


2. Review agenda

- A. Consent Calendar (*Kathy Gilliland*)
1. Approval of Minutes (June 8, 2011)
Jim Neubecker made a motion to accept the June 8, 2011 minutes, Kathy Olson seconded and the motion passed unanimously.
- B. Workforce Investment Act Policy Change Review & Approval ****Vote Required**** (*Kathy Gilliland & Mark Johnston*)
1. WIA Eligibility Determination and Documentation Policy
 2. Degree/Certificate Requirements for Youth Common Measures
Mark Johnston reviewed the proposed policy changes with the WIB. Jim Neubecker made a motion to accept the policy changes as written, Kathy Olson seconded and the motion passed unanimously. Revised policies are attached.
- C. Strategic Planning Facilitated by Stuart Thomas, Mountain States Employers Council (All)
WIB members participated in a facilitated strategic planning process, notes are attached.
- D. Next Steps (All)
The board discussed how to complete the strategic plan. Consensus of the board is to extend the October meeting to continue working on the plan.
- E. Adjourn

 <p style="text-align: center;"><i>Larimer County Workforce Center</i></p>	Effective Date	Document No.
<i>Policies and Procedures</i>	Issue No. 1	Sheet 1 of 4
Subject: Degree/Certificate Requirements for Youth Common Measures	Prepared by: T. Perry	Approval:

1.0 Policy:

In compliance with the Workforce Investment Act of 1998 (WIA), WIA Final Rules 20 CFR 652 and the Colorado One-Stop System Policy Guidance Letter #: 08-16-WIA, the Larimer County Workforce Center (LCWC) will utilize the procedures in this policy to identify when WIA youth participants have completed a training program that results in the attainment of a recognized credential

Additionally, the procedures identified in this document will outline the process by which the Larimer County Workforce Investment Board (WIB) will identify and approve non-standardized credentials that are appropriate for this region.

2.0 Scope:

WIA Youth participants

3.0 Departments Affected:

WIA YouthLINK Program

4.0 References:

The Workforce Investment Act of 1998, WIA Final Rules 20 CFR 652 Colorado One-Stop System Policy Guidance Letter #:08-16-WIA.

5.0 Applicable Forms: N/A

6.0 Definitions:

Advanced Training/Occupational Skills Training applies to youth and means an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training should be outcome oriented and focused on long-term goal as specified in the Individual Service Strategy (ISS) and result in attainment of a certificate.

Credential means a document that is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on

standards developed or endorsed by employers. **Certificates awarded by local Workforce Investment Boards and work readiness certificates are not included in this definition.** Reference Training and Employment Guidance Letter 17-05, Attachment B: Definitions of Key Terms for a complete list of approvable awarding training entities.

Diploma means any credential that the state education agency accepts as equivalent to a high school diploma. This term also includes post-secondary degrees such as Associate (AA and AS) and Bachelor (BA and BS) degrees.

Education means participation in secondary school, post-secondary school, adult education programs or any other organized program of study leading to a degree or certificate.

Employer Endorsed means that employers within a particular industry or cluster of industries recognize the certificate and would not impose an employment barrier, because the program was completed in another state or other regional location.

Post-secondary Education means a program at an accredited degree-granting institution that leads to an academic degree (i.e., AA, AS, BA or BS). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as placement in post-secondary education, but may be counted as placement in “advanced training/occupational skills training.

Training Services means any WIA-funded and non-WIA funded partner training services. Services include: occupational skills training including training for non-traditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of training.

7.0 Procedure:

7.1 The LCWC WIB has identified the following educational and occupational achievements that result in a credential; along with the corresponding forms of acceptable credential documentation:


Educational/Occupational Area	Credential Documentation
Secondary Education	High School Diploma, Transcript, Letter from School
GED	GED Certificate
Post-Secondary Certificate Program	Certificate or Transcript
2-year College Degree	College Diploma or Transcript
4-year College Degree	College Diploma or Transcript
Vocational Degree and Certificate	Certificate of Completion or Transcript
Private Vocational Training	Certificate of Completion or Transcript
Training that results in a certification or licensure in a specific occupation	Certification Document or License

