



Quarterly Meeting Briefing Book

Tuesday, February 12, 2019
10:00 AM to 2:15 PM

Pennsylvania School Boards Association
Mechanicsburg, Pennsylvania

Tom Wolf
Governor

Jeff Brown
Chair



Quarterly Meeting Briefing Book

Table of Contents

Meeting Agenda

February 12, 2019 Meeting Agenda.....	2
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Chair's Updates

October 23, 2018 Meeting Minutes.....	4
PA WDB Bylaws.....	14

PA WDB Agency Updates

February 12, 2019 Quarterly Meeting Agency Updates.....	20
---------------------------------------------------------	----

PDE Overview, Future Ready PA Index, K-12 School Guidance Plans, and Career Ready Skills

PA Department of Education Presentation.....	27
Westmoreland-Fayette Presentation.....	55

Committee Updates

Continuous Improvement Committee.....	63
Career Pathways and Apprenticeship Committee.....	69
Youth Committee Update.....	70
Inventory of Pre-Apprenticeship Programs Across PA Executive Summary.....	71
Re-entry Ad Hoc Committee.....	74

Title IV – Vocation Rehabilitation

2017-18 Vocation Rehabilitation Highlights.....	75
-------------------------------------------------	----

Other Resources

Labor Market Information Update.....	77
PA CareerLink® Update.....	79

Quarterly Meeting
Tuesday, February 12, 2019
10:00 AM to 2:15 PM

Pennsylvania School Boards Association
400 Bent Creek Boulevard, Mechanicsburg, Pennsylvania

Agenda

10:00 AM Welcome, Introductions, and Roll Call, Chair Jeff Brown

10:05 AM Chair's Updates, Chair Jeff Brown

- Approve October 23, 2018 Quarterly Meeting Minutes – **VOTE**
- Update PA WDB Bylaws – **VOTE**
- Governor's Budget and PAsmart Updates
- Auditor General Workforce Development System Performance Audit
- 2020 WIOA Combined State Plan Timeline and Process
- PA WDB Annual Report
- Reminder: Annual Ethics Commission Statement of Financial Interest due May 1

10:35 PM Public Comment Period

10:45 AM PA WDB Agency Updates

Presenters: Departments of Agriculture, Aging, Community and Economic Development, Corrections, Education, Human Services, Labor & Industry

11:15 AM PDE Overview, Future Ready PA Index, K-12 School Guidance Plans, and Career Ready Skills

Presenters: Secretary Pedro Rivera, Brian Campbell, and Dr. Pam Emery PA Department of Education
Dr. Shannon Wagner, Burrell School District
Bill Thompson, Westmoreland/Fayette Workforce Development Board

12:00 PM DHS Employment and Training Redesign

Presenter: Secretary Teresa Miller, PA Department of Human Services

12:30 PM Working Lunch

12:45 PM Committee Updates

- Continuous Improvement, Chair Brian Funkhouser
- Career Pathways and Apprenticeship, Chair Julene Campion
- Industry Partnerships and Employer Engagement, Chair John "Ski" Sygielski
- Youth, Chair James Kunz
 - Presenter: Steve Herzenberg, Keystone Research Center
- Healthcare Workforce Ad Hoc, Chair Matt Yarnell
- Re-entry Ad Hoc, Co-Chair Jeff Brown



- 1:15 PM Local Workforce Development Board Partner Updates
Presenter: Patrick Clancy, Philadelphia Works
- 1:30 PM Workforce Innovation and Opportunity Act (WIOA) Refresher: Title IV-Vocational Rehabilitation
Presenters: Ryan Hyde and Cindy Mundis, PA Department of Labor & Industry, Office of Vocational Rehabilitation
- 2:00 PM Closing Remarks, Governor Tom Wolf
- 2:15 PM Adjourn – **VOTE**

Next Meeting: Wednesday, May 1, 2019 at the Pennsylvania School Boards Association



Quarterly Board Meeting

Tuesday, October 23, 2018

10:00 AM to 2:00 PM

Pennsylvania School Boards Association

Pennsylvania A/B

400 Bent Creek Boulevard, Mechanicsburg, Pennsylvania

Meeting Minutes

Attendance

Members: Jeff Brown, Chair; Secretary Jerry Oleksiak; Secretary Pedro Rivera; Deputy Secretary Eileen Cipriani; Deputy Secretary Carrie Amann; Representative Ryan Mackenzie; Representative Morgan Cephas; James Kunz; Jessica Trybus; Pat Eiding; Idayat Adewunmi; Frank Sirianni; Pete Klein; JoAnne Ryan; Jodi Pace; Gregg Riefenstahl; Julene Campion; Christopher Hackett; Ron Kratofil; Dionne Wallace Oakley; James Harper, Jr.; Robert Scaer; Marguerite Kline; Tim Bean; Carol Kilko, for Secretary Dennis Davin; Christian Stephens, for Secretary John Wetzel; Eric Kratz, for Kim Ward; David Miles, for Secretary Teresa Osborne; Scott Sheely, for Secretary Russell Redding

Presenters: Chair Brian Funkhouser, Continuous Improvement; Chair Julene Campion, Career Pathways and Apprenticeship; Chair John “Ski” Sygielski, Industry Partnerships and Employer Engagement; Chair James Kunz, Youth; Chair Jeff Brown Re-entry Ad Hoc; Robert Reed, Charla Plaines, and Jeff Abramowitz, PA Re-entry Council; Dan Fogarty, Berks Local Workforce Development Board; Jesse McCree, South Central Workforce Development Board; Cathy Rychalsky, Lancaster Workforce Development Board

Staff: Allison Jones, James Martini, Michael Leister, Cornelius Chachere, and Mary Hoskins

Welcome, Introductions, and Chair's Updates

Chair Brown called the Quarterly Meeting to order at 10:05 AM.

Chair Brown sought a motion to approve the agenda.

MOTION: Mr. Hackett moved to approve the August 15, 2018 agenda. Mr. Scaer seconded the motion. The motion passed unanimously.

Chair Brown sought a motion to approve the minutes from August 15, 2018.

MOTION: Mr. Hackett moved to approve the August 15, 2018 minutes. Mr. Scaer seconded the motion. The motion passed unanimously.

Chair's Updates-Deputy Secretary's Report

PA Department of Labor and Industry (L&I) Deputy Secretary Eileen Cipriani provided a brief quarterly update based on the written report included in the briefing book. Deputy Secretary Cipriani noted the Workforce Development Deputate was honored to be awarded a Trade and Economic Transition

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

Dislocated Worker Grant for \$8 million from the U.S. Department of Labor. In addition, the Bucks Workforce Development Board received a \$1.7 million grant and Partner4Work received a \$7.8 million grant.

Deputy Secretary Cipriani said the Pennsylvania Apprenticeship and Training Office (ATO) hosted a summit in September 2018 with 400 participants. The purpose of the summit was to provide employers and apprenticeship stakeholders with information and resources to build pre-apprenticeship and registered apprenticeship programs. Deputy Secretary Cipriani thanked Eric Ramsay and Sara Gligora, ATO staff, for their efforts organizing this successful event.

Deputy Secretary Cipriani highlighted the Biz Works initiative, a new layoff aversion strategy modeled after a similar program in Massachusetts. BizWorks will provide resources to businesses throughout their life cycle to upskill their existing workforce to help the businesses grow and retain talent in Pennsylvania.

Deputy Secretary Cipriani provided an update on the media campaign from the spring of 2018. Deputy Secretary Cipriani noted a significantly increased the traffic on both the PA CareerLink® online site and centers. She noted there is an interest in continuing the media campaign.

Deputy Secretary Cipriani acknowledged the Team Pennsylvania Foundation for their partnership with the commonwealth on workforce initiatives, including by funding 41 STEM projects across the commonwealth.

Lastly, Deputy Secretary Cipriani highlighted the upcoming Teacher In The Workplace grants, which will provide \$2.5 million in grants to connect educators and school districts directly to businesses. These grants allow businesses to share their workforce needs with educators, who then incorporate this information into their curriculum to prepare students for the workforce.

Committee Updates-Continuous Improvement

PA WDB Director Allison Jones provided an update on behalf of Chair Brian Funkhouser. The Continuous Improvement Committee met to review the goals and sub-goals the WIOA Combined state plan to identify measures that might be included on a dashboard of performance metrics related to the commonwealth's progress in implementing WIOA. The PA WDB is also partnering with the Center for Workforce Information and Analysis to develop an online data visualization tool for the Next Generation Industry Partnership program. The tool will include a map of partnerships and summary level data about each one. Eventually the dashboard will also include the statewide metrics for each partnership.

Committee Updates-Health Care Ad Hoc

PA WDB Director, Allison Jones, provided an update on behalf of Chair Matt Yarnell. In September 2018, the committee met in-person to discuss the findings of the former PA Center for Health Careers, which included recommendations on how to improve the quality and meet the demands of the health care workforce. The committee will be developing a crisis statement to clearly describe the current challenges facing the direct care workforce.

Committee Updates-Employer Engagement and Industry Partnerships

PA WDB Director, Allison Jones, provided an update on behalf of Chair Ski. The committee is developing a survey for PA WDB members to better understand how employers and other organizations are using

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

the public workforce development system, to inform the committee's work around how to improve and encourage employers to use the system.

Committee Updates-Career Pathways and Apprenticeship

Chair Julene Campion noted the committee did not meet in the last quarter, but is working behind the scenes on several initiatives to bring to the committee in the coming months. The committee is working on a shared definition of career pathways for workforce development stakeholders and visuals to illustrate the definition and career pathways model in Pennsylvania. The committee will also be conducting an inventory of existing career pathways initiatives that are consistent with the WIOA definition of career pathways.

Committee Updates-Youth

Chair James Kunz noted that the Keystone Research Center (KRC) is conducting an inventory of pre-apprenticeship programs across the commonwealth. KRC will interview nine existing pre-apprenticeship programs, and sent a survey to Local Workforce Development Boards and other stakeholders. There is a summary of KRC's initial findings in the briefing book. In October, PA WDB and L&I also hosted a session at the Pennsylvania Workforce Development Association Symposium, and the session revealed that workforce development stakeholders are looking for statewide leadership on youth and career pathways, at both the programmatic and systems levels. The committee will be working on developing a definition of career readiness, which is a sub-goal in the WIOA Combined State Plan.

Committee Updates-Re-entry Ad Hoc

Chair Jeff Brown announced the committee has developed a formal partnership with the PA Re-entry Council (PaRC) out of the Attorney General's Office, as both initiatives overlap on workforce development. Chair Brown announced that PaRC member Jeff Abramowitz will co-chair the PA WDB Re-entry Ad Hoc Committee.

Mr. Robert Reed, Executive Deputy Attorney General, provided an overview of the PA Re-entry Council, which was created by Governor Wolf and Attorney General Shapiro in April 2017. PaRC is looking forward to combining our efforts to address barriers to employment for individuals returning to their communities after leaving a correctional facility. Mr. Reed noted these individuals often experience difficulties finding work. Mr. Reed said there are 27 local re-entry coalitions with both federal, state, local, and community partners working on re-entry issues. The goal is not only to reduce recidivism, but also create a better transition from prison back into the community by creating opportunities for education, training, and jobs.

Ms. Charla Plaines, PaRC Re-entry Coordinator, thanked the PA WDB and provided an overview of her experience working on re-entry issues, including her 29 years of service at the Pennsylvania Commission on Crime and Delinquency, before joining PaRC. There are consistent barriers that returning citizens face, including employment, education, housing, transportation, and behavioral health, among others. There is a lot of value in individuals returning from prison and focusing on developing their skills to prepare for jobs that can support their family and not have to worry about returning to prison.

Mr. Jeff Abramowitz, PaRC member and committee chair, is also the Executive Director for Re-entry Services at JEVS Human Services in Philadelphia. He shared his five-year experience in the federal prison system and as a returning citizen. His passion now is helping men and women that are coming home find gainful employment and sustainable wages that give them a future in Pennsylvania and throughout the

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

country. He noted that thousands of Pennsylvanians and millions of Americans have criminal backgrounds, and that he is excited to work with PaRC and PA WDB to address re-entry issues. The Governor is really dedicated to doing something about re-entry at the state level, especially around employment through the PA WDB.

PAsmart Grant Framework, Chair Brown and Allison Jones

Chair Brown noted that the PAsmart Ad Hoc Committee met to develop a framework for PAsmart Grants. Chair Brown noted that the Enacted Budget for 2018-19 included \$30 million in PAsmart grants.

PA WDB Director, Allison Jones, provided an overview of the PAsmart grants, including \$20 million for Computer Science and STEM education, \$7 million for pre-apprenticeship and registered apprenticeship, and \$3 million for Next Generation Industry Partnerships. As part of the appropriation, the Fiscal Code language said that agencies should allocate PAsmart resources based on the recommendations of the PA WDB. Given the PA WDB's role in inter-agency coordination, the PA WDB was a natural fit to develop recommendations for how to allocate PAsmart resources.

Director Jones indicated that the PAsmart Framework Principles and Funding Priorities was on page 33 of the briefing book. The committee developed principles and funding priorities that align with the Governor's strategic vision for workforce development and the WIOA Combined State Plan. The PAsmart Framework is focused on data-driven innovation, cross sector collaboration, equity, diversity, inclusion, leveraging existing resources, and building capacity for organizations to support this work.

The PAsmart Ad Hoc Committee reviewed the PAsmart Framework and provided feedback, including around allowable uses of funds, eligible applicants, and how we reach our target populations. The PAsmart Ad Hoc Committee unanimously supported the PAsmart Framework and recommends approval by the PA WDB.

Deputy Secretary Amann said the Governor's Office is excited about this next step of the PAsmart initiative and for state agencies to collaborate on developing the PAsmart Framework, both operationally and financially. The PAsmart Framework demonstrates how agencies can partner to ensure resources are invested strategically and efficiently. We anticipate releasing a Request for Proposals soon and allocating these resources quickly so funding gets out to the communities that really need it.

Chair Brown sought a motion to approve the PAsmart Framework Principles and Funding Priorities.

MOTION: Mr. Harper moved to approve the PAsmart Framework. Ms. Wallace Oakley seconded the motion. The motion passed unanimously.

PAsmart Public Comment Period

Chair Brown noted that PAsmart was not controversial because there were no public comments. Chair Brown said he was looking forward to seeing the money get out the door and help people.

Finalize Next Generation Industry Partnership Statewide Metrics, Allison Jones

PA WDB Director, Allison Jones, presented the final Next Generation Industry Partnerships statewide metrics on behalf of Chair Ski, Industry Partnership and Employer Engagement Committee,

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

The statewide metrics will evaluate the effectiveness and impact of industry partnerships across the Commonwealth. Ms. Jones noted that the metrics have not changed much since the PA WDB got a preview at the previous meeting, but also noted they are organized by impact on workforce, education, economic development, and partnerships to emphasize the program's focus on cross-sector collaboration.

Since then, the committee engaged workforce development stakeholders in a second round of input and received great feedback from local partners. Once the metrics are approved by the PA WDB, staff will continue to engage Local Workforce Development Boards and business champions on the best way to gather information on the statewide metrics, which will likely be done by survey. Ms. Jones noted that this is just the first round of metrics, that the PA WDB will learn whether these are the right metrics over time, and there is an opportunity to add additional metrics as needed.

Chair Brown noted that Next Generation Industry Partnerships are relatively new and asked if this is the first time the PA WDB is approving official metrics related to this program.

Deputy Secretary Cipriani responded that this is the first time we will have Next Generation Industry Partnership metrics. She noted there are 15 funded partnerships and 19 total partnerships, and they are in various stages of implementation. We changed the measures over time based on feedback from partners, including when we hear feedback through traveling extensively across the commonwealth.

