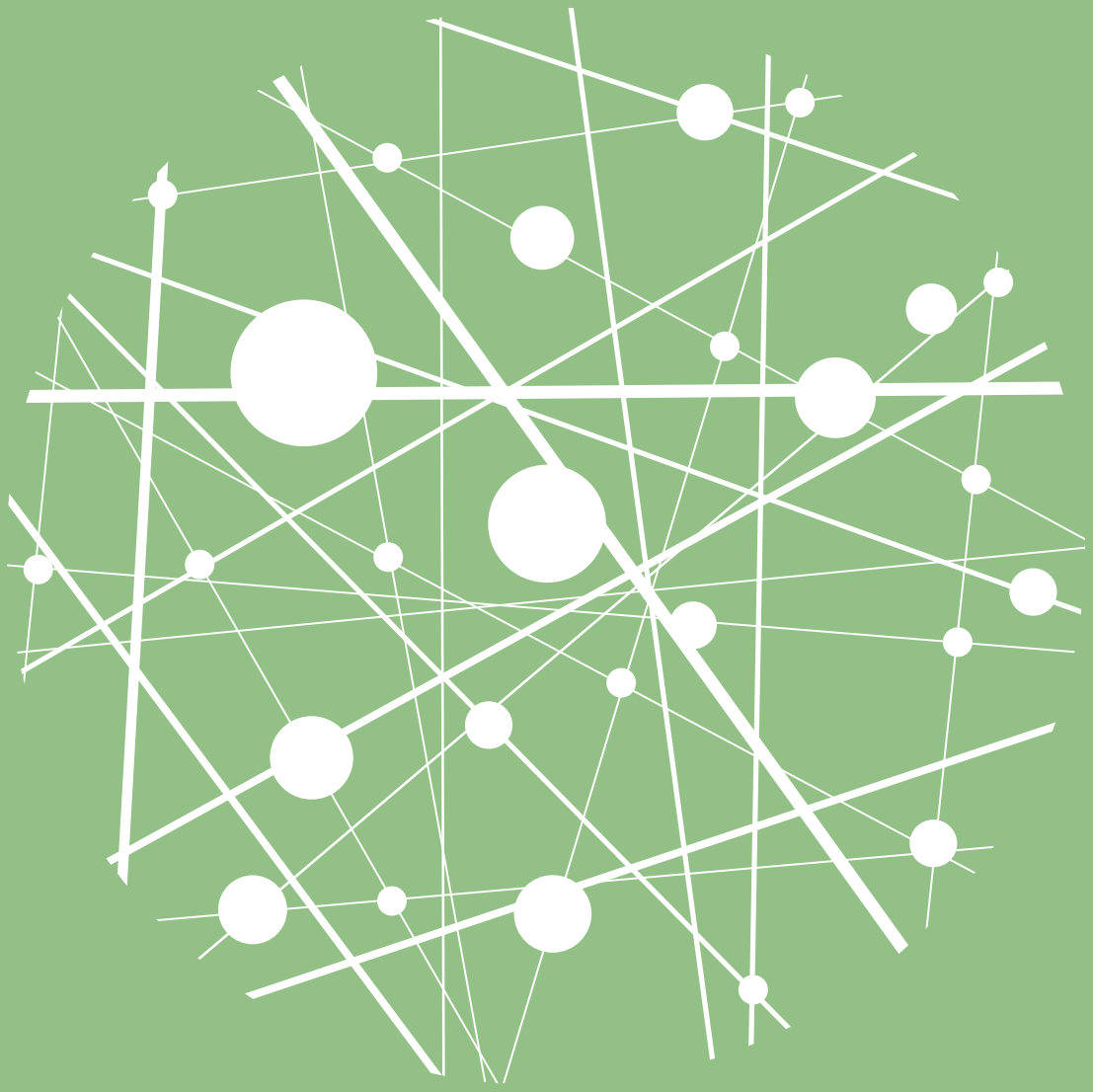

2017 | IOWA

SECTOR PARTNERSHIPS TOOLKIT

2.0 | EMERGING

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FOREWORD

A sector partnership is a workforce collaborative initiative that organizes key stakeholders and targeted industry partners into a sustainable working group that focuses on the long-term workforce needs of a targeted industry cluster. Membership in the sector partnership is determined on a voluntary basis by the targeted industry partners. Sector partnerships operate within true labor market regions and are not confined to particular workforce, education, political, or geographic boundaries. Although their primary goals revolve around the workforce needs of employers, the greater health and well-being of the local communities and their members are also positively impacted through the direct and indirect work of the sector partnership.

Sector partnership is a nationally recognized and tested model for improving the quality and quantity of workers entering the workforce. In 2016, the Iowa Department of Education partnered with the Council of Adult and Experiential Learning to develop a statewide framework for successful sector partnerships that will align closely with Iowa's newly developed Future Ready Iowa (FRI) initiative. Achieving FRI's goal of 70 percent of Iowa's workforce possessing postsecondary education and training credentials by 2025[1] will require improved alignment of Iowa's education, workforce, and economic development efforts. An efficient and collaborative regional sector partnership model is one of the primary means of attaining this goal.

FUTURE READY IOWA

The first in a three-part series of publications, *Toolkit 1.0: Planning*, outlined the initial investigation, planning, and development stages of high-performing sector partnerships in local communities. There are currently sector partnerships serving more than 85 counties throughout Iowa at various stages of development, spanning a wide range of careers and industries[2]. *Toolkit 2.0: Emerging* will spotlight some of the partnerships that are now entering the emerging stage and implementing many of the recommended strategies and practices in the new sector partnership framework. This second toolkit will focus on successful launch, partnership collaboration, and the development of effective, meaningful career pathways. *Toolkit 3.0: Sustaining* will dig deeper into topics such as ongoing performance metrics, marketing/promotion strategies, and the natural evolution of sector partnerships as they mature.