- 7.2 The expectation for WIA youth to earn a degree or certificate will be provided to them in their initial orientation to the program. Additionally, the expectation that once an education service begins, the youth is to complete all coursework and other activities that the degree or certificate program requires for attainment of the diploma or certificate, will be discussed with their case manager and written on their Individual Service Strategy (ISS).
- 7.3 Credential achievement will be reported in Connecting Colorado. The participant's case manager will be responsible for the entry of this data by indicating the credential achievement in the educational attainment field of the termination screen. In addition, a copy of the participant's diploma/certificate will be placed in the WIA case file. The allowable data sources for collecting the appropriate diploma/certification documentation may include:
- Contact (with one or more of the organizations listed below) that is documented in the log notes.
 - State boards of education
 - State boards governing community colleges
 - State boards governing universities
 - State licensing boards for private schools
 - State education associations
 - Integrated post-secondary or higher education reporting units
 - State Department of Professional or Occupational Regulation
 - Professional, industry, or employer organizations or product manufacturers or developers
 - Training institution/providers
 - Adult Basic Education providers (GED equivalent testing agencies)
- 7.4 The LCWC WIB may identify additional credentials based on local employer recognized skill standards. When this occurs, USDOL policy allows for the approval of locally defined credentials. All of the criteria listed below must be met for the training/educational program to be deemed degree or certificate eligible:
- A. A program is typically more than one course. Stand-alone courses, in general, do not meet the measures' intent. There may be exceptions which must be reviewed by program staff on a case-by-case basis.
 - B. The training/education must have a clear structure and standardized mechanism of delivery.
 - C. The program fulfills a specific set of occupational requirements with clear and measurable goals and objectives.
 - D. The certificate and knowledge/skills are transferable from one employer to another within the industry(s) that recognized the certificate.
 - E. The degree/certificate must be issued by one of the organizations listed in the certificate definition (see Training and Employment Guidance Letter 17-05, Attachment B: Definitions of Key Terms).
 - F. The participant cannot obtain employment in a particular occupation without successfully completing the training program. If applicable, the participant cannot

secure a license to practice the skills required through the program, and the license is required to secure employment.

- G. Successful program completion is determined by a validated and reliable set of evaluation instruments that are legally defensible in a court of law. Those same measures of reliability and validity can be applied to determine when performance is unacceptable or dangerous to the individual, the coworkers or the customers served.

8.0 Responsible Party: Joni Friedman, Larimer County Workforce Director or her designee.

 <p style="text-align: center;">Larimer County Workforce Center</p>	<p>Effective Date</p> <p style="text-align: center;">July 18, 2011</p>	<p>Document No.</p>
<p><i>Policies and Procedures</i></p>	<p>Issue No. 1</p>	<p>Sheet 7 of 3</p>
<p>Subject:</p> <p>WIA Eligibility Determination and Documentation Policy</p>	<p>Prepared by:</p> <p>T. Perry</p>	<p>Approval:</p> <p>M. Johnston</p>

1.0 Policy:

It shall be the policy of the Larimer County Workforce Center to determine eligibility for all Workforce Investment Act funded programs in an equitable and consistent manner.

2.0 Scope:

This policy applies to the Workforce Investment Act (WIA) Youth, Adult, and Dislocated Worker programs.

3.0 Departments Affected:

Larimer County Workforce Center WIA Programs

4.0 References:

Workforce Invest Act (WIA) of 1998
WIA Final Rules-20 CFR part 652
Colorado One-Stop System Policy Guidance Letter # 08-17-WIA
USDOL TEIN No. 22-92, Change 5

5.0 Applicable Forms:

WIA Youth:

YouthLINK Application
YouthLINK Documentation Checklist
Income Assessment Worksheet
Affidavit of Immigration Status (when applicable)
Selective Service Registration Verification (when applicable)
Self-Attestation
Telephone Verification Form

WIA Adult:

Career Transition Program Application
Career Transition Program Documentation Checklist
Affidavit of Immigration Status

Selective Service Registration Verification (when applicable)
Self-Attestation

WIA Dislocated Worker:

Career Transition Program Application
Career Transition Program Documentation Checklist
Unlikely to Return Form
Connecting Colorado Supply and Demand Report
Unemployment Insurance Eligibility Documents
Documentation of Layoff
Affidavit of Immigration Status
Selective Service Registration Verification (when applicable)
Self-Attestation