Secretary Oleksiak agreed that when he travels, he hears that people are excited about Next Generation Industry Partnerships and these measures will help measure their impact. He also noted that the program is more responsive to what businesses want, as opposed to telling businesses to use existing public programs.

Chair Brown sought a motion to approve the statewide metrics.

MOTION: Mr. Hackett moved to approve the statewide metrics. Mr. Eiding seconded the motion. The motion passed unanimously.

Local Workforce Development Board Partner Updates

Chair Brown announced the PA WDB will have a standing agenda item at Quarterly Meetings to hear from Local Workforce Development Boards. This is an opportunity for our local partners to share the innovative work they are doing at the local level.

Mr. Dan Fogarty, Berks County Workforce Development Board, presented on how Berks County approaches employer engagement through sector strategies. Mr. Fogarty provided two handouts: the list of priority sectors the Berks County LWDB approved in June 2017 and a retention/layoff aversion strategy for the advanced manufacturing sector.

Mr. Fogarty provided an overview of the labor market in Berks County. The current seasonally-adjusted unemployment rate in Berks County is 4.2 percent and that 65 percent, or two-thirds, of Berks County residents live and work within the county itself. Berks County is also home to the City of Reading. Reading is the fifth largest city in the commonwealth and going through a lot of change which creates a lot of opportunity for the local board. Reading's population is now two-thirds Hispanic, which is much

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

younger and economically challenged than the balance of the county. Reading's unemployment rate is higher than the county as a whole, at about 6.7 percent.

Mr. Fogarty described Berks County's sector-based approach to employer engagement, which allows the board to better prioritize their work by listening to business needs, helps break down silos and barriers with all the different partners that are working with the employers, and because the approach has proven effectiveness. He said Berks County's previous work in sector-based strategies has set the foundation for Next Generation Industry Partnerships in the region.

Mr. Fogarty then highlighted the importance of the manufacturing sector in Berks County. In Berks County, manufacturing has a location quotient of 2.04, meaning Berks County has twice the concentration of manufacturing firms than as the country as a whole. He said that Berks County has 500 manufacturing employers and stable employment projections with 32,000 projected jobs in manufacturing by 2025. He said that while manufacturing will continue to remain the largest sector, they are not seeing a lot of job growth. He noted that Berks County and its manufacturing sector has an aging workforce. Currently, 52 percent of workers are age 45 or older, a quarter are 55 or older, and they are now retiring in large numbers. Berks County alone will have to find 7,000 new workers in the manufacturing sector just to replace retiring workers.

Mr. Fogarty explained Berks County's sector-based approach will be necessary to fill positions in the manufacturing sector. They have also used \$100,000 of their WIOA Title I funds for Incumbent Worker Training and last year they used \$50,000 in Rapid Response layoff aversion funds to upskill 105 workers.

Chair Brown asked Mr. Fogarty if there is another sector, besides manufacturing, that is Berks County's focus. Mr. Fogarty responded that Berks County also focuses on construction, health care, social assistance, and, transportation, warehouse, and logistics. Agriculture is a very important legacy industry in Berks County and although it doesn't employ a high number of workers, it has a significant economic and cultural impact in Berks County. Fogarty noted that the region from Lancaster through Berks County and Lehigh Valley along Route 222 has a heavy concentration of a food industry manufacturing, is tied to our geographical proximity to major markets in the East Coast.

Deputy Secretary Amann asked Mr. Fogarty to elaborate on the recovering versus sustaining industry approach, and why Berks County has divided its focus industries in that way. Mr. Fogarty noted that the sustaining industry of health care, provides jobs, but it doesn't have the same kind of economic spin-off effects that wealth and goods-producing industries like manufacturing and construction have. Therefore, by comparison, construction is a smaller industry, but has a higher economic impact. Health care is largely a service industry, so the economic impact stays in the county, compared to construction and manufacturing that bring in resources from outside of Berks County. . are kind of moving around within the county, whereas construction and manufacturing bring dollars in from the outside.

Mr. Eiding asked if the construction industry is more residential or commercial in Berks County. Mr. Fogarty replied that there are not very many large commercial contractors in Berks or the surrounding counties of Chester, Lancaster, or Montgomery. Mr. Fogarty continued that the strongest apprenticeship programs in Berks County, on both the union and non-union side, are in the building and construction trades.

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

Chair Brown commented that Lehigh County's logistics industry is experiencing recruiting challenges and asked Mr. Fogarty if Berks County collaborates with Lehigh County on this issue. Mr. Fogarty responded that Berks County does not refer its customers from Reading to the Lehigh Valley. Ms. Nancy Dischinat, Leigh Valley Workforce Development Board, noted distribution centers are now referred to as fulfillment centers, and that the Lehigh Valley recruits workers in this industry from Philadelphia and Southeast Pennsylvania. Ms. Dischinat noted that Amazon, FedEx, and iHerb are collectively recruiting over 3,500 workers. The Lehigh Valley held a job fair for these companies and 705 people attended. Ms. Dischinat also noted they talk candidly with employers about raising their wages to recruit, retain, and create growth opportunities within their workforce.

Mr. Sirianni asked for the average starting salary for an entry level position in the manufacturing and transportation industries, and if fulfillment center positions are temporary and/or seasonal. Mr. Fogarty responded that wages grow outside of Reading and an entry level position in manufacturing ranges from \$15 to \$20 per hour, with transportation starting wages slightly lower. Ms. Dischinat added that fulfillment centers offer full-time permanent employment, and are trying to provide additional benefits to retain workers for an additional year.

Jesse McCree, South Central Workforce Development Board, presented on how they integrated business services across workforce and economic development partners in the region. With eight counties, there are many chambers, PREP partners, and other state and local partners to coordinate. South Central started sharing data on programs and services among these partners, especially with economic development and business partners, while also asking how the Local Workforce Development Board could help them do their business better.

South Central also selected an economic development partner through a competitive process to serve as the one-stop operator of the PA CareerLink® and has added dedicated staff to serve as a liaison between workforce development, economic development, and the business community. The business services team in the PA CareerLink® also works directly with economic development partners, so all their work is done in concert. When the business services team meets with a new business, it includes economic development partners.

Finally, South Central was awarded an Engage! grant through DCED, which provided dedicated resources to implement a fully integrated business services team across workforce and economic development. These resources also support South Central's use of Executive Pulse, DCED's economic development database. With the operator liaising between partners and the integrated business services team, their job placements are more coordinated and improving.

Chair Brown asked how many Local Workforce Development Boards work directly with their economic development counterparts. Deputy Secretary Cipriani responded that all boards do a good job working with their economic development partners.

Cathy Rychalsky, Lancaster Workforce Development Board, presented about Skill Up Lancaster, a new initiative that connects residents of Lancaster County with access to free online courses. The initiative is a partnership between the board, Lancaster Chamber, and Community Action Partnership. They collectively recognized an increasing number of people who could be in the workforce, but needed additional skills to prepare for certain jobs. The platform offers over 5,000 courses to strengthen a

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

variety of skills. Ms. Rychalsky played a brief video created by the Lancaster Chamber describing the initiative the business community.

Ms. Rychalsky emphasized that anyone in Lancaster County, job seekers and employers, can access the platform remotely without having to visit the PA CareerLink®. If a specific training is required by an employer, a job seeker can take a course and receive a credential/certification that they are proficient in the Microsoft Suite or program management, for example. Skill Up Lancaster is similar to PA CareerLink® online in that it is a conduit for the Local Workforce Development Board to work with the chamber in connecting with the business community. The local SHRM chapter has also partnered with the board and the school district to use the Skill Up Lancaster platform to identify and address essential skills and trainings. To date, Skill Up Lancaster has issued over 2,800 licenses and participants have completed over 9,500 courses.

Mr. Kunz questioned the method utilized to measure the success of Skill Up Lancaster, and Mr. Eiding follow up asking if Skill Up is focused on specific industries. Ms. Rychalsky responded that the Skill Up approach coordinates WIOA customers and includes eleven different career paths. She also noted that Skill Up is not meant to replace WIOA or PA CareerLink®, but complement existing efforts as an additional resource. It is a great option for individuals that have not been in school or the workplace in a while or may need a skills refresher.

Representative Mackenzie asked if other counties and Local Workforce Development Boards could access and fund this resource. Ms. Rychalsky responded that Skill Up Lancaster purchased this initiative through a Metrix System, with 25,000 online courses. Ms. Rychalsky also recommended that if others explore this platform, including the state, that the PA Department of Education inform the courses offered. People in Lancaster County are taking advantage of this free platform. Mr. Fogarty added that he will be inviting representatives from Lancaster County to present to a committee on this initiative.

Mr. Kratofil applauded Ms. Rychalsky for using Skill Up Lancaster as a way to address the soft skills issue, and asked how an individual identifies their own interests and abilities, develops their own personal career plan, connects that career plan with a high-priority occupation? Ms. Rychalsky emphasized they are adding additional programs for middle and high school students that districts identify could benefit from a plan. The PA CareerLink® asks them about their employment and educational background, identifies transferrable skills, and explores their career interests. Lancaster uses a career navigation model, which is a great way to identify a career pathway and utilize the Skill Up initiative. Lancaster also has career counselors in the field working with students to develop a plan before leaving high school.

Ms. Erica Mulberger, Central Workforce Development Board, requested that if the state pursues a program like Skill Up Lancaster, there should be an education and outreach component so businesses recognize credentials.

Chair Brown asked about funding for K-12 School Guidance Plans (formerly 339 Plans) and the ways they help students pick a career. Secretary Pedro Rivera, PA Department of Education, said the department will launch, under direction from the Governor, the Future Ready PA Index in November. This is a new education accountability tool to identify college, career, and community ready factors by school and district. The index will be a community dashboard with specific indicators, broken down by demographically, so Pennsylvanians can compare performance to other schools and districts. The

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

dashboard will also share whether a district has a completed K-12 School Guidance Plans and serve as an enforcement mechanism to ensure these plans are in place.

Secretary Rivera noted these plans will be evaluated for college and career readiness. All students, schools, and districts have access to PA Career Zone, an online interactive tool with career exploration and awareness resources. Secretary Rivera continued that the Future Ready PA Index and its focus on workforce is a point of pride for Pennsylvania, which has the distinction of being the only state in the country focusing on career readiness as early as elementary school. Secretary Rivera emphasized that the Governor is directly involved in this work and career readiness is a priority.

General Public Comment Period

Chair Brown opened the floor for public comment.

Mr. Eiding noted that pre-apprenticeship and registered apprenticeship programs are looking for active outcomes and ensuring that programs prepare participants with the skills they need and connect them with jobs. Chair Brown asked if programs measure job success. Deputy Secretary Cipriani responded that apprenticeship programs track outcomes using the federal RAPIDS system, which includes completion rates but not job connections. L&I is in the process of connecting RAPIDS with the Commonwealth Workforce Development System CWDS), to measure other outcomes like wage increases and co-enrollment with other WIOA programs, but that is scheduled for a future release cycle. Deputy Secretary Cipriani said she would follow up with the board on this initiative.

Secretary Rivera noted the Governor's goal that by 2025, 60 percent of Commonwealth residents will have attained an industry certificate, a two-year degree, or a four-year degree, with a focus on underrepresented communities and those that have not traditionally attained credentials. Secretary Rivera continued that in the past, students selected their pathway in the traditional model of K-12 education and now students are asked to assess their skills and interests. The K-12 School Guidance Plans will integrate these career exploration and awareness activities earlier on, connect these experiences with math, literacy, and science coursework, and align with the career pathways model. This approach will incentivize career and technical education programs, dual enrollment, and expose students to their career options earlier so their learning in school is more relevant to their long-term career interests and success.

Representative Cephas asked if there is a national model we should be looking at and how partners are helping with this process? Secretary Rivera responded that Pennsylvania created this model from K-12 through the higher education continuum. He continued that the state just started focusing on STEM education about two years ago and Pennsylvania is now ranked third in the number of STEM ecosystems nationally.

Secretary Oleksiak added that if you move away from such a strong emphasis on standardized testing, teachers would much rather take their kids to see a career and technical education center, for showing them local manufacturing plants, or what an apprenticeship is like. The K-12 School Guidance Plans are relatively new and it's going to take some time to change the culture of schools, but this is a positive step in the right direction.

Pennsylvania Workforce Development Board
Meeting Minutes – October 23, 2018

Deputy Secretary Amann added that the Governor has a vision to re-imagine the PA Workforce Development Board and to work across agency, program, and systems to identify funding gaps and break down silos. There is a lot of great existing work happening and we need to do a better job of lifting up this good work. This board is really a cross-sector, cross-agency collaborative of the partners we need to engage around this work, to be a true policy advisor.

Adjournment

Chair Brown thanked Board members for their participation and encouraged member attendance at the February 12, 2019 meeting, as the board will need to approve updated bylaws that require the support of 75 percent of members.

MOTION: Mr. Kunz moved to adjourn the meeting. Ms. Trybus seconded the motion. The motion passed unanimously.

The meeting adjourned 12:18 PM.

BYLAWS

Approved on December 23, 2015, Amended on August 8, 2016, and __, 2019

Article I: Purpose

The Pennsylvania Workforce Development Board (Board) is the Governor's business-led, industry-driven policy advisor on building a strong workforce consistent with the Commonwealth's education and economic development goals.

The Board's mission is to ensure Pennsylvania's workforce development system, across programs and agencies, helps jobseekers advance their careers and economic standing, and helps employers connect with skilled workers. The Board is responsible for recommending policies and strategies to support the continuous improvement of the workforce development system, including system collaboration, innovation, alignment, effectiveness, and accountability.

Article 2: Membership and Functions

The membership and functions of the Board must be consistent with relevant federal and state laws, policies, regulations, and guidance, including but not limited to, the Workforce Innovation and Opportunity Act (WIOA); 20 CFR 679 Subpart A (relating to State Workforce Development Boards); U.S. Department of Labor Training and Employment Guidance Letter (TEGL) No. 26-14, the Pennsylvania Workforce Development Act, and Executive Order 2018-04, as amended.

The Governor may appoint additional members beyond the minimum requirements of federal and state law. All Board members appointed by the Governor shall serve at the pleasure of the Governor. Members may only represent one membership category at a time. The Board's membership shall reflect the diversity of the Commonwealth.

Nomination Process: The Governor shall appoint members nominated by relevant workforce development stakeholders, including business and labor organizations. The Board's executive director will notify the Governor if a member resigns or is no longer serving on the Board.

Chair: The Governor shall select a Board member who is a representative of business or an organization that represents businesses to serve as chair. The chair shall serve at the pleasure of the governor.

Terms: Members shall serve staggered terms of three years, to ensure only a portion of the Board's membership will expire in any one year, or until a successor is appointed or reappointed. The Governor and members of the Governor's cabinet are not subject to terms.

Duties, Responsibilities, and Expectations: Members must be willing to accept the following duties and responsibilities consistent with relevant federal and state laws, policies, regulations, and guidance listed above, including but not limited to:

1. Support the development and implementation of Pennsylvania's WIOA Combined State Plan and the Commonwealth's workforce development goals and initiatives.