This series of toolkits is not exhaustive, but rather aimed at preparing the state and regions to make data-informed critical decisions in planning, emerging, and sustaining sector partnerships. Each section in this toolkit contains a narrative, key points, and an activity or checklist to practice the principles associated with each partnership. Supplementary tools and self-assessments are also provided throughout the toolkit to evaluate progress and plan potential next steps. An expanding library of additional supporting and standalone resources is available at www.educateiowa.gov/adult-career-and-community-college/sector-partnerships, and additional interactive tools are being developed for the FRI online portal at www.futurereadyiowa.gov.

1. "Future Ready Iowa Factsheet," State of Iowa — Office of the Governor
2. "A Resource Guide to Engaging Employers," Jobs for the Future, 2015

THREE STAGES OF SECTOR PARTNERSHIP

Iowa's definition of a sector partnership includes an evolution process for establishing and sustaining partnerships. Each stage includes critical elements necessary for growth and development. The toolkits will guide sector partnership teams through each stage of the growth process.

TOOLKIT 1.0: PLANNING

A facilitator or convener:

- determines whether the partnership really makes sense for their community;
- considers or prepares for actions needed to launch a partnership, but has not committed to the formation of a sector partnership; and
- works to identify partners who would be involved.

TOOLKIT 2.0: EMERGING

The sector partnership:

- has at least an interim independent facilitator or facilitating team;
- has engaged at least one private sector champion to help drive the launch and implementation of a sector partnership;
- includes support partners from workforce development, education, economic development, and other programs or organizations in strategic roles. Develops the capacity to engage in active communication and collaboration with regional Workforce Investment board(s);
- can say with confidence when the partnership is expected to launch; and
- engages in networking with mature sector partnerships.

TOOLKIT 3.0: SUSTAINING

The sector partnership is mature and:

- has a clear neutral facilitator or facilitating team;
- is led by industry, as demonstrated by industry sector members playing leadership roles (chairperson, etc.) who are committed to the long-term sustainability of the sector partnership;
- has broad industry engagement as demonstrated by industry members attending meetings, partnering on activities, and providing in-kind or financial resources;
- includes critical and engaged support partners across programs from workforce development, economic development, education, community organizations, and others. Sector partnership actively communicates and collaborates with regional Workforce Investment board(s);
- operates in a true labor market region, not within the confines of a workforce area, community college boundary, or other boundaries;
- operates under a shared, long-term strategic plan; and
- has developed at least one effective, employer-validated career pathway in support of a target industry cluster based on mapping knowledge, skills and abilities, and skill attainment at multiple entry and exit points.

LEARNING OBJECTIVES

Toolkit 2.0: Emerging will expand upon some of the initial strategies presented in *Toolkit 1.0: Planning* and focus on two of the pillars of an effective sector partnership, as laid out by the U.S. Department of Labor's Education Training Administration[3]. Subsequent toolkits will continue to expand upon some of these strategies and address the remaining elements, following the general flow of the process map shown below.

SECTION 2 | SECTOR-BASED SERVICE DELIVERY

• Possess the capability to fill the industry's short-, mid-, and long-term workforce needs through a diverse set of traditional and nontraditional solutions.

• Possess experience with and capability to develop easily understood, effective, and employer-validated career pathways in targeted sectors.

• Identify and minimize duplication of services through partnerships with regional organizations to deliver comprehensive solutions in response to target industry sector needs.

• Utilize multiple data sources to proactively pinpoint employer and industry needs before they lead to larger, more complex issues for the greater community.