6.0 Definitions:

Not applicable

7.0 Procedure:

- 7.1 The Larimer County Workforce Center (LCWC) attempts to determine eligibility for WIA funded services in an expeditious manner.
- 7.2 Upon the initial intake with their counselor, the WIA applicant will provide the requested documentation; the counselor will make the appropriate photocopies and place them in the applicant's file along with the corresponding Documentation Checklist. If required documentation is not brought to the initial intake appointment, WIA services will not be provided until required documentation is received.
- 7.3 The LCWC WIA Youth Program shall determine eligibility in accordance with the Colorado One-Stop System Policy Guidance Letter #: 08-17-WIA, Attachment III: WIA Youth Eligibility Definitions. Required documentation for all WIA Youth applicants shall include: proof of age, citizenship, Selective Service Registration (when applicable), income eligibility (when applicable), and barriers to employment or educational attainment.
- 7.4 The Documentation Checklist will clearly identify the eligibility category being utilized to verify that applicants to the Youth program meet eligibility requirements and possess specific barriers to employment or educational attainment. In addition, the Income Assessment Worksheet will be used when income calculations are necessary.
- 7.5 The LCWC Dislocated Worker Program shall determine eligibility in accordance with Colorado One-Stop System Policy Guidance Letter # 08-17-WIA, Attachment II: Eligibility Handbook for the Dislocated Worker Program. Required documentation for Dislocated Worker applicants shall include: citizenship, Selective Service Registration (when applicable), and evidence of dislocation.

- 7.6 The LCWC WIA Adult Program shall determine eligibility in accordance with the Colorado One-Stop System Policy Guidance Letter # 08-17-WIA, Attachment I: WIA Title I—General Program Eligibility. Required documentation for all WIA Adult applicants shall include: proof of citizenship and Selective Service Registration (when applicable).
- 7.7 The LCWC Dislocated Worker Program will use the Technical Assistance Guide provided in Attachment II of the Colorado One-Stop System Policy Guidance Letter: 08-17-WIA, to identify acceptable forms of documentation to be used to verify program eligibility. The WIA Adult and Youth Programs will utilize Attachment IV: Acceptable Eligibility Documentation for WIA Programs, as a guide for verification of program eligibility. In addition, WIA Youth will document barriers to employment and educational attainment. These barriers may include: basic skills deficient, school dropout, offender, homeless/runaway/foster child, and youth needing assistance.
- 7.8 The LCWC Set-Aside and Discretionary Grant Programs will use the Technical Assistance Guide provided in Attachment IV of the Colorado One-Stop System Policy Guidance Letter: 08-17-WIA, to determine eligibility for Set-Aside and/or Discretionary Grant Programs. Basic WIA eligibility will apply to all formula program set-aside grants and all WIA 10% and 25% discretionary grants as outlined in Colorado One-Stop System Policy Guidance Letter # 08-17-WIA, Attachments I (Adult), II (Dislocated Worker), and III (Youth).
- 7.9 The LCWC WIA Programs will use Training and Employment Guidance Letters Numbers 22-04 and 22-04, Change 1, of the Colorado One-Stop System Policy Guidance Letter: 08-17-WIA Attachments V and VI, when serving Military Service Members and Military Spouses. These populations may be served with WIA Adult Formula Grant funds in accordance with the requirements of that program. Military Service Members and/or their spouses must first meet the basic WIA Dislocated Worker eligibility as provided by Attachment II of the Colorado One-Stop System Policy Guidance Letter: 08-17-WIA prior to being considered as a dislocated worker. After a Military Services Member and/or his/her spouse has met the basic WIA Dislocated Worker eligibility, they will be given priority over dislocated workers who are non-veterans.
- 7.10 The LCWC WIA Programs will use the Training and Employment Guidance Letter Number 5-08 of the Colorado One-Stop System Policy Guidance Letter: 08-17-WIA, Attachment VII when requesting a WIA Participant's Social Security number. When requesting a participant's social security number, LCWC WIA staff will explain that the social security will be used only for the calculation of program performance measure outcomes, and that social security numbers will be maintained in a secure and confidential manner.