2. Be generally familiar with Pennsylvania workforce programs, and the laws and policies that govern them.
3. Provide strategic guidance on the Board's goals and initiatives.
4. Connect with workforce development stakeholders, including elected officials; business leaders; labor leaders; workforce, education, and economic development leaders; and philanthropic partners to encourage their involvement in the Commonwealth's workforce development initiatives and emphasize the importance of strategic investments in workforce development.
5. Connect with the leaders of new business enterprises in Pennsylvania to help them understand and become familiar with Pennsylvania's workforce and educational systems.
6. Actively participate on at least one Board standing or ad hoc committee.
7. Attend at least three Quarterly Meetings every year.
8. Complete all required state Ethics and Financial Disclosure forms annually.
9. Advise the Board of any potential conflicts of interest, request guidance from the Board if a potential conflict of interest is identified, and recuse themselves or abstain from official Board deliberations and votes in a decision-making capacity if a conflict of interest is confirmed.

Article 3: Committees

The Board may create standing and ad hoc committees to fulfill its mission, duties, and responsibilities. Standing committees are permanent and focus on long-term systems change. Ad hoc committees are temporary and focus on short-term focused goals. Committee chairs are appointed by the Board's chair, in consultation with the executive director and the Secretary of the PA Department of Labor & Industry.

Article 4: Meetings

Attendance: Members are expected to attend all Quarterly Meetings. After four absences, the member shall be removed from the Board, unless the chair determines the absences were caused by extenuating circumstances.

Absences: If a member is unable to attend a Quarterly Meeting in person, the member may select an alternative designee to attend on their behalf. The alternative designee's appearance shall count toward the member's attendance requirements and toward determining if a quorum is present. If the alternative designee is a business representative, he or she must have optimum policy-making authority. Any other alternative designee must have demonstrated experience, expertise, and optimum policy-making authority.

Quorum: A quorum for Quarterly Meetings shall consist of a simple majority of members and alternative designees present. A member who is not present and who does not have an alternative designee



attending on their behalf, may vote on a motion made at the meeting by proxy, but that member will not be counted when determining whether a quorum is present.

Voting: The Board must have a quorum at Quarterly Meetings to act on any formal motions offered in person. If a Board member is unable to attend a Quarterly Meeting but wishes to participate in a vote taken at that meeting, the member may vote on formal motions in one of two ways:

1. **By alternative designee:** A member may vote through an alternative designee in attendance.
2. **By proxy:** A member may vote by submitting a proxy ballot (Attachment 1) prior to the Quarterly Meeting, designating another member in attendance to exercise their voting authority.

Technology: The Board may hold Quarterly Meetings and conduct business through web-based meetings or by telephone, as long as the Board complies with the Pennsylvania Sunshine Act.

Article 5: Sunshine Act

The Board shall adhere to the provisions of the Pennsylvania Sunshine Act, which requires agencies to deliberate and take official action on agency business in an open and public meeting, and requires that the agency provide at least 3-days advance notice of regular public meetings. The notice shall include the date, time, and location of the meeting.

Additionally, the Board shall make available to the public, on a regular basis through electronic means and open meetings, information regarding the activities of the Board, including information on:

- The Board's membership;
- The Board's Quarterly Meetings;
- Quarterly Meeting minutes; and
- The WIOA Combined State Plan or modification to the State Plan, prior to submission of the plan or modification;
- These Bylaws.

Article 6: Code of Ethics and Conflict of Interest

To ensure that Pennsylvanians have complete confidence in individuals serving on state boards, members must abide by the following by guidelines as required by Pennsylvania state law and policies, and WIOA.

The Pennsylvania State Ethics Commission (Commission) requires all members to complete a Statement of Financial Interest (SFI) form on an annual basis for each year of Board service and for the year after the conclusion of a Board member's service. Information on the SFI requirement, the state Public Official and Employee Ethics Act, and the state Right-to-Know law is available at www.ethics.state.pa.us or by contacting the Commission.

Members must also be cognizant of any potential conflict of interest and act to mitigate any potential or confirmed conflict of interest.

Article 7: Restricted Activities

No member of the Board shall:

- A. Cast a vote or participate in any decision-making capacity on any matter before the Board:
 - a. Regarding the provision of services by a member or by an entity that member represents; or
 - b. That would provide direct or indirect financial benefit to the member or the immediate family of the member.
- B. Engage directly or indirectly in any business transaction or arrangement for profit which accrues from or is based upon the member's official position or authority on the Board.
- C. Participate in negotiation of contracts or grants or any decision to award contracts or grants, the settlement of any claims or charges in any contracts or grants, the certification of any eligible providers, the establishment of any designation of local workforce investment areas or the establishment of any one stop delivery systems, with or for any entity in which he or she has a financial or personal interest.
- D. Be placed in a WIOA employment activity if a member of that person's immediate family is directly supervised by or directly supervises that individual.
- E. Engage in any other activity determined by the Governor to constitute a conflict of interest as specified in the State plan.

No member of the Board shall represent or act as an agent for any private interest, whether or not for compensation, in any transaction in which the Board has a direct and substantial interest, and which could be reasonably expected to result in a conflict between a private interest of the Board member and his official Board responsibility.

Article 8: Removal

1. If, after an investigation, the Board determines a member has violated the Code of Ethics or the Board's bylaws, it may recommend to the Governor that the member be removed from the Board.
2. The Governor has the authority to remove a member of the Board for violating the Code of Ethics, the Board's bylaws, or for just cause, with or without the recommendation of the Board.

Article 9: Resignation

If a member wishes to resign, the member must submit their resignation to the Governor and the Board's executive director in writing. The executive director will recommend new member candidates to the Governor for consideration in filling vacancies.

Article 10: Amendments

Any amendment to these bylaws requires approval by a super majority of at least two-thirds of the Board.

Summary of Policy Changes

- **Clarity:** General updates for clarity and plain language.
- **Conformity:** Conforms to WIOA and new Executive Order 2018-04, as amended. Eliminates redundant direction from Executive Order.
- **Mission:** Updates the PA WDB mission consistent with Executive Order 2018-04, as amended, and the Governor's strategic vision for workforce development.
- **Member Duties and Responsibilities, and Expectations:** Updates member expectations from the previous bylaws and adds a new section on member duties and responsibilities consistent with federal regulations.
- **Technology:** Updates and clarifies use of technology for board meetings.
- **Attendance:** Allows members to send alternative designees to Quarterly Meetings to attend and vote on their behalf. Alternative designees count towards member attendance and the establishment of a quorum.
- **Absences:** If a member is absent for more than four Quarterly Meetings, the member is removed from the board, unless the chair determines the absences were caused by extenuating circumstances.
- **Amendments:** Lowers the threshold Board support from a super majority of three-fourths to two-thirds.



ATTACHMENT 1

Official Pennsylvania Workforce Development Board Member Proxy Ballot (Please Print Clearly)

I _____ Authorize _____
(PA WDB Member Name) (Another PA WDB Member)

limited proxy to vote on my behalf at the Quarterly Meeting held on _____. I understand that a new proxy form must be completed for each Quarterly Meeting. Duplication of this form bearing a duplicated signature will be considered void. My vote should be cast as such:

On the _____, I vote _____.
(Issue up for vote) (Yes or No).

On the _____, I vote _____.
(Issue up for vote) (Yes or No).

On the _____, I vote _____.
(Issue up for vote) (Yes or No).

On any other issue that may arise during the Quarterly Meeting for which this proxy is valid, my vote may be exercised by the Chair, or in the event the Chair is not present, by the Vice Chair.

Signature _____ Date _____

- Do not write below this line -

Approved _____ Date _____

Quarterly Meeting Agency Updates

February 12, 2019

PA Department of Aging

Senior Community Service Employment Program (SCSEP) Performance

In the current program year, SCSEP has provided work related assistance to 475 individuals age 55 or older. SCSEP has enrolled 116 new participants and 162 participants have exited the program. Of these 162 participants that exited, 69 have obtained employment and can verify employment of 58 individuals. SCSEP is currently meeting or exceeding four of the six performance goals for the 2018 program year and is on target to meet or exceed all six goals before the end of the program year.

In October 2018, SCSEP held its annual sub-grantee conference. During the two-day event, all SCSEP sub-grantee and national sponsors gathered to discuss strategies to improve the visibility of SCSEP and improve cooperation with the Local Workforce Development Boards. The Pennsylvania School Bus Association presented regarding the school bus driver shortage in Pennsylvania and SCSEP participants can be prepared to fill these roles. The Association for Training and Development presented on best practices for engaging local employers, CareerLinks®, and other social service agencies to enhance program efficiency to meet workforce needs. All SCSEP partners left the conference new strategies to improve programs and with a new understanding of SCSEP's role in workforce development.

PA Department of Agriculture

- Led a collaboration consisting of the PA Department of Agriculture, the PA Department of Military and Veterans Affairs, Rodale Institute, the PA Association for Sustainable Agriculture, and the Northeast Equipment Dealers Association to develop a proposal to apply for funding from the US Department of Agriculture for its Enhancing Agriculture Opportunities for Military Veterans program. The request was for \$1 million over three years with Rodale as the fiscal agent.
- Facilitated a collaboration of employer and other stakeholders from the landscaping, greenhouse, mushroom, controlled environment agriculture, public gardens, parks, and state forest for the presentation of a proposal for pre-apprenticeship and Registered Apprenticeship for Horticulture Technicians to the PA Apprenticeship and Training Committee that would be statewide in scope.
- Continued supporting the work of the Northeast Equipment Dealers Association as the sponsor of the pre-apprenticeship and Registered Apprenticeship for Agriculture Equipment Service Technicians. Secured approval of the pre-apprenticeship from the PA Apprenticeship and Training Committee. Using funding from PAsmart to complete the testing and validation phase of the Registered Apprenticeship in collaboration with NOCTI.
- Offered a half-day seminar to members of the PA Vegetable Growers Association about the intricacies involved in applying for the H-2A program, including application process and housing procedures.
- Operationalized the Commission for Agriculture Education Excellence, a joint project of the PA Departments of Agriculture and Education, that has a mandate to improve the agriculture education network in the K-12 system. The Commission has hired an interim Executive Director and is implementing a work plan. Special Assistant for Workforce Development Scott Sheely

and FFA Executive Director Michael Brammer have part-time staffing assignments with the Commission.

- Continuing conversations with Slippery Rock, Cheyney, and California Universities about agriculture and food articulations to higher education.
- Attended a meeting of the National Farmer Veteran Coalition to scout out connections with this nationwide non-profit operation.
- Offered an Agriculture Education Showcase at Bermudian Springs High School during Agriculture and Food Careers Week in Pennsylvania in October 2018.

PA Department of Community and Economic Development (DCED)

Next Generation Industry Partnerships

- **New Partnership Work:** DCED assisted with the launch of two new partnerships: Keystone Edge Advanced Manufacturing in the Northwest and the South Central Advanced Manufacturing. The partnerships have action teams focusing on business to business connections, promoting manufacturing careers, improving technical training and growing and retaining experienced workers. DCED has worked with L&I on these partnerships for the past two years. The collaboration includes providing technical assistance to regions, reviewing NGIP applications, co-hosting two Next Gen Academies and sending staff to serve as facilitators at the Academies. There are currently 22 Next Gen Partnerships—15 funded by the state and 7 unfunded.
- **Plastics Industry Strategy for Pennsylvania:** The findings from IHS Markit's 2017 "Prospects To Enhance Pennsylvania's Opportunities in Petrochemical Manufacturing" point to the generational opportunities afforded by the burgeoning production of natural gas liquids (NGLs) in Pennsylvania. The components of these NGLs – namely ethane and propane – are essential chemical feedstocks for producing resins used widely throughout the petrochemical and plastics manufacturing sectors. To better capitalize on these opportunities, DCED and L&I have been building Next Generation Industry Partnerships to strengthen and grow the petrochemical and plastics industries across the commonwealth. These partnerships engage business leaders from these industries in each of region to understand their top priorities and, with support from public partners at the state and regional levels, form business-led teams to tackle those priorities.

DCED has engaged regional teams in the Southeast, Lehigh Valley, South Central, Southwest, and Northeast to bring together a critical mass of petrochemical, plastics, and associated supply chain industries to define what their sector most needs to grow and thrive through partnerships. These partnerships will align regional economic and workforce development efforts, as well as education around the needs of the industry.

Pre-Apprentice and Apprentice Grant Program

In November 2017, DCED launched the Pre-Apprentice and Apprenticeship Grant Program. The program is designed to assist employers, particularly small businesses, who are having difficulty in finding qualified candidates who meet their specific skill requirement, by funding customized training developed according to their specific talent need.



The overall goal of the Pre-Apprentice and Apprenticeship Grant Program is to increase apprenticeship availability to Pennsylvania employers to assist them with their talent recruitment and development. Apprenticeships also provide job seekers with a structured career pathway that enables them to concurrently earn money and acquire skills. The program provides funding to assist with related instruction that complements on the job training to deliver the technical and academic competencies that apply to the job. When the program was being developed, DCED worked with L&I to ensure we were requesting the same standards of a registered apprenticeship program. In the beginning of the program, L&I referred some applicants to DCED who applied for apprenticeship funds from the Apprenticeship and Training Office, but were a better match for DCED's funding. To date, DCED has made 29, which will train 386 apprentices and 24 pre-apprentices.

Manufacturing Training to Career

The Manufacturing PA Training-to-Career Grant program is designed to help companies identify and train a skilled workforce, while creating a workplace culture that allows the workforce to advance and the company to grow and compete in a competitive, global economy as a complement to existing programs. This program does not duplicate existing programs such as WEDNet and Next Generation Industry Partnerships, but supports the industry identified needs. These training programs assist those with barriers obtain the skills they need to secure entry-level employment in the manufacturing industry. The program is funded at \$4.7 million and applications are reviewed on an ongoing basis.

To date, the following projects have been funded:

Manufacturers Resource Center	Community College of Philadelphia
Greater Johnstown CTC - Somerset County	Reading Area Community College
Greater Johnstown CTC - Bedford County	Greater Reading Chamber Alliance
Precision Manufacturing Institute	Johnstown Area Regional Industries
Robert Morris University	Community College of Allegheny County
New Century Career	United Mine Workers Association
Workforce Solutions for North Central PA	Drexel University Fabric Discovery Center
Delaware Valley IRC - WSCM	Manufacturers Resource Center -WSCM
Catalyst Connection	

Workforce & Economic Development Network of Pennsylvania (WEDnet)

WEDnetPA supports Pennsylvania companies by investing in the training needed to upgrade the skills, knowledge, and effectiveness of current employees. Over its 20-year history, WEDnet has trained over 1,000,000 Pennsylvanians. Traditionally, WEDnet's industry focus was in Information Technology and Manufacturing. DCED is looking to expand the scope of industries that WEDnet provides training to upskill the High Priority Occupations in other fields such as health care.

Inter-agency Collaboration

DCED continues to collaborate with sister agencies. Currently, DCED is working with L&I and the Department of Corrections on a re-entry training program for business service staff. The training will educate staff on what it means to hire someone with a criminal background, how to read a background check, what support services are out there for employers who hire re-entrants, etc. so that they can better share this information with employers. A toolkit will be developed for staff and there is the possibility of putting together a video for employers about hiring individuals with a criminal record.

PA Department of Education (PDE)

Adult Basic Education Awards \$23.6 million in Grants

The PDE, Office of Postsecondary and Higher Education, Bureau of Postsecondary and Adult Education, Division of Adult Education administers federal funds under the Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act (WIOA) and state funds under Pennsylvania Adult and Family Literacy Education Act (Act 143 of 1986). Funds are awarded to eligible providers through a grant competition.

The Division of Adult Education held a competition in the spring of 2018 for federal and state adult basic education funds. PDE awarded 54 grants totaling \$23.6 million to 33 agencies with 21 sub grantees. There is at least one adult basic education provider in each Local Workforce Development Area. In addition, 15 agencies received \$3.2 million in state funds to provide family literacy services.