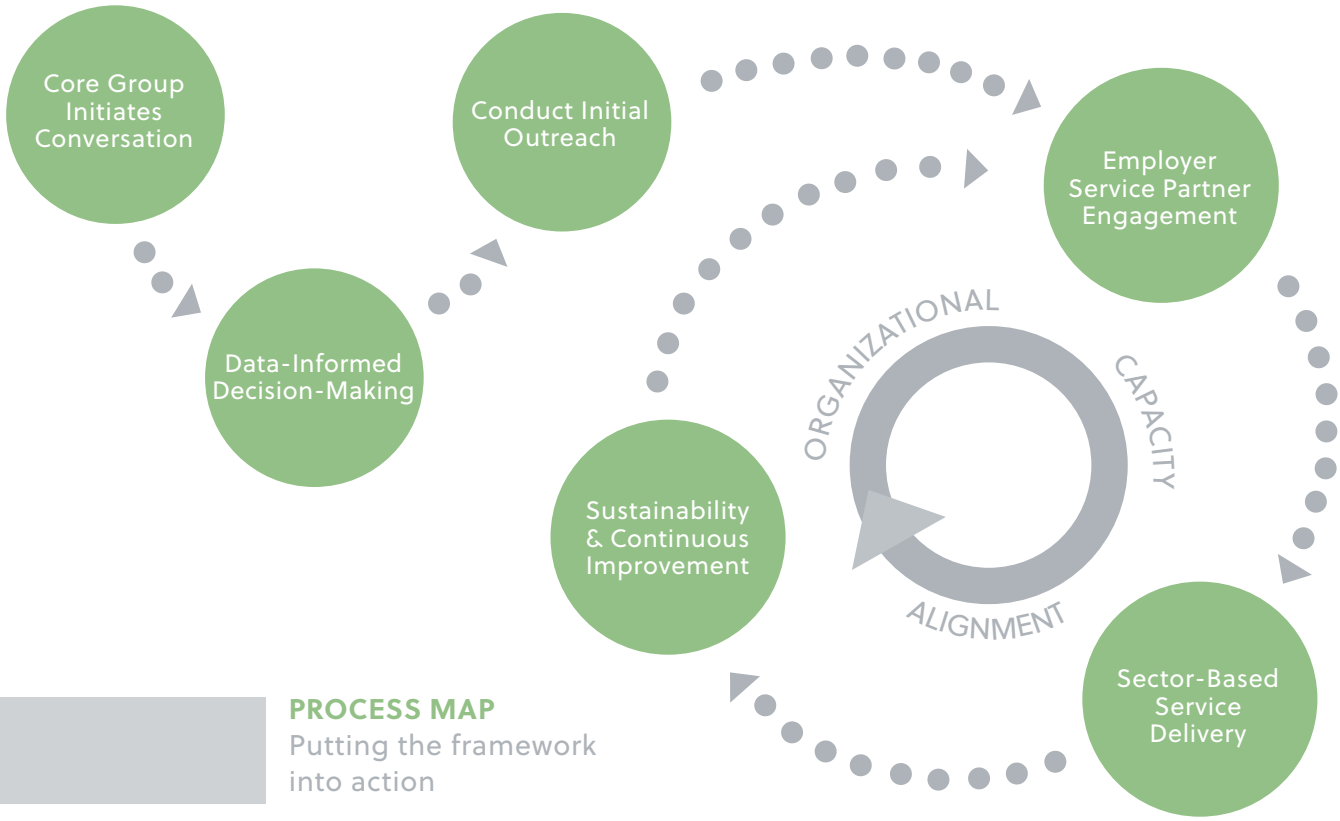
SECTION 3 | SUSTAINABILITY & CONTINUOUS IMPROVEMENT

• Understand and align sector partnership initiatives with existing local, regional, and statewide workforce and economic development initiatives, such as Future Ready Iowa.

• Build and maintain strong relationships with key members of the community who, if and when necessary, can act as champions for industry engagement and broader policy change.

• Express clear internal communication of roles and responsibilities of members involved in the partnership to ensure the correct and most appropriate members of the community are involved and continue to remain engaged and validated.

• Identify and implement initial methods for measuring sector partnership success and plans for tracking continuous improvement, including corresponding corrective measures or modification procedures if thresholds are not met.



PROCESS MAP
Putting the framework into action

3. "Sector Strategies Implementation Framework," U.S. Department of Labor - Employment and Training Administration (WorkforceGPS), 2016

DIFFERENTIATING SECTOR PARTNERSHIPS

When engaging employers and establishing a sector partnership relationship, it is important to understand their key roles. As highlighted in *Toolkit 1.0: Planning*, sector partnerships are driven by industries and partners that work to meet the skill, recruitment, and retention needs of local employers; the training, employment, and career advancement needs of their existing and potential employees; and the greater development needs of the community.

ROLE	DESCRIPTION
CHAMPION	Individual(s) who promotes the partnership using their personal/professional reputation and/or role to give the partnership greater authority, credibility, or profile.
CONVENER/ FACILITATOR/ CORE GROUP	Individual(s) selected (either from one of the partner groups or from outside the partnerships) to act on behalf of the partners to build and strengthen the partnership — especially in its early stages.
BUSINESS PARTNER	Individual(s) appointed to the partnership on behalf of an engaged employer who adds value through knowledge, passion, and/or leadership and communication skills.
SERVICE/ SUPPORT PARTNER	Individual(s) appointed to manage a specific aspect of support for the partnership that is not business-centric and could include education, workforce, economic, and community organizations focused on meeting the needs of employers in a given sector.

DIFFERENTIATING SECTOR PARTNERSHIPS	SECTOR PARTNERSHIP	ADVISORY BOARD	CHAMBER OF COMMERCE	WORKFORCE DEVELOPMENT BOARD
BUSINESS & INDUSTRY FOCUSED	☒	☒	☒	☐
SELF-LED WITH SUPPORT AND COORDINATION BY FACILITATOR(S)	☒	☐	☐	☐
FOCUS ON GREATER INDUSRY NEEDS, NOT SPECIFIC EMPLOYER(S)	☒	☒	☐	☒
AREA OF FOCUS NOT DEFINED BY POLITICAL, WORKFORCE, OR GEO-PHYSICAL BOUNDARIES	☒	☐	☐	☐
MEMBERS PROVIDE UNBIASED SERVICE AND ADVICE FOR GREATER COLLECTIVE IMPACT	☒	☐	☒	☒
MEMBERSHIP IS VOLUNTARY AND DETERMINED BY PARTNERSHIP	☒	☐	☐	☐

TOOL: FACILITATOR CERTIFICATION PROGRAM

A comprehensive statewide facilitator certification program is being developed through a partnership with the Iowa Department of Education, Iowa Workforce Development, and members of the Future Ready Iowa (FRI) initiative to expand on the strategies outlined in this series of sector partnership toolkit publications. The toolkits are meant to act as an overview of recommended strategies, concepts, and theoretical models. Future facilitator training will span a longer period of time and cover a wide range of topics recommended for the successful formation and facilitation of a high-performing sector partnership. This training will lead to certification within Iowa.

TOPICS MAY INCLUDE BUT ARE NOT LIMITED TO:

- BUSINESS AND INDUSTRY ENGAGEMENT
- FACILITATION AND PRESENTATION SKILLS
- DATA MINING AND INTERPRETATION
- PARTNERSHIP PERFORMANCE METRICS
- PROJECT DELEGATION AND MANAGEMENT
- CAREER PATHWAY DEVELOPMENT
- CUSTOMER RELATIONSHIP MANAGEMENT
- ECONOMIC & COMMUNITY DEVELOPMENT

These offerings will be made available to facilitators in the certification program throughout the year as local in-person training events, online webinars, prerecorded trainings, and other downloadable formats. Similar to the FRI, a few of the primary goals of this facilitator training will be to highlight best practices, nurture high-quality partnerships between regions, and attain efficiencies through collaboration[1]. Following training, resources will be shared with facilitators through consistent in-person and online interaction to ensure the success of each sector partnership, regardless of current stage of development, geographic location, or industry focus.

EMERGING SECTOR PARTNERSHIP SPOTLIGHT

SIOUX CITY

Sioux City, IA — In 2016, a consortium of employers in the Siouxland region reached out to The Siouxland Initiative (a private sector, not-for-profit regional economic development organization) to help address their collective workforce concerns. The group consisted of approximately a dozen of the largest employers in the tri-state region (Iowa, Nebraska, and South Dakota), with the largest representation from the food processing and value-added agriculture industries.