8.0 Responsible Party: Joni Friedman, Larimer County Workforce Center Director or her designee.

2011 Strategic Planning
Workforce Investment Board (WIB) Planning Session
Session Notes for August 10, 2011
1st DRAFT on 8/15/11

I. Session Objectives

1. Share the strategic planning approach
2. Identify strategic objectives
3. Identify potential measures
4. Determination if mission statement needs revision

II. Agenda

- | <u>Topic</u> | <u>Start</u> |
|-----------------------|--------------|
| • Session Startup | 7:45am |
| • Exercises | 8:40am |
| • Summarize / Wrap-up | 10:45am |
| • Depart session | 11:00am |

III. Session Activities

1. SWOT analysis
2. 4 – 6 strategic objectives
3. List of possible measures of success
4. Communication plan for this session

IV. Attendees and Sector Represented

1. Mike Reiff, Business
2. Joni Friedman, Workforce Center
3. Kathy Dotson, Workforce Center
4. Ella Gifford-Hawkins, Workforce Center
5. Marija Weeden-Osborn, Non-profit
6. Miki Roth, Business
7. Dena Jardine, Workforce Center
8. Mark Johnston, Workforce Center
9. Jerry Thurber, Business
10. Ryan Lennartson, Business
11. Gen Ponce-Pore, Education
12. Cynthia Christie, CAMT
13. Maureen Harter, Workforce Center
14. Adam Crowe, Workforce Center
15. Kory Stolte, Business
16. Jim Neubecker, Union
17. Eric Stenner, Business
18. Don Schofield, CDLE
19. Richard Martinez, Utilities

20. Ed Rutherford, Human Services
21. Jeffrey Smith, Business
22. Tracy Mead, Non-profit
23. Carol Steinbock, Business
24. Kathy Olson, Business
25. Al Dill, Business
26. Pam Allen, Business
27. Heather Lelchook, Business
28. Kathy Gaasvig, Education
29. Lew Gaiter, Larimer County
30. Kathy Gilliland, Business
31. Elise Lowe-Vaughn, CDLE
32. Mary Cook, Workforce Center
33. Rob Phillips, Business
34. Susan Strating, Business
35. Stuart Thomas, Facilitator
36. Randy Law, Facilitator

V. Icebreaker - “How could Larimer County Workforce Investment Board add value to your organization?”

Team A

1. Be an active voice
2. Help (a place to go) community issues
3. More businesses know about WIB
4. Vision
5. Employee transition

Team B

1. Utility-economic development, reliable utilities (gas, water, power) is needed to run a company, education/training in education facilities (trades)
2. Private business represented in WIB, has ability to express community needs
3. Helping people get jobs lowers number in Human Services on assistance
4. Working community members pay taxes, which support the economy. Jobs are a must and we must find the people to fill the jobs
5. Retention, training, and recruitment
6. Decrease welfare, WIC, and housing assistance
7. Appropriate spending of federal dollars
8. Marketing jobs with a strong future to our youth

Team C

1. Stakeholders
 - a. Employers
 - b. Job seekers

- c. Education
 - i. K-12
 - ii. Com College
 - iii. 4 Year University
- 2. Facilitate / define skill needs. Identify skill gaps
- 3. Provide information / data to stakeholder groups
- 4. Influence direction to ensure job seekers are prepared for business
- 5. “Get the word out” outreach programs to business
 - a. Target HR professionals / gatekeepers
 - b. Presentations to these groups
- 6. Forecasting the emerging needs of business – results in better anticipation of future
- 7. Advocacy of legislative awareness of workforce development services

Team D

1. Help put people of all ages back to work. Educate lifelong, keep them employed
2. Provide intangible skills to youth
 - a. “soft skills”
 - b. Basic honesty, initiative, work ethic
3. Provide backfill for boomers that may retire
4. Provide basic manufacturing skills – inventory control, throughput, quality – missing in the workforce, work instructions
5. Provide state funding for technology training for incumbent workers to help us commercialize
6. Help us surface assumptions, and test them
7. Share information – directly from employers to job seekers – regarding how to be employable and how to get knowledge / skills and access to those

Team E(Kathy, Carol, Tracy)

1. Soft skills deficit
 - a. Time
 - b. team environment
2. Clean energy talent skill sets lacking short term technical. Identify specific certifications that will feed into local industries, short term accreditations offered in affordable format, short-term
3. Childcare issues for employees causes absenteeism and turnover
 - a. Affordable
 - b. Availability
4. Diff effect does not incentivize longevity or hard work, causes turnover for business which is expensive – can the WIB connect with legislature to affect change
5. Establish a continuum of educational offerings, eliminate duplication, facilitate partnerships.
6. Programs to work more closely with educational institutions to communicate career offerings, internship offerings, etc. for youth and adults.
7. Link between industry and education – communicate expectations around needed skill sets – hard vs. soft.
8. Ensure there are training offerings available without barriers for low and medium income workers.