All grantees receiving federal WIOA Title II funds are required to fulfill the roles and responsibilities of the PA CareerLink® mandated partners. They have entered into the required PA CareerLink® Memorandum of Understanding for their local area and contribute to PA CareerLink® infrastructure costs as negotiated with the Local Workforce Development Board.

Career Readiness State Training Support Plan

The Office of Elementary and Secondary Education will deliver career readiness training through Intermediate Unit 1 and Allegheny Intermediate Unit 3 to school districts in 10 Career Ready Regions. These regions are aligned to DCED's PREP regions. Training will be centered around technical support, teacher resources and tools, and best practices in Teacher in the Workplace and stakeholder engagement.

Teacher in the Workplace (TIW) Grants

PDE partnered with L&I on the first and second rounds of the Teacher in the Workplace (TIW) grants, awarding approximately \$2 million dollars to over 200 schools. At the SAS Institute Leadership Conference in December 2018 at the Hershey Lodge, a geographically diverse representation of 24 participating school districts presented on best practices in the TIW program, including professional development models, teacher immersion workshops, project-based learning, externships, and internships.

PA Department of Human Services (DHS)

Work Supports Proposal

In January 2019, Governor Wolf announced a proposed overhaul of state programs to help people receiving public benefits through DHS to obtain skills and find good jobs. The proposal includes various components that bring together DHS, L&I, PDE and DCED to better serve individuals with barriers in reaching education and employment goals and connecting employers to qualified job candidates. Components of the proposal include:

- Redesigning employment & training programs (see below) and developing parent pathway models
- Partnering with DCED and L&I to work together with employers on workforce needs and solutions

- Addressing the whole person through comprehensive assessment and access to resources and referrals
- Encouraging innovation through pilot programs and new connections with Labor & Industry

Employment & Training Redesign

After reviewing outcomes and listening to feedback from participants and providers in 2018, DHS recognized a need to revamp its TANF programs to better address each family's unique needs, prioritize education and training when needed, and focus on long-term outcomes. In partnership with L&I, the proposed model utilizes comprehensive case management and barrier remediation to address obstacles to employment, and leverages the PA CareerLink® network to connect participants with training and employment services. Through this redesign, EARN and Work Ready will transition to the case management model, and a new procurement process will be used later this year.

New TANF Education Program Policies

As of January 2019, the Office of Income Maintenance revised several vocational education policies to better align with the training and education needs of many TANF recipients to support career pathways to family-sustaining jobs. Changes include the following: 1) counting GED or high school equivalency education towards hour requirements; 2) expanding allowable higher education options; and 3) allowing extensions for E-TANF recipients to be able to complete programs in progress.

TANF Youth Development Program – Transition Period in Progress

In October 2018, DHS and L&I jointly issued the new TANF Youth Development Program manual to local youth providers with new guidance to support providers in serving youth with the most need. The guidance specifies an age range of 16-24 and outlines a new eligibility verification process to ensure alignment with the TANF State Plan. In April 2019, DHS will hold a check-in call with local providers to review progress under the new manual.

Employment First (Act 36) Implementation: Under the coordination of the Governor's Policy Office, DHS continues to collaborate with various agencies across the commonwealth to develop the new Employment First work plan beginning June 2019. The following initiatives align with Employment First:

- **Work Empowerment Campaign:** DHS submitted a proposal to Centers for Medicare and Medicaid Services to utilize Money Follows the Person funding to lead a work empowerment campaign focusing on people with disabilities. The purpose of the campaign is to provide education and outreach to individuals, family members, service providers, educators, and employers regarding employment support and opportunities, as well as resources for transitioning to work.
- **Managed Care Organizations (MCO) Employment Support Plans:** DHS Office of Long Term Living (OLTL) continues to roll out its Community Health Choices program, with the Southeast region of the state coming on board as of January 1. The three associated MCOs are required to develop plans for how they will support employment needs for people with disabilities; plans will be submitted by February 1.
- **OLTL/OVR Joint Webinar:** DHS Office of Long-Term Living and L&I Office of Vocational Rehabilitation hosted a joint webinar in January to discuss how each office works to further



Employment First legislation and the employment of people with disabilities in competitive, integrated employment in the open labor market. The webinar aimed to help respective providers understand each other's services and how they can work together to best serve participants. A total of 325 participants registered for the webinar; it was also recorded for future use.

PA Department of Labor and Industry (L&I)

Business Education Partnerships (BEP) Grants

L&I awarded more than \$2.6 million in Business-Education Partnership (BEP) grants, to 22 local workforce development boards (LWDBs) that will connect businesses and school districts across Pennsylvania to provide students with new career and technical education opportunities across Pennsylvania. Over 31,000 students will receive benefit from this grant round.

The BEP grant awards, which are funded through WIOA resources, increase awareness of in-demand technical careers for students, parents and guardians, educators, and school faculty. This program provides career-related experiences, soft-skills development, internships, workplace shadowing, and career mentoring, all with the goal of engaging more students in the need for technical skills required by employers.

Human-Centric Design Evaluation of PA CareerLink®

L&I, in a cross-agency effort with DHS, PA Office of Administration, and South Central Workforce Development Board are examining the PA CareerLink® service-delivery processes with the goal of improving the customer experience across the commonwealth's one-stop system. Workforce development partners share a common goal of making the workforce development system more responsive to customer needs, but have different objectives, methods, and motivations in reaching this goal. By examining services rendered from a human-, customer-centric point of view, the project aims to align processes, not only to ensure WIOA compliance without redundancy, but also to improve service delivery and customer satisfaction.

The project includes stakeholder interviews, observational and situational data gathering, field studies, and background research. This information will be used to identify strategies to improve service delivery, including areas where policies and processes can be updated to benefit customers and PA CareerLink® partners.

LEAN Evaluation of Triage Design

In alignment with Governor Wolf's GO-TIME initiative (Governor's Office of Transformation Innovation Management and Efficiency), L&I, in partnership with the Northwest and Central Local Workforce Development Boards, is working to improve workforce service delivery statewide. The partnership is developing a strategy related to how the system triages customers and their unique needs, including better allocation of staff time and resources, to better satisfy customers. The project includes training PA CareerLink® staff on the LEAN approach to identify opportunities to improve processes, completing a Value Stream Analysis Process (VSAP) evaluation, streamlining service delivery, and improving workflow.



Evaluation of Mobile Concepts

L&I, in partnership with the Northwest Workforce Development Board, is conducting an evaluation of the area's WIOA service delivery system, specifically around their mobile service strategy, policies, guidance, and service-delivery operations. The project includes staff interviews, site visits, stakeholder interviews, board-member interviews, and analysis of the area's activities and costs. The evaluation will provide analysis and recommendations around the administrative, operational, fiscal, and performance effectiveness of the area's mobile concept, and identify areas of improvement.

Commonwealth Workforce Development System (CWDS) Technology and Visioning

L&I surveyed and interviewed WIOA Title I Adult, Dislocated Worker, and Youth provider staff, commonwealth WIOA Title III Wagner-Peyser staff, WIOA Title IV OVR staff, DHS staff, local board staff, system users (including customers), and to better understand their use of the PA CareerLink® and the Commonwealth Workforce Development System (CWDS, the commonwealth's case management system), to determine how CWDS can be more responsive to the changing needs of customers and workforce partners. The project also included a CWDS visioning session with these stakeholders. L&I is learning more about how each stakeholder uses the system and their challenges with the system (e.g. design, functionality, etc.). L&I will use this feedback to develop a plan for CWDS enhancements to improve the design and functionality of the system to create a better user experience.

CareerLink® Rebranding Business Survey

L&I sent a survey to 93,000 businesses across the commonwealth regarding the awareness and services of the PA CareerLink®. The survey results will be used to inform an upcoming rebranding campaign to spread awareness of the PA CareerLink's® across the commonwealth and the services available to both jobseekers and businesses.



PENNSYLVANIA DEPARTMENT OF EDUCATION

Workforce Development Overview

**Secretary Pedro Rivera
February 12, 2019**



An Overview of PDE

Pre-K / Early Learning

- Since 2015, the percentage increase in the number of children served in state-funded preschool has increased by nearly 11,000 slots or 60 percent.

K-12

- School Districts – 500
 - 1.74 million public school students
 - 265,548 students receiving special education services
- Intermediate Units – 29
- Charter schools – 179
- CTCs – 84
 - Pennsylvania has more than 1,700 approved secondary career and technical education programs, and over the past three years the number of secondary CTE students earning industry-recognized credentials has increased by 48.9%.

An Overview of PDE

Postsecondary

- PASSHE Schools – 14
- State-Related Universities – 4
- Public Community Colleges – 14

2016-17 Full-Time Enrollments:

- Community Colleges: 81,941
- State Related Universities: 170,461
- PASSHE students – 104,779 (2017)

Libraries - 604

Our Mission and Vision

Our Mission

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

Our Vision

Pennsylvania learners will be prepared for meaningful engagement in postsecondary education; in workforce training; in career pathways; and to be responsible, involved citizens.

Workforce Development at PDE

Elementary and Secondary Education (K-12)	Accountability	Future Ready PA Index
		K-12 School Guidance Plans
	Standards	Career Education Work Standards
		Career Ready Skills
	Career and Technical Education	Over 80 Career and Technical Education Centers
Post-Secondary and Adult	Over 150 Colleges/Universities	
	14 Community Colleges	
	Over 200 Private Licensed Schools	
	Adult Basic Education	

Workforce Development at PDE

Elementary and Secondary Education (K-12)	Accountability	Future Ready PA Index K-12 School Guidance Plans (339 Plans)
	Standards	Career Education Work Standards Career Ready Skills
	Career and Technical Education	Over 80 Career and Technical Education Centers
Post-Secondary and Adult	Over 150 Colleges/Universities	
	14 Community Colleges	
	Over 200 Private Licensed Schools	
	Adult Basic Education	



► Adult Basic and Family Literacy Education

Funding sources:

- Workforce Innovation and Opportunity Act of 2014, Title II (Adult Education and Family Literacy Act), 29 U.S.C. §3301, et seq.
- Pennsylvania Adult and Family Literacy Education Act, 24 P.S. §§6401, et. seq.

Programs and Services – 53 agencies provide services to over 21,000 adults

- Adult Basic/Secondary Education
- High School Equivalency Test Preparation
- Family Literacy
- Integrated English Literacy and Civics Education
- Integrated Education and Training
- Workforce Preparation Activities

► Private Licensed Schools

- Private Licensed Schools are postsecondary institutions that offer career training and must be licensed by the State Board of Private Licensed Schools.
- They offer many career diplomas and certificates.
- In 2017-2018, there were a total of **over 230 private licensed schools** enrolling **approximately 173,000 students**.

Career Readiness in K-12

Brian Campbell

Director, Bureau of Curriculum, Assessment and Instruction

➤ Comprehensive K-12 School Guidance (339) Plan

Based on the percent of students who demonstrate **meaningful engagement** in **career exploration** and preparation and implementation of individualized **career plans** through separate, specific measures based on **grade level benchmarks** aligned to the Pennsylvania **Career Education and Work Standards**.

- 339 is a regulation. It does not apply to all LEAs.
- However, 339 establishes a Federal guideline for a Comprehensive K-12 School Guidance Plan.
- In response, the State Board of Education mandated Career Education and Work Standards for all schools in 2006.
- The Indicator measures the implementation of the CEW Standards and thus applies to all school entities.

Effect on School Curriculum

PA School Code requires all school entities to have a written plan for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade, including guidance services provided to AVTSs and implementation of CEW standards. The local board of school directors must approve the plan, and upon request make it available upon to the Secretary of Education.

Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- Career Awareness and Preparation
- Career Acquisition
- Career Retention and Advancement
- Entrepreneurship

What is the Future Ready PA Index?

- A more holistic tool for communities to measure school success, less reliant on point-in-time standardized test scores.
- A more comprehensive measure that values schools' efforts to help all students learn, grow, and succeed in the classroom and beyond.
- Facilitated 28 feedback sessions including: Parents and Community Members, School Administrators, Teachers, Business Leaders, School-Board Members, IU Personnel, Post-Secondary Educators, Charter School Directors, CTE Representatives, School Counselors, Federal Program Coordinators, and ESL and Migrant Educators.
- Dashboard system presents actual school performance on each measure in a public format without aggregating into a single score.

Indicators

- **State Assessment Measures**
 - **Percent Proficient/Advanced on PSSA/Keystone Exam**
 - **Meeting Annual Growth Expectations (PVAAS)**
 - Percent Advanced on PSSA/Keystone Exam
- **On-Track Measures**
 - **English Language Proficiency**
 - **Regular Attendance**
 - Grade 3 Reading/Grade 7 Mathematics Early Indicators
- **College and Career Measures**
 - **Graduation Rate**
 - **Career Standards Benchmark**
 - Percent Advanced on NOCTI/NIMS
 - Industry Based Learning
 - Rigorous Courses of Study
 - Post-Secondary Transitions

Future Ready PA Index Dashboard Display

The screenshot shows the Future Ready PA Index dashboard for Lincoln SHS. At the top, there's a navigation bar with the PA state seal, "FUTURE READY PA INDEX", "Compare Schools", and "Find a School". Below the header, the school name "Lincoln SHS" is displayed next to a small Pennsylvania state icon. A menu bar offers "School Performance", "School Fast Facts", and "District Fast Facts".

The main content area features three circular icons representing different measure categories:

- State Assessment Measures**: Includes data for English Language Arts/Literature and Mathematics/Algebra 1.
- On-Track Measures**: Includes data for English Language Proficiency and Regular Attendance.
- College and Career Measures**: Includes data for Career Standards Benchmark and Four-Year Cohort Graduation.

Each category has a "View All" button at the bottom. Above the categories, a dropdown menu titled "Key for Progress Measures" is open, showing color-coded circles for different performance levels: blue, green, yellow, red, and orange.