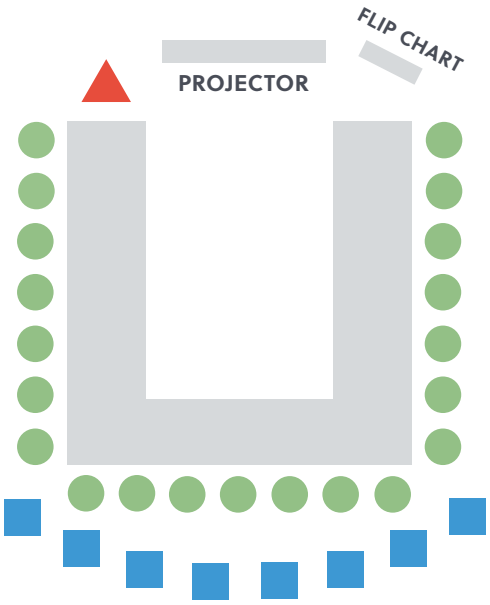
Compounding current workforce challenges in this area is the fact that a new pork processing plant is scheduled to open in June 2017, initially employing over 1,200 people. While this is great economic news, it places further demand on the local labor supply. Local employers have withstood previous short-term dips in supply, but this poses a more serious long-term concern for the business community.

Although talent attraction remains a strategic priority, labor market data suggests that there is a local pool of labor to draw upon that simply needs to be engaged, trained, and introduced back into the workforce. The group is now working with local education providers, Iowa Workforce Development, and other regional stakeholders to develop apprenticeships and other skill-training programs. Future activities will expand upon collaborative efforts to further promote the region, develop in-demand career pathways, and maintain an educated and skilled workforce.

1. "Future Ready Iowa Factsheet," State of Iowa — Office of the Governor

TOOL: SAMPLE MEETING SETUP

The employers are the focus of sector partnership meetings and should always be at the core of sector partnership activities.



EMPLOYER PARTICIPANTS
Include double-sided name plaques/tents with name and company/organization.

SUPPORT & SERVICE PARTNERS
Sit and observe away from the members' table. They only participate when directly engaged by the business partners.

FACILITATOR(S)
Starts the meeting and then assists in guiding and keeping on track. Facilitates discussion; does not train, instruct, or lead discussions.

TOOL: SAMPLE LAUNCH MEETING AGENDA

(Estimated 2-3 hours; morning sessions often work best)

WELCOME AND INTRODUCTIONS

Welcome everyone, facilitate group introductions, and address housekeeping items (e.g., materials, bathroom locations, etc.).

WHY ARE WE HERE AND WHY SHOULD WE CARE?

Provide an overview of labor market information and other research that has led to this meeting and the role of sector partnerships in solving similar problems. Use visual aid examples and success stories. Emphasize that the primary goal of this meeting is to better understand employer needs.

INDUSTRY NEEDS DISCUSSION

Explain that data is imperfect and the direct input from employers is essential to real and lasting success (i.e., "what keeps them up at night"). Do not interrupt or interject with ideas or solutions. Take notes and let them discuss as a group. Be disciplined! Solutions will come later.

DEMONSTRATE UNDERSTANDING & BUILD CONSENSUS

Provide a brief overview of what has been discussed and the proposed takeaways from the group. Ask for feedback to ensure you and the support team truly understand their concerns.

NEXT STEPS AND ACTION PLAN

Create task groups or subcommittees to take action on the agreed-upon group concerns. Get commitment from all employers to be on at least one task group/subcommittee. This involvement will validate the work and show that this is not "just another group." Clearly define next steps and meeting dates.

MEETING ADJOURNED

SUCCESS STORY

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

CENTRAL IOWA WORKS

BACKGROUND

Central Iowa Works (CIW) is a public-private partnership designed to strengthen and expand workforce development efforts. Key industry sectors, such as transportation, distribution, and logistics, were identified due to their high growth, high demand, and high economic regional impact. The Transportation, Distribution and Logistics (TDL) program was developed as a comprehensive seven-week training academy offered completely free of charge to qualified applicants.

CHALLENGE

Central Iowa serves as a truck, rail, and air hub, with over 17 logistics and distribution centers in the region. The companies involved with the CIW TDL Academy represent many different employers with a common challenge: finding enough skilled workers to fulfill immediate and anticipated workforce needs of this growing industry in central Iowa. Partners also recognized, in particular, there was a need to engage young adults.

SOLUTION

Community organizations, employers, training providers, and Des Moines Area Community College (DMACC) were quick to respond to CIW's call to develop a program focused on the specific agreed-upon outcomes. These partners collaborated in curriculum development, facilitated training, and provided training resources. The comprehensive training program that emerged includes introductions to supply chain and logistics, warehouse and distribution management, and material handling, as well as forklift certification, an Occupational Safety and Health Administration (OSHA) certification, and a Manufacturing Skills Council certification as logistics technicians. Participants take part in a simulation program that allows them to see the various touch points of today's modern distribution centers, including shipping, receiving, inventory management, accounting, and payroll. Additional career exploration, job placement, and career counseling assistance is provided during and after completion of the program.

In 2016, programs were expanded to engage young adults through a partnership with Dowling Catholic High School in West Des Moines, as well as the returning citizen population through a partnership with the Iowa Correctional Institution for Women (ICIW) in Mitchellville and the Newton Correctional Release Center (NCRC).

RESULTS

A few results from the eight community, three ICIW, and two NCRC participant cohorts that have been completed to date:

- Approximately 200 Iowans have been trained through the program.
- More than 30 percent of participants were women in an industry where it is estimated that less than 10 percent of jobs are held by women.
- Participants have experienced an average placement rate of 83 percent upon completion of the program.

PREPARING TO LAUNCH

Similar to the launch of a rocket into outer space, appropriate steps should be taken to avoid costly mistakes when launching a partnership. Care must be taken not to damage important relationships during this process by being too hasty. The following checklist can be used to gauge the strength of the emerging partnership before meeting with the proposed business and industry participants/partners.