9. Cooperative employment model – identify businesses that can employ during peak times, if transition employees to others during their peak times (ask me if this is not clear)

Team F

1. Concentrate strategic direction moving people into workplace
2. Strategic planning and preparing people for employers and workforce
3. The board can help secondary and post-secondary education create programs that fit the needs of employers
4. Making connections better with education
5. Provide better feedback loops to complete the system in providing quality services for employers, clients and students
6. Collect data, establish benchmarks to provide for feedback goals
7. Focused on specific programs all the way through and perhaps not get spread too thin – strengthen objectives and not be as broad
8. Reporting successes and system to increase buy-in, interest and input

Team G

1. Ask businesses “How does workforce add value to your business / stakeholder?”
 - a. (1) More hand-on work with bonds for kids – needs to market. Hands on manufacturing careers for kids.
 - b. (1) Upcoming trend identification – Find stakeholders – plan / strategy
 - c. (2) Pre-qualifying assessments
 - d. (2) Where is breakdown in finding right staff
 - i. Reduce attrition
 - ii. Industry based
 - e. (3) Fee for service – HR related – Hiring, training, temporary HR assistance, special projects

Team H

1. Connect job seekers with good jobs
2. Ambassador to the public on what the WIB really can do for the community
3. Training and work experience
4. WIB is secret weapon of net workers
5. Childcare, transportation and other factors

VI. SWOT Output

1. Strengths

- a. WIB Staff - Education with WIB staff
- b. Business involvement
 - i. Business voice
 - ii. New business / employers participation on WIB
 - iii. Business and community partners represented
- c. Community relationships

- i. Community rich in educational institutions
 - ii. Business, education and workforce system partnerships and expanded relationships
 - iii. Communications with other community organizations (chambers, economic development, rotary, etc.)
- d. Diversity of board membership by industry, including government
- e. Leadership
 - i. Excellent leadership
 - ii. Commissioner involvement
 - iii. Strong visionary
 - iv. Structure and organization of WIB meetings
- f. Board members / structure
 - i. Broad spectrum of experience
 - ii. Larimer county committed
 - iii. Dedicated WIB - focused
- g. Youth council – Engaged and active
- h. Collaboration
 - i. Willingness to collaborate
 - ii. Strong partnerships have had success with WIB
 - iii. Network is present
 - iv. Willingness to explore new ideas
 - v. Desire / drive

2. Weaknesses

- a. Data
 - i. Insufficient data detail needed (skills needs)
 - ii. Updated data on community / employment base
- b. Scope
- c. Authority and accountability – We do not have enough authority to make a difference
- d. Focus
 - i. Too focused on incumbent and already educated
 - ii. Too many directions
 - iii. WIB may move too slow to keep businesses engaged
 - iv. Tendency to resist change
- e. Lack of resources
 - i. Large group of very busy people
 - ii. Bandwidth of implementing staff
 - iii. Limited resources
 - iv. Inflexible funding
- f. Business voice / relationships
 - i. Workforce needs to understand business better
 - ii. Need more feedback from employers
 - iii. Lack of utility participation
 - iv. Low percentage of businesses on WIB

- v. Small / new businesses not well represented
- g. Marketing and communications
 - i. Getting the word out to the public – does community know about WIB?
 - ii. Business' lack of knowledge on Workforce support services
 - iii. Disconnect between WIB and WPC staff