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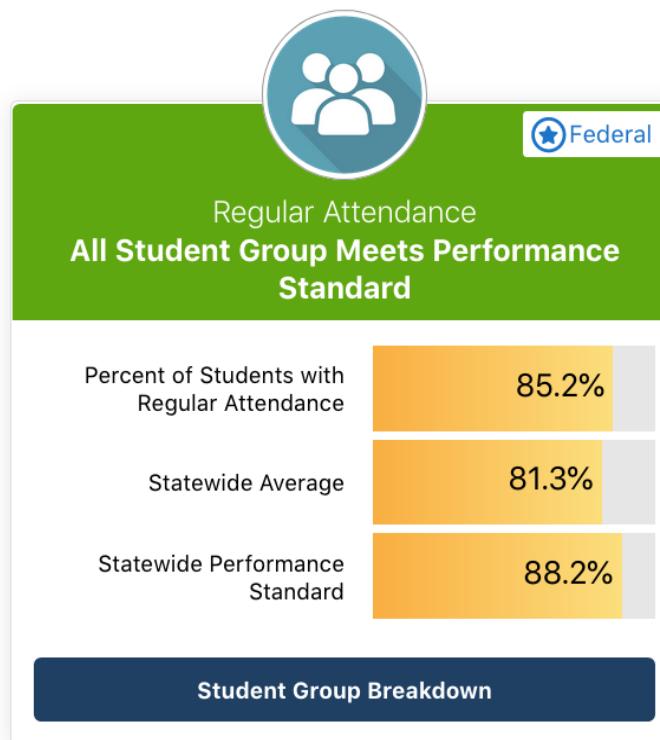
[Research](#) [Glossary of Terms](#) [FAQ](#) [Contact Us](#) [Data Files](#)



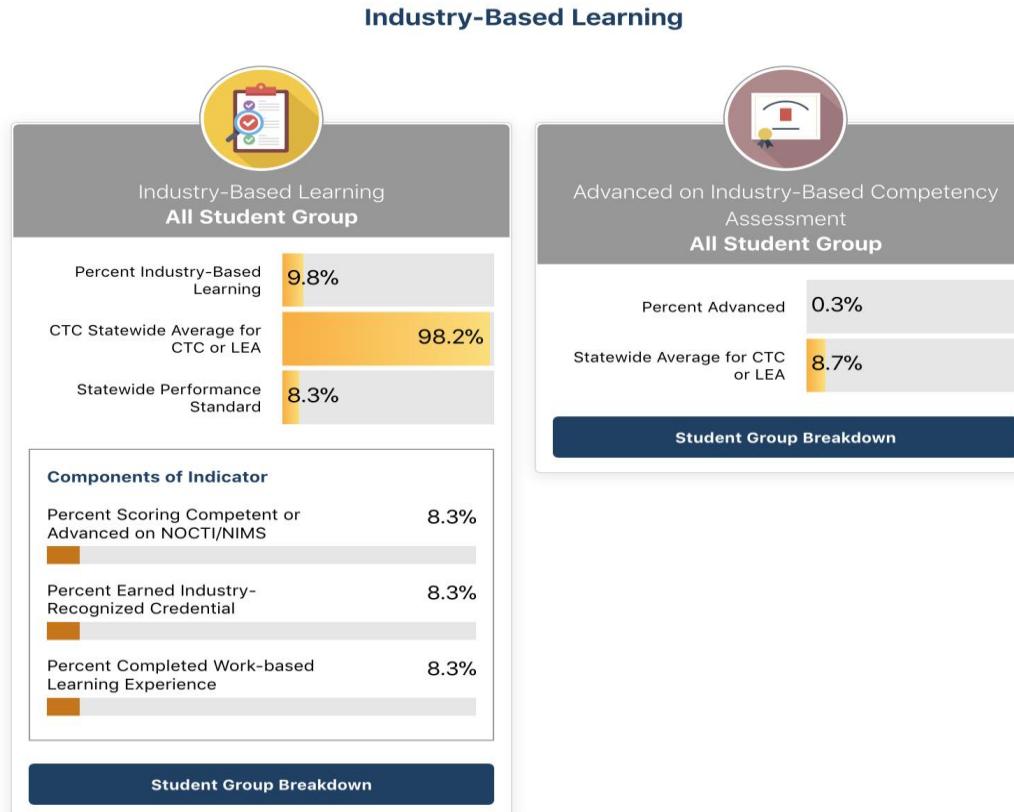
pennsylvania
DEPARTMENT OF EDUCATION

Future Ready PA Index Dashboard Display

Regular Attendance

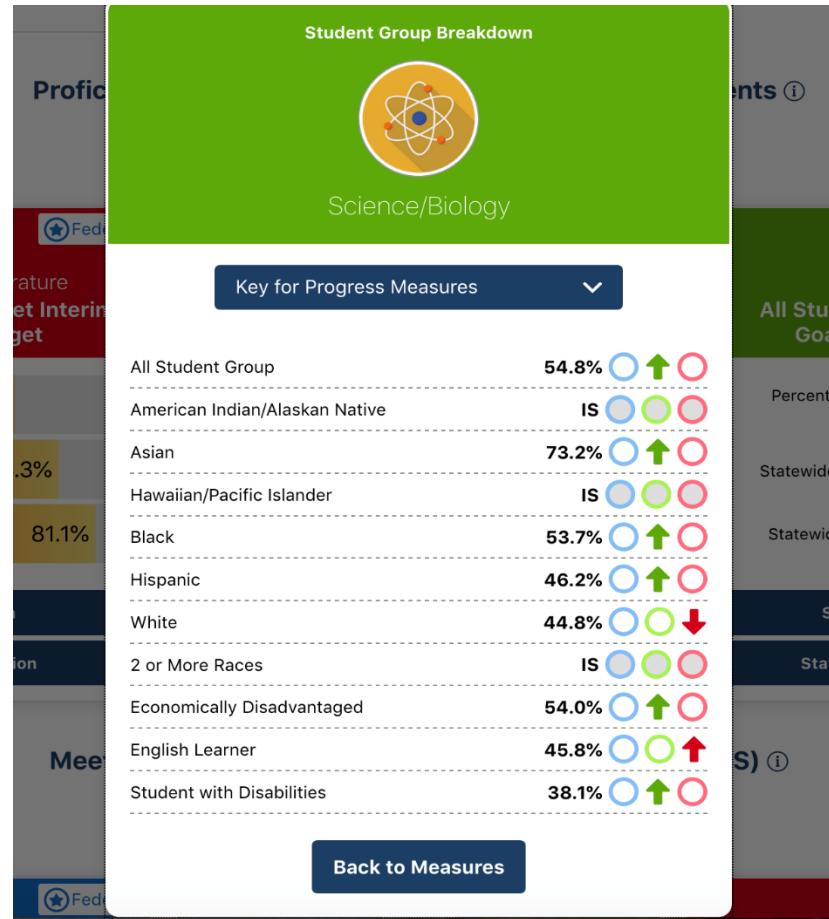


Industry-Based Learning



Student Groups

- Economically Disadvantaged
- English Learners
- Students with Disabilities
- Racial/Ethnic Groups
 - Asian
 - Black
 - Hispanic
 - Multi Racial
 - Native American/Alaskan Native
 - Native Hawaiian or other Pacific Islander
 - White



Career Standards Benchmark

- The percentage of students who, by the end of grade 5, demonstrate engagement in career exploration and preparation aligned to the CEW Standards, via [PA CareerZone](#) or a locally-designed career exploration and preparation program/curriculum.
- The percentage of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW Standards.
- The percentage of students who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW Standards.

Career Standards Benchmark

Table 1
Career Awareness and Preparation Aligned to the CEW Standards
Grade Span: K-5

13.1 Career Awareness and Preparation	<p><u>Recognize and describe</u> the impact of individual and personal interests and abilities on career choices. (A, B) <u>Understand</u> that work roles constantly change and <u>relate</u> the impact of change on both traditional and nontraditional careers. (C) <u>Identify and describe</u> the variety of career training programs or post-secondary range of options. (D)</p>
	<p>Sample Instructional Activities <i>The student will engage in standards-based instruction via...</i></p> <p>Examples of Student Evidence <i>The student will successfully complete... See "Definitions" – need to clarify what we mean by "successfully complete."</i></p>
Career Guidance Activities Complete an interest inventory and describe how interests will help choose a career. (A, B) Research traditional and nontraditional careers of interest and describe how they have changed over time. (C) After a panel presentation by post-secondary partners, and career and technical center faculty and alumni, identify career and training programs available to prepare for careers. (D)(F) Reflect upon interviews with adults or others to create a "what is important to me in a career" list, such as salary, hours, benefits, etc. (E) Following a presentation by high school students who shared their career goals and career plan components, explain how interests, abilities and other factors impacted their career choices. (G) Create a list of personal interests and strengths and describe how they match personal career choices. (H)	<p>Written Reflection Infographic Oral Presentation or Performance Rubric Interview Research Report Graphic Organizer Career Inventory Aptitude Assessment Reflection Statement</p> <p>Resources: www.pacareerzone.org www.cdws.state.pa.gov www.gettingthemthere.com</p>

► Teacher in the Workplace Grants

- Educators partner with their Local Workforce Development Board
- Develop and/or implement Teacher in the Workplace programs that connect the classroom to the workplace for K-12 educators across Pennsylvania
- \$1,929,380.96 awarded to 48 applicants

► Teacher in the Workplace Experiences



Following

Today was day 1 of my externship at the WellSpan Good Samaritan Hospital through the Lebanon Educators in the Workplace Partnership. I observed two surgeries and shadowed various nurses. Can't wait to share what I learned with my students! #FalconPride#AlwaysLearning



4:38 PM - 30 Nov 2018

2 Retweets 27 Likes



Screenshot

- Experiences such as externships immerse teachers into the workplace.
- Teachers take that first-hand knowledge and return to classrooms to align academic content which prepares students for postsecondary success in their future career.



pennsylvania
DEPARTMENT OF EDUCATION

Teacher in the Workplace

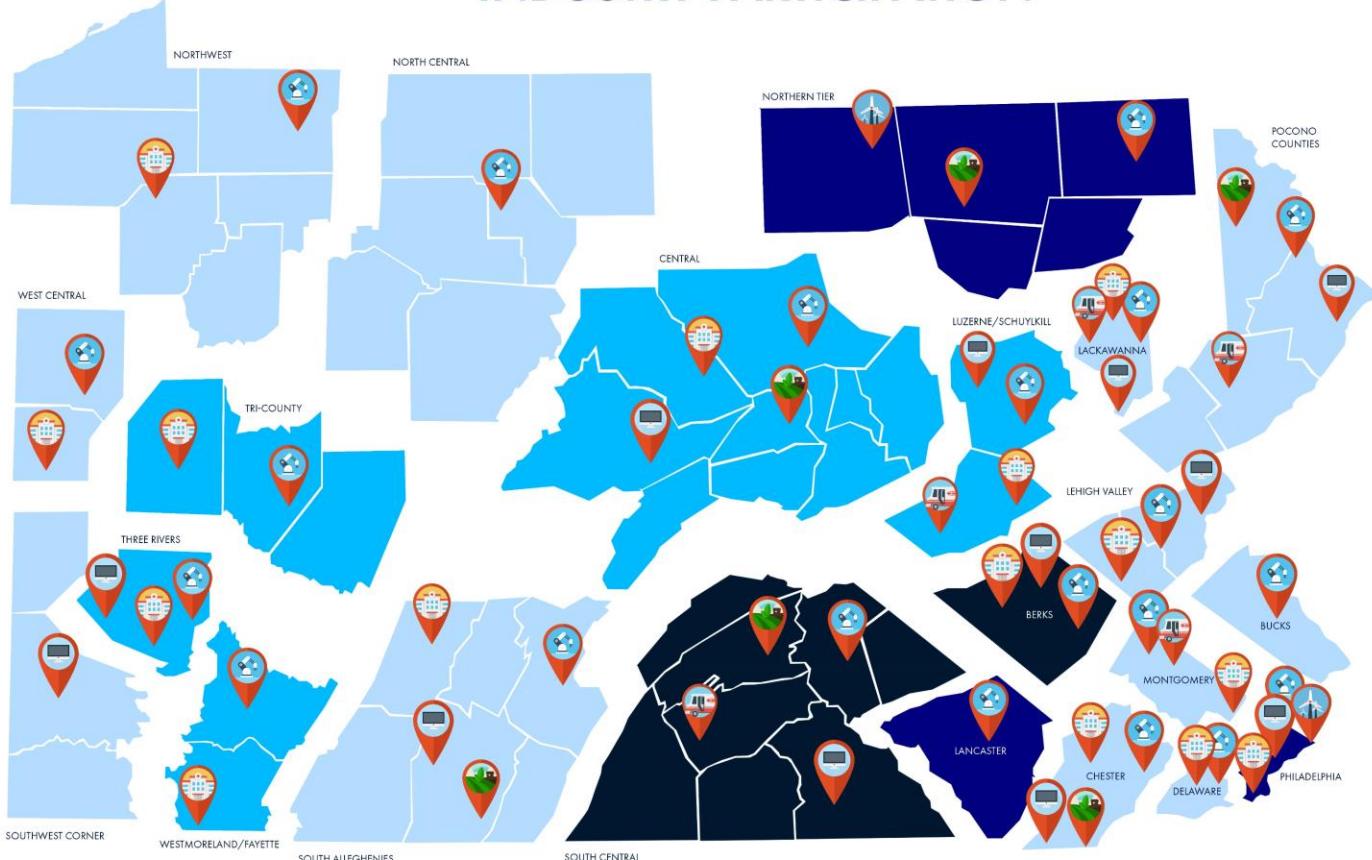
SCHOOL DISTRICT/TEACHER PARTICIPATION



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Teacher in the Workplace

INDUSTRY PARTICIPATION



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DEPARTMENT OF EDUCATION

What are the PA Career Ready Skills?

The PA Career Ready Skills (PA CRS) are a continuum of learning progressions that support the development of student competence in the following **three** domains:

- 1) Self awareness and self-management,
- 2) Establishing and maintaining relationships, and
- 3) Social Problem-solving.

A Continuum Sample



The Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
A. Self-Awareness and Self-Management <i>Recognize and regulate emotions</i> 	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.



Why the PA Career Ready Skills?

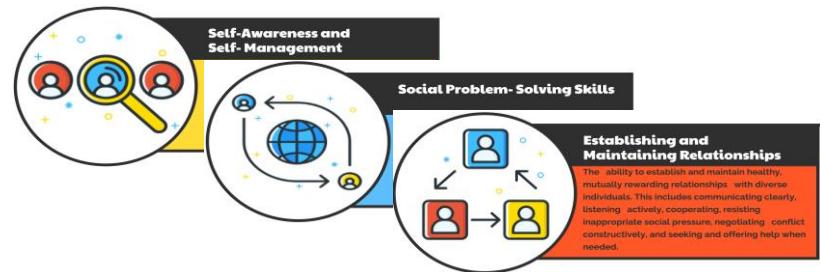
NATIONAL NETWORK OF BUSINESS AND INDUSTRY ASSOCIATIONS

COMMON EMPLOYABILITY SKILLS

A Foundation for Success in the Workplace:
The Skills All Employees Need, No Matter Where They Work

PERSONAL SKILLS
PEOPLE SKILLS
APPLIED KNOWLEDGE
WORKPLACE SKILLS

NATIONAL NETWORK OF BUSINESS AND INDUSTRY ASSOCIATIONS



All domains are aligned to the National Network of Business and Industry Associations

► What are the PA Career Ready Skills?

- Future Ready PA Index +
- K-12 School Guidance Plans +
- Career Education Work Standards +
- Pennsylvania Career Ready Skills =

Career Ready Graduates



Workforce and Education Collaboration

Westmoreland County Forum for Workforce Development

Bill Thompson

Executive Director, Westmoreland-Fayette Workforce Investment Board

Shannon Wagner

Superintendent, Burrell School District

Who Are We....

- ▶ Group of business, education, and community representatives committed to developing:

- ▶ **A Regionalized System for Career Development**

Who We Are....