CHECKLIST: COUNTDOWN TO LAUNCH

☐ **AN INDEPENDENT, UNBIASED FACILITATOR OR FACILITATING TEAM HAS BEEN SECURED.**
A professionally trained/certified facilitator or facilitating team will keep the partnership focused and heading in the right direction. Although the facilitator role(s) can be held by any member of the partnership, it is recommended that the facilitator be impartial in order to avoid a conflict of interest.

☐ **INDUSTRY CHAMPION(S) WILLING TO USE THEIR CREDIBILITY AND CLOUT TO BRING THE RIGHT PARTNERSHIP MEMBERS TO THE TABLE HAVE BEEN LEVERAGED.**
A certain level of apprehension and trepidation should be expected from proposed sector partnership members, so someone is often needed to vouch for the group before its value is proven. Ideally this champion(s) will become an active member of the partnership, but this is not required.

☐ **A DEDICATED AND DIVERSE SUPPORT PARTNER TEAM HAS BEEN DEVELOPED.**
A support team of members from various public, private, and community groups is necessary to ensure success when business and industry members reveal proposed issues and challenges. Support team members should be willing to put their individual goals and differences aside and push for the greater partnership goals. Take time to restructure support team if needed before advancing.

☐ **THE DATE HAS BEEN SET FOR THE OFFICIAL LAUNCH MEETING WITH BUSINESS AND INDUSTRY MEMBERS.**
The launch meeting will revolve around the business and industry members. It must only be scheduled after the support team has been established, any necessary training has been completed, and the goal of the partnership has been communicated.

☐ **OTHER SECTOR PARTNERSHIPS (LOCAL AND NATIONAL) HAVE BEEN RESEARCHED, LEVERAGING RELATIONSHIPS OR RESOURCES TO ENSURE BEST PRACTICES AND LESSONS LEARNED ARE BEING IMPLEMENTED.**
It is important to explore what work has already been attempted in the region for the specific industry or sector. Also explore case studies from around the nation to successfully guide the sector partnership forward and avoid the costly mistakes and pitfalls of others.

SECTOR-BASED SERVICE DELIVERY 2

Meeting the complex challenges faced by the public today requires partnerships of diverse groups and organizations, each drawing on the characteristic strengths of each other to overcome or minimize their respective weaknesses. With most problems, there is rarely a one-and-done solution, and the development and refinement of talent pipelines to meet today's workforce needs is no different. Sector partnerships, with full representation of partners and stakeholders, provide an opportunity to continuously meet the ever-evolving workforce demands in a labor-market region by:

- developing or refining training for unemployed or incumbent workers;
- establishing a K-12 to postsecondary pipeline;
- identifying skill standards and industry-based certifications;
- informing curriculum; and
- implementing other activities that assist in creating career pathways in the sector.

The goal in this section is to provide a potential sector-based service delivery menu of what a dedicated sector partnership can accomplish in a region over time. This section also offers a clear definition of career pathways with inclusion of critical supportive services and work-based learning alternatives.

A LADDER OF EMPLOYER ENGAGEMENT[2]

	PLANNING	EMERGING		SUSTAINING	
Employer Role	Advising — Initial contact/new relationship	Capacity-building — Establishing trust and credibility	Co-designing — Working relationship with support partners	Convening — Trusted provider and collaborator	Leading — Full strategic partner
Activity Examples	Discuss hiring needs, skills, and competencies	Job site tours, internships, and needs assessment	Career pathway development	Champion and advocate for partnerships	Recruit additional industries to form partnerships

OUTLINE OF POTENTIAL SHORT-TERM TO LONG-TERM ACTIVITIES

1 SOFT SKILL DEVELOPMENT

Issue: Entry level workers needing soft skills and improved basic applied knowledge

SHORT-TERM ACTIVITY	MID-TERM ACTIVITY	LONG-TERM ACTIVITY
Inventory and assess current workplace readiness training offerings and provide consistent common curriculum.	Develop integrated adult education offerings incorporating contextualized introductory skills training and career readiness curriculum.	Perform ongoing evaluation of soft-skills training.
		Offer training in partnerships between industry, workforce, and education.

2 LABOR MARKET INFORMATION

Issue: Lack of shared knowledge about regional labor market trends in sector

SHORT-TERM ACTIVITY	MID-TERM ACTIVITY	LONG-TERM ACTIVITY
Accumulate and report labor market data, including job posting intensity, to identify common themes.	Survey employers to attain multiple sources of data to be compared and validated in an honest and open manner.	Develop newsletter, email group, or website to share up-to-date data, regional employer news, and related workforce development strategies.

2. "A Resource Guide to Engaging Employers," Jobs for the Future, 2015

3 RECRUITMENT

Issue: Trouble recruiting workers into an in-demand occupation

SHORT-TERM ACTIVITY	MID-TERM ACTIVITY	LONG-TERM ACTIVITY
Is the market value of the occupation being communicated? Organize promotional campaign focused on occupational outcomes.	Determine if educational programs are misaligned with occupational standards.	Explore shared employer tuition reimbursement options.
Offer career exploration boot camps, site tours, and community events.	Determine whether current model and schedule for course offerings are accessible to adult, dislocated, and incumbent workers.	Explore employer-guaranteed job offers within select programs & leverage industry relationships and funding to create professional online and social media presence.

4 TRAINING AND EMPLOYEE RETENTION

Issue: Trouble keeping workers engaged and employed

SHORT-TERM ACTIVITY	MID-TERM ACTIVITY	LONG-TERM ACTIVITY
Identify barriers for employees (e.g., transportation, childcare, mental health, etc.).	Assess rural and urban transportation shortages and associated solutions (e.g., ride share, telecommute, etc.).	Collaborate with community-based organizations and other service providers to embed supportive programming and resources into school and workplace.
Inventory existing supportive services and solutions.	Hold information fairs that combine human services, education, and employers.	Write letters to legislators outlining shortage in necessary supports for workers and students.
Look for gaps and unnecessary duplication in services.	Develop alternative training models, such as accelerated, modularized, on-the-job, stackable credentials, and apprenticeships.	Collaborate efforts with elected officials and regional planners to provide student/worker transportation options and address housing shortages.
Inventory human resources information to determine main causes or reasons for employee turnover.		

