, Stephanie Sample, Mike Slocum, Anne Valentine, Stephanie Wells, Michael Woods

Non-Taskforce Members Present:

David Bottorff

Call to Order

1. Danny Lopez sets expectations for the taskforce
2. Introduced Handouts:
 - 4 box grant program topics
 - Career coaching and navigation report
 - CICIP report

Discussion Topics:

3. Taskforce member introductions and description of what their members need from career coaching

Barbara Quandt - small business- need people and has jumped in front of tax and business reform

Mike Slocum - talent, needing talent—chamber supporting talent development

Dr. Andrew Melin - greater clark model, help students find their best fit

Stephanie Sample – smooth transition between k-12 and higher ed

Todd Bess - counselors and how they see their role with student careers, Principal awareness of Grad Pathways

James McNeany - Struggle to find business to partner with, less than 1/3 of non-public schools participating in internships

Chloe Cloutier - self driven career guidance

Matt Presley - previous teacher with career based learning (schools and competition with other industries)

Josh Richardson/Mike Barnes – learn what is happening in the field and how DWD can assist in implementation

David Bottorff – regional approach, never allow lack of workforce to be a reason why a company can't locate in IN

Mellisa Leaming – region 4 constituents are employers, assisting employers to drive skills needed in youth, adult and dislocated workers, JAG for high school juniors and seniors

Stephanie Wells - regional initiative, small companies trouble plugging in to local programs so small and med have to have easy access and not just something designed for big business

Rhonda Cook – mayors have been talking most about quality of place and designing places where people want to live in order to gain workforce, trails and broadband

Anne Valentine - must include students and adults to reach credential goals, so want to keep in mind adult population in each region

Michael Woods - early colleges pointed to CACP sheet and talking about misconceptions of CTE centers, other opportunities besides 4 year colleges

Mary Ellen Hamer - want to be involved with businesses, want to talk about how go from workforce to potentially bachelors

4. Question: How do businesses and schools connect?
 - Cold calling, members businesses having a hard time connecting with high school
 - Business don't know what to do, need liaison, there is no current process
5. Question: What is the specific goal of the model implemented?
 - Connecting students through work based learning experiences, best in on a paid basis
 - Students identify where skills and passion meet
6. Question: How is the regional approach to workforce boards or career centers used to engage with schools now?
 - Programs and schools are not currently working together
 - Ivy Tech has some strong regional areas, but not fluid across the state, but dependent on industry and location
7. Question: How do employers connect to post-secondary?
 - Communication piece is key to be built in to help employers
 - Certain credentials get acquired by employers quickly

8. Question: Is there a resource available at the WorkOnes to connect back to schools?
 - Wagner-Peyser is defined by Region 4 as the job matching and searching piece of the WorkOne, these employees can discuss how you can find and get a job. Not enough staff or funding to use Wagner-Peyser to serve students but, theoretically could
 - The key is to get everyone to convene over one skill set

9. Question: What is the mechanism at the high school level to help students identify what they are good at?
 - As a student, it seems like it is isolated to one specific event to find your “best fit”
 - Not all teachers seem engaged in making connections to education with the current workforce or relevant careers of today
 - Opportunities to explore quickly narrow once you start on a track in high school – for example an honors student would not be able to explore manufacturing
 - Teachers are not getting out in the field to find out what is available
 - Need to have teachers and counselors and administrators have experiences in the workforce and exploring the work industries

10. Question: Do individual businesses have the ability to translate to schools what they need? And if not, who are the local trusted actors who can act as translators?
 - Chancellors from Ivy Tech usually build those relationships
 - In advanced manufacturing, employers usually partner with higher ed to develop curriculum and build pipeline
 - Regional model seems to be a necessity, workforce is a regional
 - Need to move past competition that exists in school systems and employers

11. Question: Do we want to standardize lead applicants for a grant? Does an intermediary exist today or does it need to be created as a fiscal agent?
 - Yes because you need to have someone who knows both sets of languages of employers AND education
 - May want to keep it open to not one applicant BUT criteria for who should partner
 - Points could be given to existing partnerships who already have everything together
 - Be inclusive, so that capacity does not shut out smaller entities
 - Require certain people around the table

12. The next Taskforce meetings will be Friday, March 8 and Friday, March 29. Dial-In will be provided.

13. At the April 18, 2019 Governor’s Workforce Cabinet Meeting we will present application process recommendations for Cabinet discussion.