- ▶ **Mission:** *Empower educators, employers and community as partners to engage students and foster a vibrant regional economy*

- ▶ **Vision:** *A highly qualified workforce that meets the demands of a regional economy.*

A Regionalized System for Career Development

Business, Community, & Government Partners

- ▶ **Community Foundation of Westmoreland County**
- ▶ **Economic Growth Connection of Westmoreland**
- ▶ **United Way of Westmoreland County**
- ▶ **Westmoreland County Board of Commissioners**
- ▶ **Westmoreland County Industrial Development Corporation**
- ▶ **Westmoreland County Chamber of Commerce**
- ▶ **Westmoreland/Fayette Workforce Investment Board**



A Regionalized System for Career Development School District Partners

- ▶ **Belle Vernon School District**
- ▶ **Burrell School District**
- ▶ **Central Westmoreland CTC**
- ▶ **Connellsville Area School District**
- ▶ **Connellsville Area CTC**
- ▶ **Derry Area School District**
- ▶ **Eastern Westmoreland CTC**
- ▶ **Ligonier Valley School District**
- ▶ **Franklin Regional School District**
- ▶ **Freeport Area School District**
- ▶ **Greater Latrobe School District**
- ▶ **Greensburg Salem School District**
- ▶ **Hempfield Area School District**
- ▶ **Jeannette City School District**
- ▶ **Kiski Area School District**
- ▶ **Mount Pleasant Area School District**
- ▶ **Norwin School District**
- ▶ **Northern Westmoreland CTC**
- ▶ **Southmoreland School District**
- ▶ **Westmoreland Intermediate Unit**
- ▶ **Yough School District**

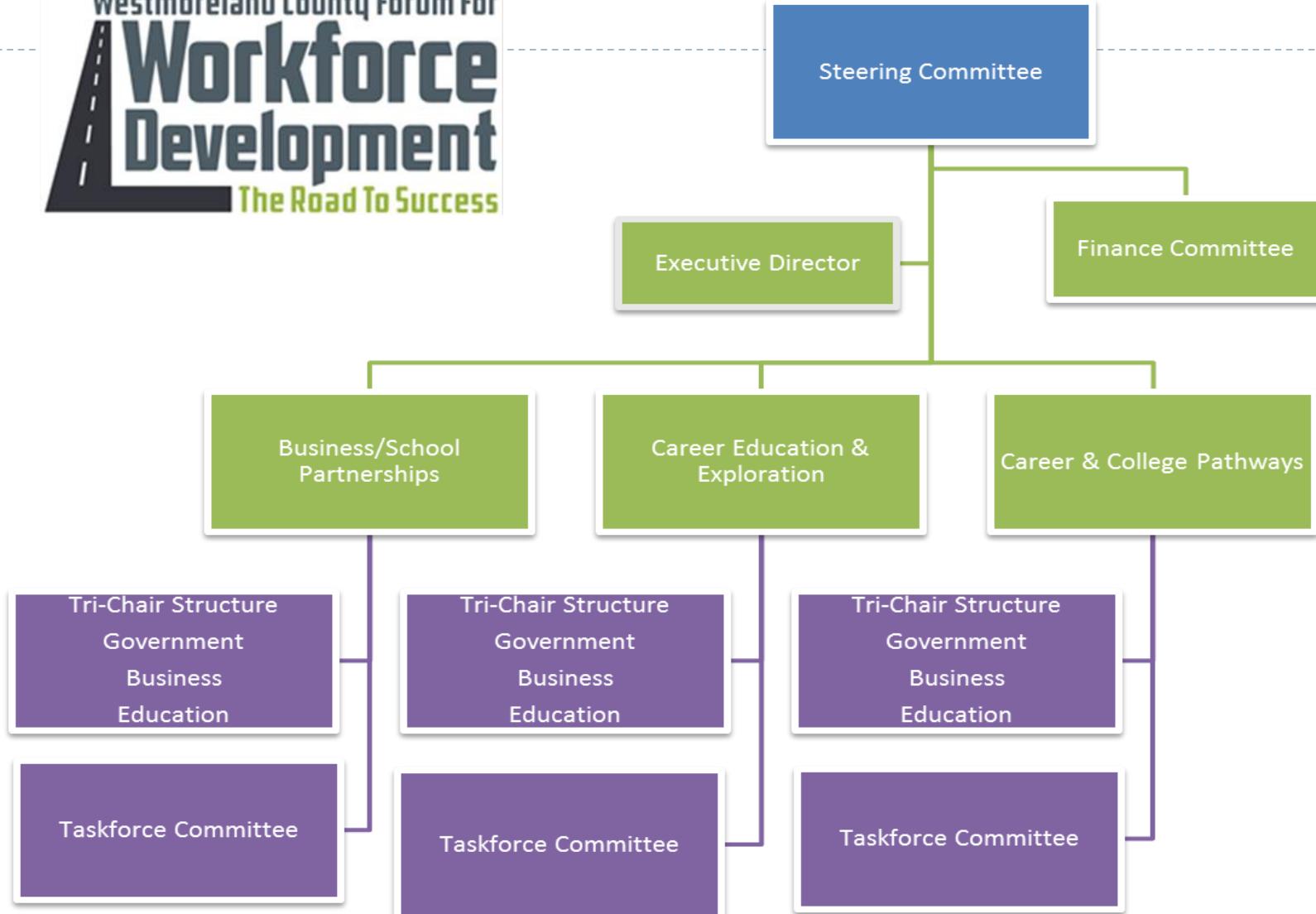


A Regionalized System for Career Development

Post-Secondary Partners

- ▶ **Penn State University**
 - ▶ **Penn State- Fayette**
 - ▶ **Penn State University- Greater Allegheny**
 - ▶ **Penn State- New Kensington**
- ▶ **University of Pittsburgh- Greensburg**
- ▶ **Westmoreland County Community College**
- ▶ **Saint Vincent College**
- ▶ **Seton Hill University**





Task Force Committees



- ▶ Business/School Partnerships
- ▶ Career Education and Exploration
- ▶ Career and College Pathways

Westmoreland County Forum for Workforce Development

- ▶ Contact Information:
- ▶ William J. Thompson, Executive Director
Westmoreland-Fayette Investment Board
wthompson@westfaywib.org
- ▶ Dr. Shannon L. Wagner, Superintendent
Burrell School District
swagner@burrell.k12.pa.us





Continuous Improvement Committee

Quarterly Update February 12, 2019

The Continuous Improvement Committee continues to support the goals of the WIOA Combined State Plan, specifically those goals related to improving Pennsylvania's Workforce Development system overall. In the past quarter, the Continuous Improvement Committee has focused on goal 5.7 of the plan, which states:

The commonwealth will collaborate with the State WDB to develop a dashboard to track progress on the implementation of the WIOA State Plan and achievement of the plan's goals.

WIOA Combined State Plan Implementation Dashboard

This dashboard will highlight the WIOA Combined State Plans big-picture, long-term goals, and will measure the commonwealth's progress in implementing the plan. The committee is considering several indicators, including, the share of the working-age population with postsecondary credentials or certificates, employer investment in skills, and the overall Pennsylvania labor turnover rate. Credential attainment is a priority for Governor Wolf, and a measure of which Pennsylvania historically ranks poorly (between 43rd and 49th in the past 12 years). The last two measures would measure the effectiveness of the WIOA Combined State Plan in identifying and sharing best practices that help employers increase the number of jobs that pay

WIOA Combined State Plan Implementation Workplan

PA WDB staff are partnering with PA WDB member agencies to finalize a workplan that will track and measure progress in implementing the goals and sub-goals of the WIOA Combined State Plan generally. The workplan will identify lead agencies and staff responsible for each goal and sub-goal, and include a timeline and indicators to measure implementation progress.

Next Generation Industry Partnership Dashboard

This dashboard will track the progress of the Next Generation Industry Partnership program and the statewide measures of the program's impact. This dashboard will be an online interactive tool and will include the next round of PAsmart grants. In the next quarter, the committee will hopefully finalize and deploy this dashboard, after collaborating with the Employer Engagement and Industry Partnership Committee.

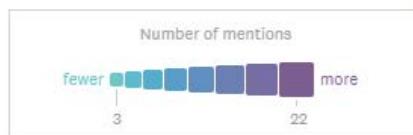
Continuous Improvement Committee Next Steps

- Identify additional metrics for WIOA Combined State Plan implementation dashboard
- Update and finalize Next Generation Industry Partnerships dashboard
- Finalize WIOA Combined State Plan Implementation Workplan

Brian Funkhouser, Chair
Continuous Improvement Committee

Question 4: What are the differences in how career readiness is defined from a K-12 perspective versus a workforce development perspective?

basic practice employment post-secondary prepare workers students
communication work perspective job ability workforce
knowing career training skills obtaining focus technical
school high school education college learning hard skills
readiness understanding soft skills opportunities prepare students



- From a K-12 perspective, career readiness means the students have learned academic and technical skills. Any training they have is not specific to a certain industry/field.
- From a workforce development perspective, career readiness means that the job seeker has the skills to acquire a specific job as well as basic professional skills (communication, teamwork, problem solving, etc.). Their training is specific to the industry they are going into.

Question 6: Describe specific situations in your community that are ongoing and/or you feel should happen in order to prepare youth/young adults for a career.



- Most people felt it would be helpful to teach students how to get a job and succeed. Job shadowing, internships and career fairs were mentioned as just a few ways to help them prepare for a career.

From your perspective, what is career readiness and what general skills does it encompass?



What do you see as the career readiness role of local/regional workforce development partners and what would you or your organization commit to doing in preparing youth/young adults?

The graphic features a central word, 'partners', in large blue font. Surrounding it are several other words in blue and teal, all connected by curved lines that form a circle. The words include: committed, students, community, training, opportunities, support, programs, education, activities, outreach, resources, partner, together, connecting, employment, experiences.

How could the state best support career readiness at the local/regional level and what specific actions would you recommend that the Pennsylvania Workforce Development Board take?



Career Pathways and Apprenticeship Committee

Quarterly Update February 12, 2019

The Career Pathways and Apprenticeship Committee continues to support Goal 1 of the WIOA Combined State Plan:

Goal 1: Establish career pathways as the primary model for skill, credential, and degree attainment, and provide all Pennsylvanians, with an emphasis on Pennsylvanians with barriers to employment, an opportunity to obtain a job that pays.

Career Pathways Definition and Visual

In the last quarter, the committee developed a draft a career pathways definition for the Commonwealth. This definition serves as an initial step in the formulation of a career pathways system. In addition, the committee is developing a visual to accompany the career pathways definition to illustrate how the career pathways model unfolds in practice. The visual will depict a career pathway at individual and systems level.

Once the committee has finalized the draft definition and visual, the committee will develop a survey to collect feedback and buy-in from other PA WDB committees and workforce development stakeholders. The committee will present the draft definition and visuals to the full PA WDB at the May Quarterly Meeting.

Cross-Committee Collaboration

Chair Julene Campion (Career Pathways and Apprenticeship) and Chair James Kunz (youth) began a joint effort to collaborate recognizing the overlap in issues across their respective committees. Importance of coordinating efforts together. The committee is devoted to developing a framework, with common language and understating.

Career Pathways and Apprenticeship Committee Next Steps

- Finalize Career Pathways definition and visuals
- Survey and gather feedback from stakeholders on Career Pathways definition and visuals
- Conduct stakeholder and program analysis of Career Pathways partners
- Participate in Youth Committee's work developing a definition of Career Readiness
- Develop a Career Pathway Scope of Work for an inventory and evaluation of current Career Pathways in PA
- Engage state level stakeholders regarding building a statewide system of Career Pathways

Julene Campion, Chair
Career Pathways and Apprenticeship Committee

Youth Committee

Quarterly Update February 12, 2019

The Youth Committee continues to support all youth related goals of the WIOA Combined State Plan. During the most recent quarter, the committee focused on addressing goals related to career readiness and pre-apprenticeship.

Career Readiness

Pennsylvania's WIOA Combined State Plan Goal 1.10 states:

The commonwealth commits to adopting a common definition for career readiness across WIOA partner programs, where appropriate and in accordance to federal requirements. In addition, the commonwealth will explore coordination opportunities with postsecondary education systems to adopt the career readiness definition. The approach will include a focus on demonstrating skills and competencies as well as knowledge and credential attainment.

To address this goal, the Youth Committee developed a career readiness survey in partnership with the Center for Workforce Information and Analysis. The committee received 76 survey responses from committee members, workforce development professionals, non-profit providers, educators, and employers. The committee is now using the survey results to develop a career readiness definition. In your briefing book, you will find word clouds summarizing responses to several of the survey questions.

Pre-apprenticeship

The promotion and support of pre-apprenticeships in Pennsylvania is specifically addressed in WIOA Combined State Plan goals 1.4, 2.7, and 3.10. To learn more about the current state of pre-apprenticeship in the commonwealth, the PA WDB contracted with the Keystone Research Center to conduct interviews with currently operating registered, or soon to be registered, pre-apprenticeship programs, and to conduct a survey. The survey was distributed to pre-apprenticeship programs registered with the Apprenticeship and Training Office, as well as the Pennsylvania Workforce Development Association, the Pennsylvania Association of Career and Technical Educators, the Pennsylvania Commission for Community Colleges, and the Pennsylvania Apprenticeship Coordinators Association.

In your briefing book, you will find a draft executive summary of the findings from the interviews. A final report will be provided at the next Quarterly Meeting.

Cross-Committee Collaboration

Chair James Kunz, Youth Committee, and Chair Julene Campion, (Career Pathways and Apprenticeship Committee, recognize there is significant overlap in issues across their respective committees and will partner where appropriate moving forward.

Youth Committee Next Steps

- Finalize draft career readiness definition
- Finalize pre-apprenticeship report

James Kunz, Chair
Youth Committee

Inventory of Pre-Apprenticeship Programs Across Pennsylvania

Keystone Research Center (KRC), January 7, 2019¹

Executive Summary

The United States Department of Labor (USDOL) and Pennsylvania Department of Labor & Industry (PDL&I) define pre-apprenticeship programs as having a documented partnership with at least one Registered Apprenticeship program and preparing individuals to enter and succeed in apprenticeship. Pre-apprenticeships can also help students decide on an occupational track, develop their foundational skills, and improve productivity once individuals gain employment.

In early 2016, the Wolf Administration in Pennsylvania established a new Apprenticeship and Training Office (ATO) in the Pennsylvania Department of Labor & Industry (PDL&I) to oversee Gov. Wolf's ambitious plan to expand apprenticeship and pre-apprenticeship. In early 2018, the Governor publicly committed to doubling apprenticeship in Pennsylvania by 2025. Later in 2018, the state legislature passed, and Gov. Wolf signed, a state budget with an additional \$30 million for the PAsmart initiative, including \$7 million for apprenticeship.

In the context of Gov. Wolf's ambitious plan to expand apprenticeship as a central component of the state's workforce strategy, the Pennsylvania Workforce Development Board (PA WDB) contracted with Keystone Research Center (KRC) to conduct an inventory of the current state of pre-apprenticeship in the Commonwealth. KRC conducted the inventory using an online survey of pre-apprenticeship programs (those registered and others that believe they fit the state's definition of pre-apprenticeship) and interviews with 10 currently operating and registered (or about-to-be registered) programs.

The inventory revealed a rich variety of pre-apprenticeships sponsored by different types of organizations: industry associations and individual manufacturers; career and technical centers (CTCs) and non-profit community-based organizations; labor-management apprenticeship funds and colleges. It also revealed that current pre-apprenticeships, including the programs registered (four when this inventory began, now at least 14 and growing fast) and those not-yet-registered, mirror the industry composition of current Pennsylvania apprenticeships: a significant number of pre-apprenticeships are in construction and manufacturing; a smaller number are emerging in occupations such as maintenance (e.g., agricultural equipment service technician), health care, and hospitality (e.g., culinary arts).

One hundred and twelve respondents started to complete the online survey with 63 completing most of the survey. About 30% of pre-apprenticeships have been running for at least several years; 20% have been established in the last year; roughly a third are in the "development stage." Responding programs perceive all key stakeholders to benefit from apprenticeship, including employers (86%), participants (83%), apprenticeship programs (62%), and schools (68%). Two thirds of pre-apprenticeships responding

¹ This report was prepared under contract to the Pennsylvania Workforce Development Board (PA WDB). It was written by Stephen Herzenberg and Diana Polson. For assistance on this project and their input, the authors thank the staff of the PA WDB and the Pennsylvania Apprenticeship and Training Office (PA ATO), the Youth Committee of the PA WDB, and the PA Workforce Development Association (PWDA), and the individuals interviewed at 10 sponsors of pre-apprenticeship programs profiled. For their outreach to increase response rates to the pre-apprenticeship online survey we also thank representatives of four association (PWDA, the PA Association of Career and Technical Administrators, PA Apprenticeship Coordinators Association, and PA Commission for Community Colleges).

serve grade 12; more than half (55%) serve grade 11, and a quarter serve ninth and tenth grade. About a third serve each of three older age groups: 18-21, 22-24, and 25 and over. One gap in pre-apprenticeship programs is geographic: no pre-apprenticeship program serves 23 of Pennsylvania's 67 counties, and many of these counties also have no community college. Main recruitment methods largely reflect the pre-apprentice sponsor: e.g., school-based and CTE programs recruit from schools and Career and Technical Education (CTE) programs, and community programs from the community. Nearly all (48 of 51) of pre-apprenticeships responding provide successful students with industry-recognized credentials; 21-30 provide paid internships, summer employment, and/or other work-based learning opportunities.