5 SHORTAGE OF QUALIFIED INSTRUCTORS AND AVAILABLE TRAINING SPACE

Issue: Difficulty offering effective, affordable, and timely local training options

SHORT-TERM ACTIVITY	MID-TERM ACTIVITY	LONG-TERM ACTIVITY
Employers recruit adjunct instructors from business personnel.	Employers offer flex time to qualified employees to provide training.	Sector partnership writes letter of support for increased state funding to pay competitive wages for instructors.
Employers provide contacts for expected and recently retired skilled professionals who can teach part or full-time.	Employers provide tuition reimbursement and other incentives to up-skill current employees.	Purchase or outsource training needs.

CAREER PATHWAY DEVELOPMENT

As defined by the Sector Partnership and Career Pathway Advisory Council (SPAC), recently restructured as the Sector Partnership Leadership Council (SPLC), a career pathway consists of structured course sequences which organize rigorous and high-quality education, training, and other services related to a targeted industry cluster to meet the education and skill needs of the region and state, and the particular needs of an individual, all in the context of workforce preparation[4]. This is achieved through collaboration between industry and support partners within a sector partnership. A career pathway must include advising and support services that identify education and career requirements and goals to assist individuals with relevant and reasonable accommodations, if necessary. To serve all individuals, a career pathway must be equipped to effectively:

- enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential;
- prepare an individual to be successful in any of a full range of secondary and postsecondary education options, including apprenticeships; and
- help an individual enter and advance within a specific occupation or occupational cluster.

Attention must be given to strategies and approaches that accelerate the educational postsecondary credential attainment and career advancement of the individual to the extent practicable. Such strategies must include, but are not limited to, the concurrent delivery of adult education and eligible postsecondary education programs. They must also include "bridge" curricula that connects adult and basic education to workforce preparation programs and integrates education and training to allow students to advance in their education or employment.

A career pathway system is the cohesive combination of sector partnerships, resources and funding, policies, data, and shared accountability measures that support the development, quality, scaling, and sustainability of career pathways for youth and adults. As such, a career pathway system is a long-term objective for which all sector partnerships should strive. A career pathway system is an overarching frame and is not couched within any one public education, workforce, or other system; however, one system may take the lead on developing the career pathway. The value of a career pathway system is that it is not created in a vacuum but connects and aligns all other related public systems to each other and to private and nonprofit partners[4]. The following graphic illustrates the basic flow and clear benefit of following a defined career pathway. An individual's current level of education, experience, or skills determines where they enter the stream.

GET STARTED (ENTRY LEVEL)	GET QUALIFIED (MID-LEVEL)	GET SPECIALIZED (MASTER LEVEL)
YEARS 1-4	YEARS 5-9	YEARS 10+
- Assistant - Associate - Helper - Volunteer - Apprentice	- Supervisor - Technician - Coordinator - Team Lead - Tradesman	- Manager - Administrator - Executive - Master - Journeyman

EDUCATION, EXPERIENCE & SKILL DEVELOPMENT

SALARY, BENEFITS & COMPENSATION

4. "Sector Partnership and Career Pathway Advisory Council Overview and Survey Findings," Iowa Department of Education, 2015

CAREER PATHWAY MAPPING

At their core, career pathways deal with the economic principles of supply and demand. Employers have a demand for workers who meet a specific level of education, experience, and skills. As the supply of qualified workers within a community falls for various reasons (e.g., retirement, turnover, relocation, etc.), demand to attract and retain replacements grows. Education, training, and workforce initiatives need to be developed or modified to consistently replenish this supply of skilled workers in a timely manner. Members of the sector partnership should therefore focus on the base issues impacting workforce supply and demand to begin the process of collectively building career pathways. Below are sample questions to begin the conversation about bridging the gap between local workforce supply and employer demand. Care should be given to focus not only on new workers but also on the up-skilling and advancement of the current workforce.

What is the current local unemployment rate?

Are there workers available in the community to reengage or retrain for a different career?

Are there any special considerations to keep in mind for who can perform these duties?

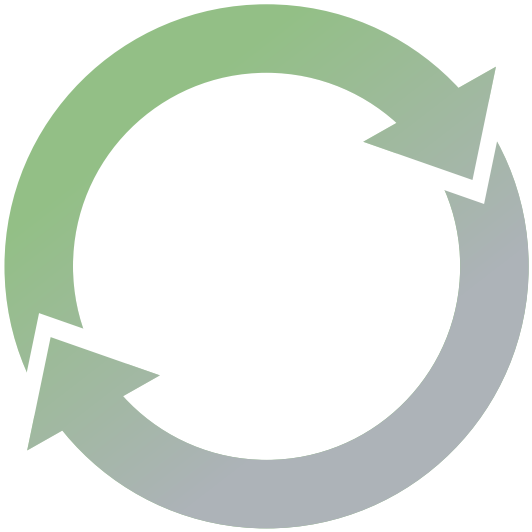
What prevents qualified applicants from being hired? (e.g., criminal background)

What are the local education and training programs for this career?

Are members of the community able to be qualified in this career in a reasonable, affordable, and timely manner?

Does the employer already have an internal career pathway map/plan?

How do current employees advance towards or within a career?



How aware are members of the community of these careers?

How early are students being informed about these career choices in school?

What are the minimum requirements to qualify someone for this career?

What education, skills, and experience does someone need to be hired in this role?

What labor pool is tapped most for hiring practices?

Are there other industries or sectors that share similar qualifications? (e.g., Military)

What is the future demand for careers in this industry?

What does local labor market data suggest the growth or decline is for this career?

Are there any apprenticeship, internship, or work-based learning opportunities?

In addition to more traditional formal education, how else can someone enter this career?

What are the enrollment and completion rates for local education programs?

How many members of the community are being trained for this career?