3. Opportunities

- a. Skills / education
 - i. Engage companies in defining skills gaps and in designing training so they see value, and help pay for it
 - ii. Educate employers about outside factors affecting workers (e.g., child care, transportation)
 - iii. Definition of genuine WF skills needed validated by data
 - iv. Educate post-secondary education institutions in community about skills needed for industry occupations
- b. Marketing
 - i. Marketing and communication of WIB to public and businesses
 - ii. Communicate plan, action, results
- c. Industry – Target aerospace and clean energy initiative can be a catalyst to focus skills needed
- d. Leadership
 - i. To be the voice of business
 - ii. Organize the voice / needs of industry
 - iii. Opportunity to connect industry and education
 - iv. Market is open to new ways of doing things
 - v. New businesses and projects
 - vi. Learn from each other and leverage solutions
- e. Out of the box needs
 - i. The economy is so bad, we have more freedom to try new things
 - ii. Fresh ideas / energy from WIB
 - iii. Surface and question our assumptions
- f. Economy – Hiring should pick up
- g. Cultural change – Mental shift
- h. Responsive – More responsive to community needs
- i. Employment diversity
 - i. Diverse employment base
 - ii. Address reluctance to action around employers input in a timely way
- j. Service – Assist employers to find qualified workforce

4. Threats

- a. Funding
 - i. Decreased funding / grants
 - ii. Increased needs with no increase in funding
- b. Schools / marketing disconnect – School system disconnect from where kids are headed and what they need

- c. Distrust – Societal distrust of government (lack of credibility)
- d. Demographics
 - i. Aging workforce
 - ii. Growing number of poor, hard to employ
- e. Skills
 - i. Larimer County job requirements in flux
 - ii. Talent mismatch
 - iii. Cost of training
 - iv. Supply / demand mismatch
 - v. Skills needed change rapidly
 - vi. Skill gaps
 - vii. Kids / young people do not understand careers
 - viii. Manufacturing worker pipeline is not there
 - ix. Businesses do not want to pay for training programs – value not perceived?
- f. Change – Keeping pace with changing technology, economy, etc.
- g. Priorities
 - i. Competing priorities and resources
 - ii. Lack of focus
 - iii. Focus on immediate short-term results at expense of long-term workforce infrastructure development
 - iv. Businesses not fully engaged with WIB (Time and lack of visibility / understanding of vision)
- h. Economy
 - i. Job creation difficult
 - ii. Economic downturns lead to opportunity to help businesses
 - iii. Disconnect between funding and what is needed to rebuild the economy
 - iv. Maintaining momentum
 - v.
- i. Change - Keeping pace with change (technology, economy, etc.)

General Comments

- A. WIB Role (Mike Reiff) – Would like to have WIB understand business needs and to advocate to the County and Colorado State for the needs of businesses in Larimer County.
- B. Funding – Lots from government now, but should get more funding from businesses that are doing well. How does decrease in funding affect our workforce
- C. Grants – We need to go after the grants. Larimer County already has a good reputation, just need to go after the grants.

VII. Identified Strategic Objectives

1. Funding

- a. Address decreased funding across service providers
- b. Diversify sources of funding
- c. Aid in generating resources

- d. Develop focus projects / programs in enough detail to successfully compete for all applicant grant / funding opportunities
2. Marketing and communications
 - a. Marketing to community and businesses
 - b. Market WIB objectives, efforts and results
 - c. Communicate board members, rotary, chamber
 - d. Improve visibility of workforce services to businesses, education, community
 - e. Focus on link to education for career path in service areas such as utilities (water, power, gas)
 3. Partnerships
 - a. Engage employers of all sizes
 - b. Expand business partnerships
 - c. Identify business sectors not represented and bring them in
 - d. K-12 leadership must get involved
 - e. Brown bag type events throughout County to engage businesses in special sectors
 - f. Set up tours and other informal “show and tell” engaging new workforce with what businesses do
 - g. Open occupations in Larimer County (let public into education)
 4. Creating focus (on priorities / accountability)
 - a. Core – Can’t be everything to everybody
 - b. Identify the WIB’s focus – Hedgehog
 - c. Create opportunity for quick / short-term training
 - d. Define scope of WIB
 - e. Obtain a stronger voice from employers on issues. To assist defining WIB focus
 - f. Create fee for service to generate flexible funding
 - g. Networking and collaboration
 - h. Better focus on jobs for the older unemployed
 - i. Keep focus on identified sectors
 5. Data driven needs
 - Research – where are the needs?
 - a. Complete what started and measure results
 - b. Execution authority and accountability
 - c. Give WIB more decision making in defining LCWC priorities and programs
 - d. Define priorities for WIB – seek resources if necessary
 - e. Create measures to measure results
 - f. When create a new initiative, establish how going to measure in the beginning
 - g. Prepare our workforce for the jobs of the future
 - h. Demonstrate tangible success
 - i. Tracking success or implementation of initiatives to improve upon strategies and systems. Support for benchmarks
 - Measures – Demonstrating results
 - a. Conduct a follow up data mining projects
 - b. Establish continuum of educational offerings. Communicate to K-12 schools / employers