Asked about their challenges, 61% of pre-apprenticeships responded cited funding (34 of 56). In open-ended responses, several identified coordination with school districts (e.g., around schedules) and need for support services. Of 55 programs answering who funds them, 39% said government grants and 27% said employers. Other critical sources are schools and colleges (part of the "other" category because the survey did not specify schools and colleges as funding options). Of 53 respondents, one in nine (11%) said they have enough funding to grow their program, a third (30%) enough to maintain their program, nearly half (45%) only enough to sustain the program in the short run.

The interviews with 10 leading-edge apprenticeships supplemented by the survey responses (including the open-ended ones) revealed the following insights.

- The advantages for pre-apprenticeships of tight linkages to strong apprenticeships with significant numbers of openings each year.
- The importance of strong employer engagement and, more specifically, of employer input into the selection of pre-apprentices, given them ownership of those students' success.
- The value of identifying, and collaborating with, employers who want to help solve their own workforce needs—rather than spend time and energy on a blame game with educators.
- The potential of pre-apprenticeship to
 - accelerate the changing image of manufacturing jobs and to re-brand them as increasingly high tech, clean, and cool;
 - diffuse awareness of apprenticeship as potentially the cheapest route to college;
 - contribute to an elevation—or muddying—of the relative status of apprenticeship and the four-year college path; and a corollary unfreezing of the hard line between CTE and comprehensive, or non-CTE. Both these shifts could encourage respect for all students, pathways, and types of jobs.
- The need to design pre-apprenticeships broadly enough to connect to a critical mass of potential apprenticeships in any geographical area. Manufacturing and construction pre-apprenticeships do this by having a single pre-apprenticeship connect to all apprenticeships in the sector.
- The challenges of organizing pre-apprenticeships (and apprenticeships) in horizontal and widely dispersed occupations in which most employers have no more than a few jobs and even some whole industries may not have that many jobs.
- The need to recognize a potential tension between pre-apprenticeship as a tool for (a) "creaming"—to the benefit of affiliated employers—high school and young adult cohorts with high basic, STEM, and soft skills versus (b) expanding access to good-paying apprentice-able occupations for more diverse and low-income communities. Once recognized, this tension must be managed in part through sustained efforts to find more diverse workers that meet employer standards, including after pre-apprenticeship and with wrap-around supports.

- The need—as with all publicly funded workforce education and training—to avoid distributing pre-apprenticeship funds to employers with lower-quality jobs and high turnover. These have the most pressing ongoing need for new workers and often seek public subsidies for training.
- And the potential of further embedding pre-apprenticeship and apprenticeship in K-12 and post-secondary education, the best-funded workforce funding streams and the most likely route to greater scale and sustainability for pre-apprenticeship and apprenticeship.

The penultimate section of this report reviews options for strengthening pre-apprenticeship and apprenticeship through performance management and capacity building/peer learning, enhancing efforts already initiated by the ATO, and capitalizing on the deep well of knowledge that exists among Pennsylvania apprenticeships/pre-apprenticeship practitioners in the field.

This report closes by reflecting, informed by the interviews for this inventory, on the potential of pre-apprenticeship and apprenticeship to help transform grades 11-14, especially for those not on the traditional four-year college path. This transformation could also be advanced by PAsmart STEM and CTE initiatives, and by a recommended effort to substantially expand Pennsylvania draw down of federal Pell grants (including for apprenticeship and pre-apprenticeship related instruction) in areas of the state with no community college. Implemented in the holistic way aimed for by the Wolf Administration, these initiatives could increase educational attainment in Pennsylvania, expand opportunity throughout the state, better meet employers' skill needs, and powerfully boost the state's economy.

DRAFT



Re-entry Ad Hoc Committee

Quarterly Update February 12, 2019

In 2019, the PA WDB Re-entry Ad Hoc Committee will focus its efforts around engaging employers around the issue of re-entry, including learning more about their perspective in hiring returning citizens.

Partnership with the PA Re-entry Council (PaRC)

In January 2019, PA WDB staff briefed the PaRC on our collaboration at the PaRC Quarterly Meeting. PA WDB will partner with PaRC on the priorities listed below.

Re-entry Committee Next Steps

The committee is currently seeking volunteers to assist with the following committee workgroups and priorities:

- **Regional Re-entry Roundtable Planning:** The purpose of these intimate roundtables is to hear directly from employers, HR professionals, and returning citizens about their hiring practices and decisions, and identify opportunities to address barriers to hiring re-turning citizens. This workgroup will plan regional roundtables across the commonwealth between March and April. This information will be used to inform our awareness efforts and the Re-entry Toolkit below.
- **Re-entry Toolkit:** The purpose of this toolkit is to provide employers, HR professionals, and the general public with practical resources and strategies to encourage the hiring of returning citizens and.
- **Policy Recommendations:** The purpose of this workgroup is to research other policy solutions and recommendations to support returning citizens as they look for job opportunities in their communities.

Jeff Brown, Chair
Re-Entry Ad Hoc Committee

2017-18 VOCATIONAL REHABILITATION HIGHLIGHTS

-  **72,334** individuals engaged with OVR¹
-  **21,129** new applicants
-  **25,601** students received Pre-Employment Transition Services²
-  **7,885** individuals placed into employment
-  **\$13.28** average hourly wage of individuals employed
-  **\$53M** estimated annual government savings³
-  **\$6,980** average per-person cost of services for an employment placement
-  **12.3 months** projected time to recover investment



¹ Number of OVR customers who had an open VR case as of June 30, 2018 or had their case closed during the Program Year.

² Includes potentially eligible students and students with OVR cases, and both purchased and staff-provided services.

³ Based on estimated income taxes, average annual SSA reimbursements, and SSA benefits that may decrease or end due to employed individuals achieving SGA levels established by the SSA.

⁴ Early Reach programming promotes successful outcomes for youth with disabilities by increasing awareness of OVR services and the benefits of early career planning.

Note: All figures represent program activities during the 2017-18 Program Year (July 1, 2017 – June 30, 2018).



Students Who Received Pre-Employment Transition Services

Work-Based Learning Experiences:

1,371



Job Exploration Counseling:

7,954



Counseling on Postsecondary Education:

7,695



IEP Meeting Attendance by OVR Staff:

3,350



Workplace Readiness Training:

11,224



Instruction in Self-Advocacy:

5,320



Independent Living Skills Training:

3,201

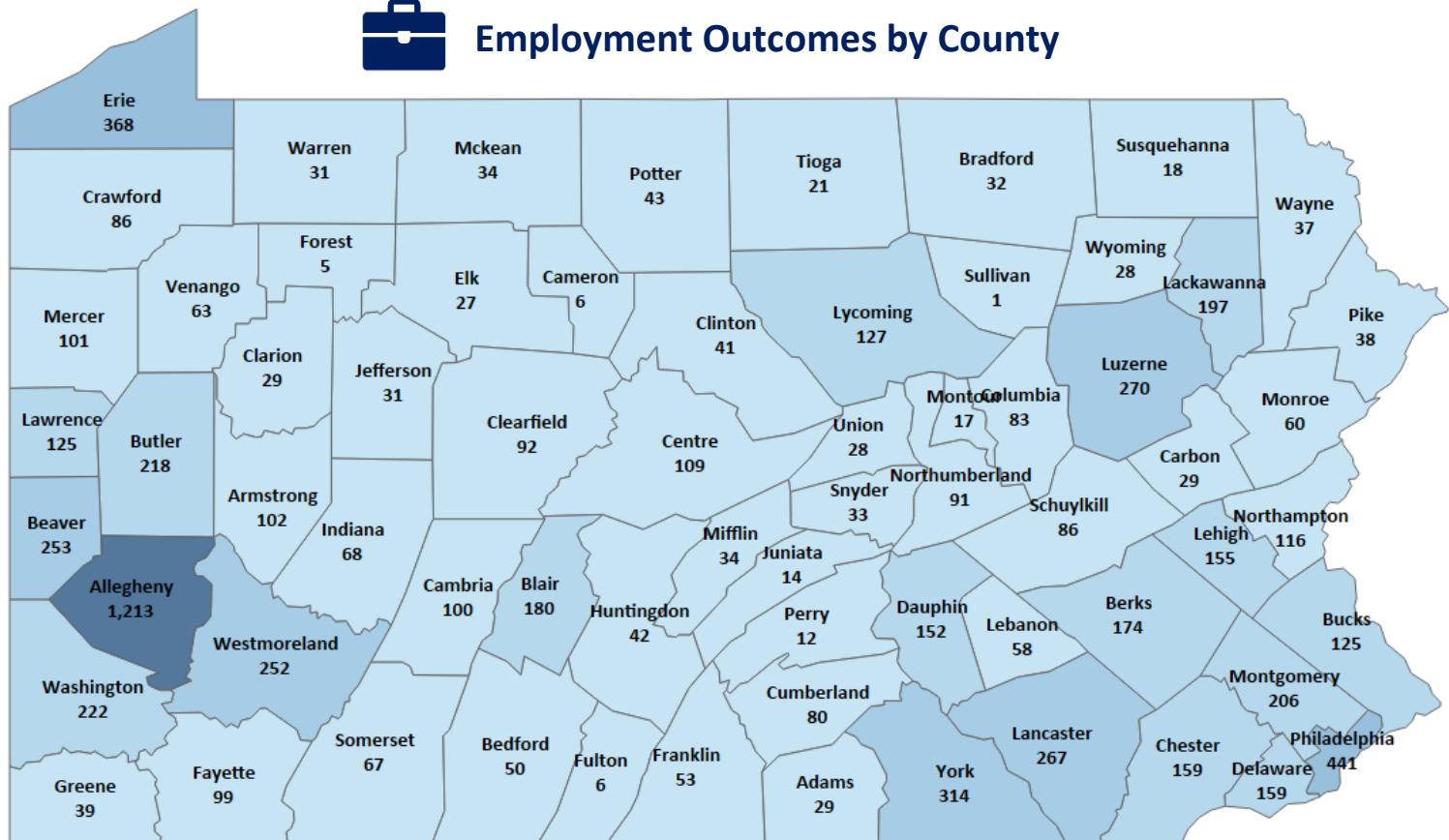


Job Shadowing:

1,049



Employment Outcomes by County



The Workforce Innovation and Opportunity Act (WIOA) regulations require that the employment outcome satisfy the following criteria to be permitted under the Vocational Rehabilitation program: (1) competitive earnings, (2) integrated location, and (3) opportunities for advancement.

Pennsylvania Profile

January 2019

2017 Population		
Total Population	12,790,505	100.0%
Female	6,530,345	51.1%
Male	6,260,160	48.9%
Population by Race		
White	10,378,174	81.1%
Black	1,417,611	11.1%
Hispanic Ethn	874,833	6.8%
Other	994,720	7.8%
Population by Age		
Ages 0 to 17	2,688,917	21.0%
Ages 18 to 24	1,215,635	9.5%
Ages 25 to 34	1,649,488	12.9%
Ages 35 to 44	1,501,781	11.7%
Ages 45 to 54	1,770,235	13.8%
Ages 55 to 64	1,783,427	13.9%
Ages 65 to 74	1,195,873	9.3%
Ages 75 and Older	985,149	7.7%
Median Age	40.7	

Educational Attainment, Ages 18 and Older		
High School Diploma or Less	4,605,814	45.6%
Some College or Associate Degree	2,674,621	26.5%
Bachelor's Degree	1,759,082	17.4%
Graduate or Professional Degree	1,062,071	10.5%

Source: U.S. Census-2017 ACS 5-Year Estimates - DP05, B01001, and B15001

Help Wanted OnLine Job Postings			
Dec 2018	Dec 2017	Volume Change	Percent Change
262,372	260,197	2,175	0.8%

Source: The Conference Board Help Wanted OnLine™

U.S. Veterans		Median Income	
Total	Unemployment Rate	Veteran	Non-Veteran
803,420	6.4%	\$35,981	\$28,833

Source: U.S. Census 5-Year Estimate 2012-2016 (Table: S2101)

Income Measures			
Per Capita	Total Personal	Median Household	Median Family
\$53,300	\$682,533,744	\$56,951	\$72,692

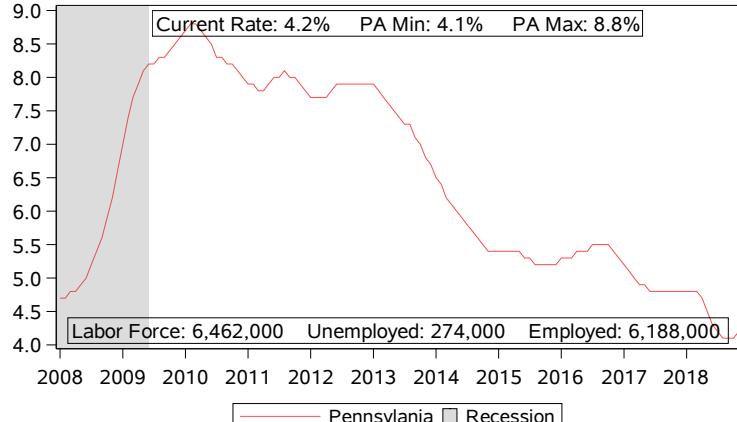
Note: Total Personal Income is displayed in thousands.

Note: Median Incomes are in 2017 adjusted dollars.

Source: Personal Incomes - Bureau of Economic Analysis (BEA) - 2017

Source: Median Incomes - U.S. Census 2013-2017 (Tables: B19013 & B19113)

Unemployment Rate, Jan 2008 to Dec 2018



Top 25 Employers by Employment in Q2 of 2018

Federal Government
State Government
Wal-Mart Associates Inc
Trustees of the University of PA
City of Philadelphia
Giant Food Stores LLC
Pennsylvania State University
School District of Philadelphia
UPMC Presbyterian Shadyside
United Parcel Service Inc
PNC Bank NA
Lowe's Home Centers LLC
University of Pittsburgh
Weis Markets Inc
The Children's Hospital of Philadelphia
Comcast Cablevision Corp (PA)
Home Depot USA Inc
Giant Eagle Inc
The Vanguard Group Inc
Amazon.com DEDC LLC
Target Corporation
PA State System of Higher Education
Wawa Inc
Merck Sharp & Dohme Corporation
Western Penn Allegheny Health

Source: Quarterly Census of Employment and Wages

Unemployment Compensation (UC) by Pre-UC Industry	Jan 2018 to Dec 2018		Dec 2018 Initial (IC) and Continued (CC) UC Claims			
	Exhaustees	Percent	IC Total	IC Percent	CC Total	CC Percent
Natural Resources & Mining	790	0.9%	1,932	2.0%	9,987	1.8%
Construction	9,180	10.8%	23,182	24.3%	113,294	20.4%
Manufacturing	9,920	11.7%	9,993	10.5%	57,222	10.3%
Trade, Transportation & Utilities	16,880	19.9%	15,065	15.8%	90,256	16.2%
Information	1,450	1.7%	491	0.5%	6,561	1.2%
Financial Activities	5,000	5.9%	1,026	1.1%	21,241	3.8%
Professional & Business Services	16,390	19.3%	13,238	13.9%	98,591	17.7%
Education & Health Services	14,130	16.6%	4,538	4.8%	68,076	12.2%
Leisure & Hospitality	6,370	7.5%	10,670	11.2%	54,726	9.8%
Other Services	2,400	2.8%	1,037	1.1%	12,689	2.3%
Government	900	1.1%	657	0.7%	8,300	1.5%
Info Not Available	1,590	1.9%	599	0.6%	3,291	0.6%
Total	85,000	100%	95,439	100%	556,130	100%

Notes: Percentages less than 0.5% will be displayed as 0.0%. Percentages may not sum to 100% due to rounding.