The U.S. Department of Labor's Employment and Training Administration (DOLETA) recently released a wealth of useful and timely information to assist in the modeling and building process for career pathways through their sponsored Competency Model Clearinghouse and WorkforceGPS programs. Best practices, talking points, templates, and additional supporting materials are available for download free of charge. These supporting resources are not required but strongly recommended at the emerging stage of a sector partnership.

PATHWAY MAPPING EXAMPLES

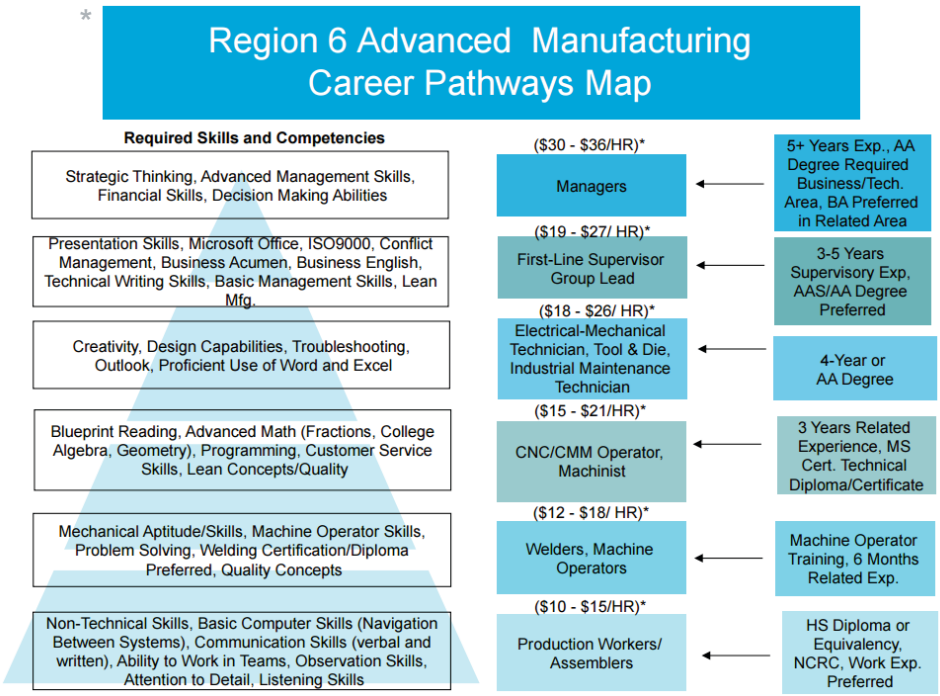
There is often confusion over what constitutes a true career pathway map. There are generally two main types of pathway maps: industry-based and occupation-based. Similar to résumé writing practices for job seekers, some groups have success merging the two general types into a hybrid to fit their local needs. A sampling of different design styles and formats is provided in the Appendix.

INDUSTRY-BASED

A career pathway map for an entire industry can demonstrate the larger scale and potential for advancement within a given industry or sector. Many of today's job seekers are uncertain about which careers might fit their personality type, skill set, and work preferences, so this broader view can be an informative and effective means to begin that investigative process. It also assists in shedding light on careers that might have previously been unknown to a student or job seeker.

The amount of information and vague nature of this high-level view, however, can also be off-putting, confusing, and overwhelming to some. Ideally the end user can interact with the pathway somehow to explore easily accessible in-person and online resources. They can learn more about the specific associated careers (e.g., wages, openings, growth, etc.) and the education/training programs (e.g., availability, length, cost, etc.) outlined within the map. This will help them determine which career within the industry would make sense for them and at which point on the map they can enter the pathway.

*



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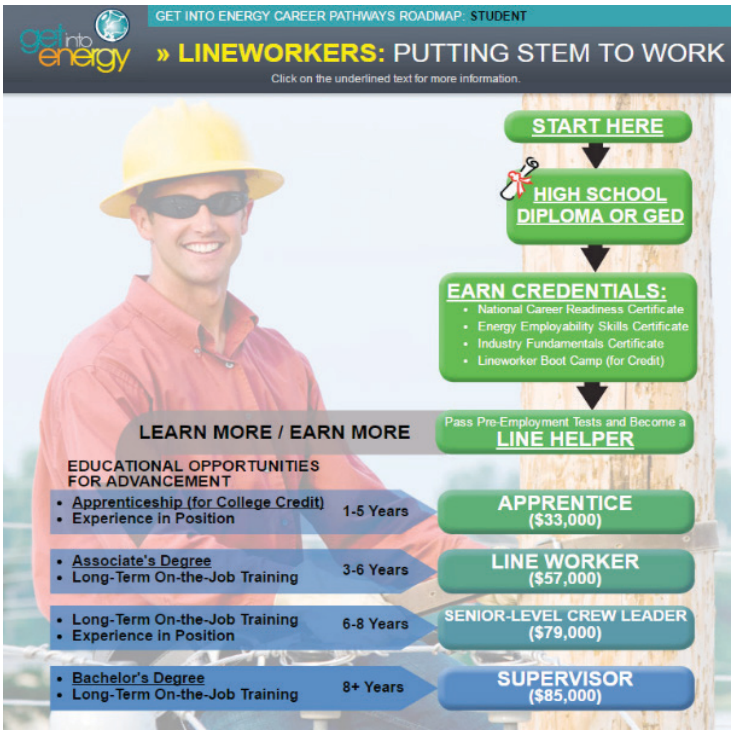


OCCUPATION-BASED

A career pathway map for an individual occupation can often show more detailed information about a career that can be easily digested and understood by a wide range of end users, regardless of age, education, or experience levels. It attempts to illustrate the recommended pathway for advancing to certain positions within the occupation from various stages, along with any associated requirements in education or experience.

The smaller-scale view of this pathway, however, can leave some end users misunderstanding employer-specific requirements and the potential for advancement within the greater industry. This sometimes leads to an unclear or skewed vision of their future. Similar to the industry-based pathway map, it is strongly recommended that the pathway be made interactive through online or in-person resources that allow the end user to make informed decisions about their career options. At the very least, it will spark interest in a career and lead to additional research and interaction with sector partnership staff or resources.