- c. Identify skill mismatch through data analysis and business involvement
- d. Use employer input to identify skill sets for next 3 – 5 years to ensure workforce is trained
- e. Get better information (data) to help target job training focus
- f. Create opportunities for sustainable industry
- g. Industry involvement
- h. Educate WIB on sector strategy
- i. Identify skill gaps and create ways to fill gaps
- j. Identify emerging WF needs – connect stakeholders to address them
- k. Dig deep (beyond data) to understand supply (workforce) and demand (employers) to identify most impactful program possibilities.
- l. Find ways to stabilize and support existing businesses
- m. Establish priorities
 - i. Use data
 - ii. Engage businesses
 - iii. Engage school system

VIII. Possible Measures

Asset Development / Funding

Ref	Possible Objectives	Possible Measures
1	Diversity of funding	<ul style="list-style-type: none"> • New funding sources • % Private to public
2	Target industry placement	<ul style="list-style-type: none"> • Training opportunities in target industries
3	Target industry funding	<ul style="list-style-type: none"> • Hires and funding in targets
4	Core competencies	<ul style="list-style-type: none"> • Cross sectional groupings

Marketing and Communications

Ref	Possible Objectives	Possible Measures
1	Increase marketing, spread WIB word	
2	Create business marketing plan	<ul style="list-style-type: none"> • Final product includes measurable objectives
3	Recruit business (demonstrate value) through relevant services at workforce center	<ul style="list-style-type: none"> • How many new members • Quantify awareness of services (survey). Quantify use of services: Employers and employees / job seekers
4	Communicate WIB activities to stakeholders	<ul style="list-style-type: none"> • Quantify number or organizations we communicate with • How many new WIB members? • Increased applications
5	Does LCWC need to rebrand?	

Ref	Possible Objectives	Possible Measures
6	Establish systems / process to solicit / capture input from businesses related to workforce issues	

Partnerships

Ref	Possible Objectives	Possible Measures
1	Increase private business involvement Identify business sectors not represented (e.g., service).	<ul style="list-style-type: none"> • Increase in private business involvement by 10%
2	Broaden participation in WIB and WF Center	<ul style="list-style-type: none"> • More sectors represented • Employment and training education linkage
3	WIB become recognized convener – match up needs to solutions	<ul style="list-style-type: none"> • Higher percentage of businesses aware of WIB • Higher active participation • Higher utilization of resources / programs
4	Make sure we understand each industry sector's lifecycle of workforce needs	<ul style="list-style-type: none"> • Measure lifecycle • Number of industries convened • Number of educational institutions involved • “Job lifecycle” mapped out
5	All of the above	<ul style="list-style-type: none"> • Qualitative feedback from industry partners

Creating Focus (on Priorities / Accountability)

Ref	Possible Objectives	Possible Measures
1	Increase board focus	• Strategic plan created
2	Decrease scope	• Create common message “elevator speech” to community
3	Increase focus	<ul style="list-style-type: none"> • Number of initiatives identified and implemented (working on)
4	Increase impact in community	<ul style="list-style-type: none"> • Number of people trained and/or employed and retained
5	Increase business involvement	<ul style="list-style-type: none"> • Number of businesses participating

Data Driven Needs

Ref	Possible Objectives	Possible Measures
1	Obtain data to identify / understand talent mismatch	<ul style="list-style-type: none"> • Obtain data • Articulate data • Identify strategies to address
2	Produce a Larimer County economic development dashboard – agree on	<ul style="list-style-type: none"> • Use dashboard to understand trends • Use data to identify stakeholders

Ref	Possible Objectives	Possible Measures
	indicators	<p>that need to be involved in strategies / solutions</p> <ul style="list-style-type: none"> • Use dashboard to drive / create subcommittee membership
3	Identify skill gaps / training needs of the unprepared workforce – incumbent workers	<ul style="list-style-type: none"> • Identify solutions to meet / solve skill gaps / training
4	Benchmark school district / systems regarding student preparedness	<ul style="list-style-type: none"> • Are Larimer County youth prepared to engage in the workforce?