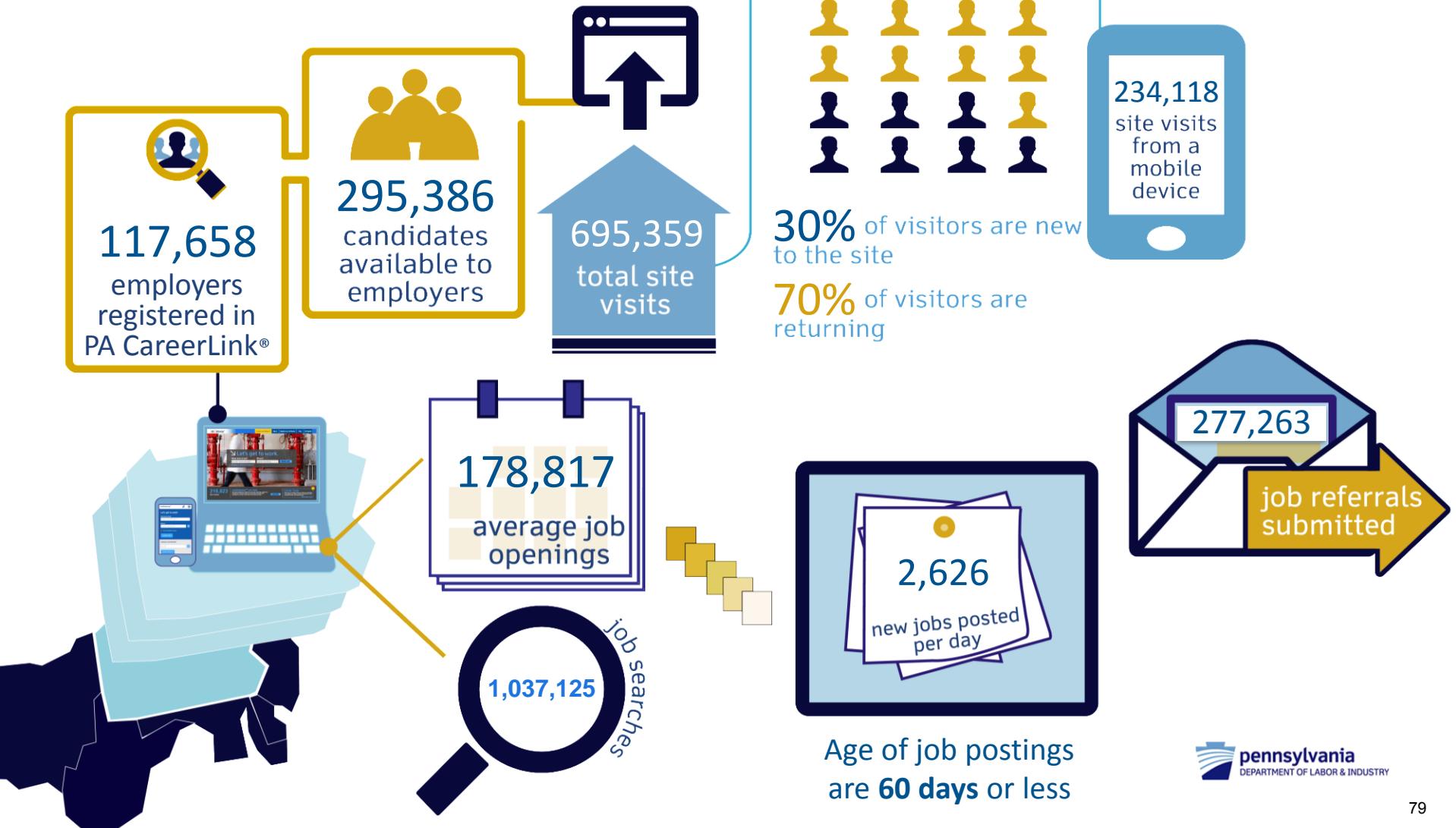
Claims data are not comparable to claims data released in any other report.

Source: Pennsylvania Unemployment Compensation System

Quarterly Census of Employment and Wages, 2017 Annual Averages					
NAICS	NAICS Description	Establishments	Employment	Employment %	Average Wage
	Total, All Industries	354,025	5,799,189	100.0%	\$54,000
11	Agriculture, Forestry, Fishing and Hunting	2,228	24,578	0.4%	\$35,108
21	Mining, Quarrying, and Oil & Gas	1,279	25,776	0.4%	\$89,492
22	Utilities	1,361	34,950	0.6%	\$96,285
23	Construction	28,563	257,117	4.4%	\$64,263
31-33	Manufacturing	14,417	562,435	9.7%	\$61,131
42	Wholesale Trade	24,144	218,879	3.8%	\$79,577
44-45	Retail Trade	41,530	630,227	10.9%	\$28,282
48-49	Transportation and Warehousing	10,965	296,327	5.1%	\$48,050
51	Information	4,754	86,754	1.5%	\$77,712
52	Finance and Insurance	18,215	260,712	4.5%	\$91,727
53	Real Estate and Rental and Leasing	10,311	63,639	1.1%	\$58,254
54	Professional and Technical Services	39,946	356,921	6.2%	\$91,934
55	Management of Companies and Enterprises	4,202	136,087	2.3%	\$127,039
56	Administrative and Waste Services	17,868	316,755	5.5%	\$35,524
61	Educational Services	8,879	481,490	8.3%	\$55,672
62	Health Care and Social Assistance	54,663	1,041,775	18.0%	\$49,452
71	Arts, Entertainment, and Recreation	5,109	99,599	1.7%	\$31,564
72	Accommodation and Food Services	28,219	470,584	8.1%	\$18,125
81	Other Services (Except Public Administration)	32,299	198,997	3.4%	\$32,698
92	Public Administration	5,076	235,588	4.1%	\$59,486
Company Ownership					
Total, All Ownership		354,025	5,799,189	100.0%	\$54,000
Private Ownership		340,719	5,124,522	88.4%	\$53,673
Federal Ownership		2,734	97,174	1.7%	\$74,249
State Ownership		1,448	133,286	2.3%	\$60,158
Local Ownership		9,124	444,207	7.7%	\$51,492
Occupational Employment (2016) and Wages (2017)					
SOC Code	Major Occupational Group	Employment	Entry Wage	Average Wage	Experienced Wage
	Total, All Occupations	6,181,960	\$21,810	\$48,760	\$62,230
11-0000	Management	296,550	\$60,840	\$123,380	\$154,650
13-0000	Business & Financial Operations	292,690	\$43,790	\$73,290	\$88,050
15-0000	Computer & Mathematical	158,430	\$48,630	\$83,060	\$100,270
17-0000	Architecture & Engineering	102,530	\$46,790	\$78,830	\$94,850
19-0000	Life, Physical & Social Science	52,740	\$39,260	\$73,800	\$91,070
21-0000	Community & Social Services	142,280	\$28,410	\$44,300	\$52,240
23-0000	Legal	49,600	\$42,320	\$104,360	\$135,380
25-0000	Education, Training & Library	341,210	\$26,970	\$58,430	\$74,160
27-0000	Arts, Design, Entertainment, Sports & Media	81,900	\$23,110	\$49,700	\$62,990
29-0000	Healthcare Practitioners & Technical	395,930	\$37,790	\$75,210	\$93,920
31-0000	Healthcare Support	198,080	\$23,020	\$31,380	\$35,550
33-0000	Protective Service	126,170	\$21,830	\$44,800	\$56,290
35-0000	Food Preparation & Serving Related	498,670	\$17,420	\$23,380	\$26,360
37-0000	Building & Grounds Cleaning & Maintenance	209,280	\$19,430	\$28,530	\$33,080
39-0000	Personal Care & Service	279,300	\$18,330	\$25,710	\$29,400
41-0000	Sales & Related	601,030	\$18,100	\$41,000	\$52,450
43-0000	Office & Administrative Support	965,560	\$23,140	\$37,220	\$44,260
45-0000	Farming, Fishing & Forestry	35,670	\$19,530	\$32,550	\$39,060
47-0000	Construction & Extraction	254,290	\$30,630	\$50,840	\$60,940
49-0000	Installation, Maintenance & Repair	239,150	\$28,710	\$46,960	\$56,090
51-0000	Production	400,560	\$24,350	\$39,010	\$46,340
53-0000	Transportation & Material Moving	460,360	\$21,550	\$36,250	\$43,600

Note: 'ND' represents Non-Disclosable information.

Pennsylvania CareerLink®



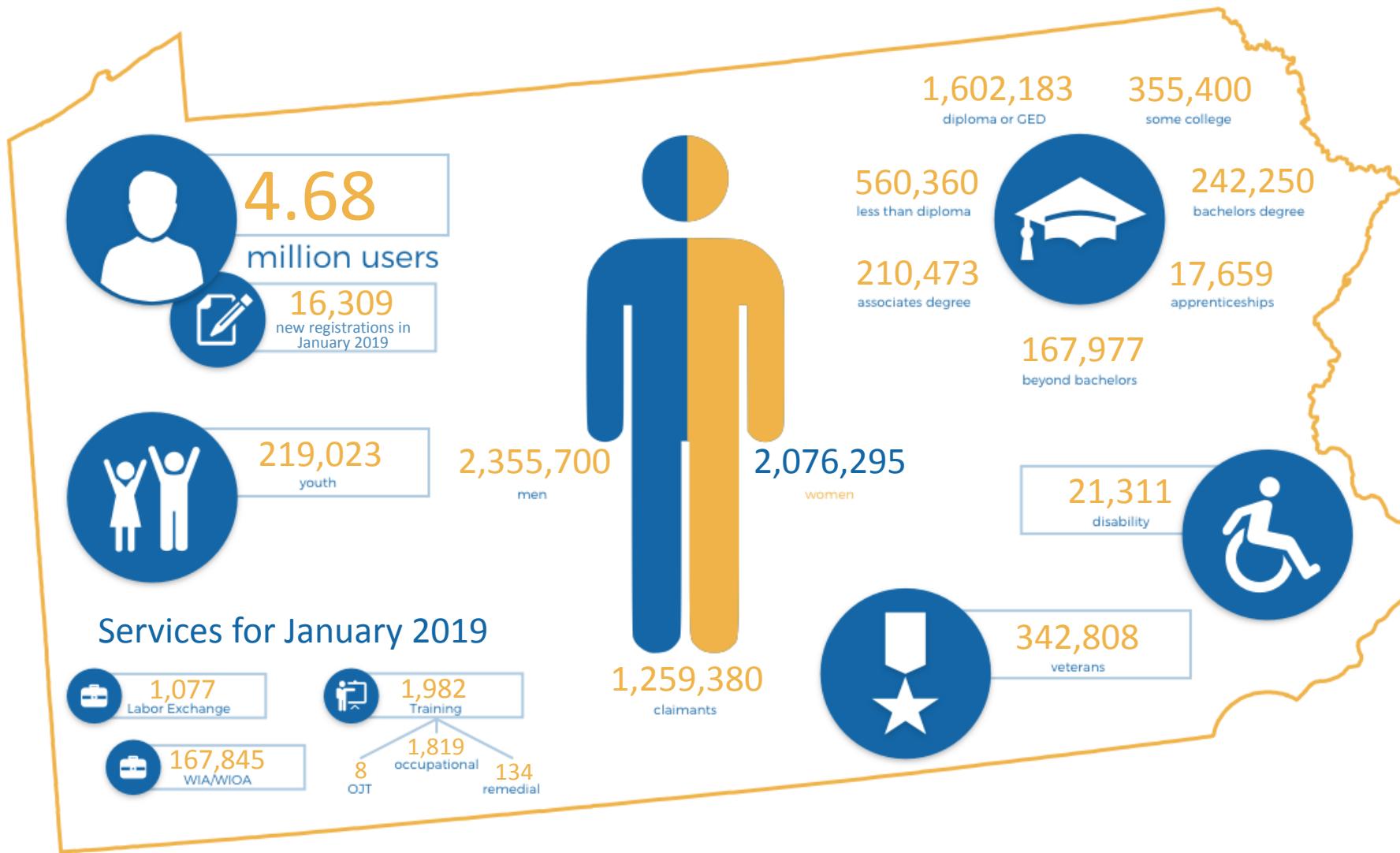
Infographic Description

#	Metric	Description	Notes	Source	Source Detail
1	Employers registered in PA CareerLink	Total Employer Profiles based on FEIN	Cumulative (Based on FEINs and SSNs)	CWDS Business Report	Employer #7: Employers -Total - TOTAL COUNT
2	Candidates available to PA employers	Job Seekers with "Want Employers to Find You" marked as "Yes"	Job seekers with job preferences enabled (cumulative)	CWDS Business Report	Participant #13: Participants with Job Preferences Enabled - TOTAL COUNT
3	Total site visits	Number of times PA CareerLink was visited (includes new and return visits)	Per month	Google Analytics	PA CareerLink: Dashboards: Private: PA CareerLink InfoGraphic Data: Visits
4	Visitors new to the site	New visitors to PA CareerLink	Per month	Google Analytics	PA CareerLink: Dashboards: Private: PA CareerLink InfoGraphic Data: New Visitor
5	Visitors are returning at least each month	Returning visitors to PA CareerLink	Per month	Google Analytics	PA CareerLink: Dashboards: Private: PA CareerLink InfoGraphic Data: Returning Visitor
6	Total mobile site visits	Number of times PA CareerLink mobile was visited (includes new and return visits)	Per month	Google Analytics	PA CareerLink Mobile for Job Seekers: All Web Site Data: Dashboards: Private: PA CareerLink Mobile Analytics: Visits
7	Average job openings	Current number of job openings based on the "Open Positions" value of job postings which are in open status	Current number of openings (Note: The average can be calculated by recording this number at the start, middle, and end of the month)	CWDS Business Report	Job Postings: Open Positions (Total openings for jobs in open status)
8	New jobs posted per day	New job postings based on posting date	Sum of Registered Employer and Job Feed Job postings posted (i.e. in "open" status) within the month	CWDS Business Report	Job Postings #6: All Jobs - Posted - AVG ON RPT DATES
9	Age of job posting	Length of time jobs are in open status (Note: There are variations based on type of job)	Job Feed Jobs and Registered Employer Unassisted are 60 days; Registered Employer Staff Assisted are 180 days	NA	NA
10	Number of job searches	Total number of times the Search Jobs screen is visited	Total number of times the job search screen is visited	Google Analytics	PA CareerLink: Dashboards: Private: PA CareerLink InfoGraphic Data: Pageviews by Page Title: PA CareerLink - Search Jobs
11	Job referrals submitted	Number of job referrals created by either applying to a registered employer job or visiting the web site of a job feed job	Per month	CWDS Business Report	Referrals #1 - COUNT ON RPT DATES

CWDS Business Report: http://lihbgo000dvbs/Reports/Pages/Report.aspx?ItemPath=/CWDS_DASHBOARD_RPRT/CWDS+Business+Report



CWDS/PA CareerLink® User Demographics & Services





Tom Wolf
Governor

Jeff Brown
Chair