*Image source: s3.amazonaws.com/www.iavalley.edu/wp-content/uploads/sites/4/2015/09/advanced_manufacturing.pdf
**Image source: www.cewd.org/roadmap/lineworker-student.html

SECTOR FOCUS: INFORMATION TECHNOLOGY

The focus of the Future Ready Iowa initiative is the placement of more Iowans into high-demand, well-paying careers in industries such as information technology. General mystique and confusion are often associated with careers in technology fields, which lead to inaccurate stereotypes, the facilitation of inaccurate information, and ultimately shortages in local qualified, skilled labor. The Iowa Department of Education (IDOE), the Council of Adult and Experiential Learning (CAEL), and the Technology Association of Iowa (TAI) partnered to help employers address this issue by providing basic, visually appealing career pathway documentation for local communities to use when engaging job seekers of all ages, backgrounds, and career aspirations. These newly developed career pathway materials are meant to start the conversation about the breadth of potential careers within the IT industry. Customizable copies of these documents are currently available for download at www.educateiowa.gov/adult-career-and-community-college/sector-partnerships.

EMERGING SECTOR PARTNERSHIP SPOTLIGHT

WATERLOO

Waterloo, IA — Unknown to many outside of the region, the Greater Cedar Valley offers tech job seekers many options to pursue a high-demand, well-paying career in information technology fields such as computer programming, software development, and video game design. The Greater Cedar Valley Alliance & Chamber began engaging local technology industry employers in 2015 and recently started meeting formally to collaborate on their shared workforce and employment needs.

This budding sector partnership group plans to expand upon the new basic IT career pathway models to better engage and excite members of their community about local careers in IT. The group will address the perceived shortfall of relevant and timely training programs by working with local K-12 and postsecondary education partners. Additional efforts are underway to develop a website to promote their innovative tech community and attract talent from around the world.

REGIONAL DATA

BACKGROUND & METHODOLOGY

As explained in *Toolkit 1.0: Planning*, accurate labor market information, data mining, and statistical analysis are critical to the foundation and growth of a successful sector partnership. While this data can assist in the identification of local community, workforce, and economic needs, it generally only provides a baseline for understanding and analyzing employer needs. There is no substitute for the invaluable direct employer input and feedback (i.e., "what keeps them up at night"). Consider using data as a starting point for future conversations with employers, but make sure to engage business representatives for a deeper understanding of needs.

Data contained in the following spreadsheets were extracted from the first quarter 2017 dataset from EMSI (a composite, unsuppressed[5], and up-to-date labor market information database and analytical modeling tool available regionally through Enhance Iowa[6]) using data from state and federal sources. Parameters were set using only the occupations that are in demand and paid an average wage of greater than $15 per hour, which represents an hourly wage needed to live above the poverty level for a family of four. The annual openings data contain new and replacement jobs (due to retirements). Job growth from 2015 to 2025 represents the number of total jobs that are projected to be added to current employment by 2025.

TOP 25 IN-DEMAND OCCUPATIONS:

The table at the top of each of the following pages provides the top 25 in-demand occupations by projected growth. Additional information is provided about the typical level of education and training programs available, keeping in mind that not every position requires this level of education. To create a complete picture, this information needs to be supplemented by industry and regional data provided by sector partnership members in order to fully understand the education and employment requirements in particular areas of the state.

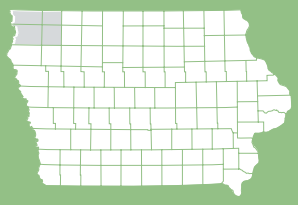
EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

The illustrations at the bottom of each page dig further into two of the highlighted occupations from the Top 25 table. These charts depict how labor supply and demand may be unbalanced in the region, as noted in the example statements below. For a more inclusive analysis, sector partners will need to include data from local sources such as private colleges, apprenticeships, and employer-sponsored training programs.

Example 1 represents a scenario where the supply of skilled workers within the region appears to be relatively **in-line with demand**, where local education entities appear to be supplying enough workers on an annual basis to fulfill the local employer demand. Additional questions for members of the sector partnership to consider is the speed, length, or breadth of training to ensure training providers are fully meeting employer needs through responsive, up-to-date programs.

Example 2 represents a scenario where the supply of skilled workers within the region appears to be somewhat **out-of-line with demand**, where local education entities are either under- or over-supplying the region with a certain type of worker compared to the demand for such workers. If this continues, it is likely to create problems for local employers and workers. Additional investigation is necessary to determine the need to develop new education programs, adapt current training offerings, or re-evaluate minimum employment qualifications and hiring practices with local employers to come to a resolution.

5. EMSI Definitions
6. History of Enhance Iowa



Lyon County | O'Brien County | Osceola County | Sioux County

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Farmers, Ranchers, and Other Agricultural Managers	2,824	2,924	68	4%	$15.64	HS	None
Heavy and Tractor-Trailer Truck Drivers	1,209	1,303	34	6%	$18.24	PS	RA
General and Operations Managers	659	737	26	11%	$36.18	B	None
Registered Nurses	687	744	25	9%	$21.82	A & B	None
Agricultural Equipment Operators	332	425	21	34%	$16.53	PS	RA
Electricians	325	446	20	45%	$21.10	PS	RA
Team Assemblers	627	664	18	5%	$15.07	HS	MT
Secondary School Teachers, Except Special and Career/Technical Education	504	541	17	9%	$22.78	B	I/R
Maintenance and Repair Workers, General	382	436	17	15%	$17.22	PS	LT
Welders, Cutters, Solderers, and Brazers	316	370	16	16%	$17.31	PS	RA
Elementary School Teachers, Except Special Education	407	442	14	10%	$23.04	B	I/R
Machinists	201	257	13	29%	$18.19	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	422	448	12	6%	$24.54	HS	MT
Industrial Machinery Mechanics	179	232	11	34%	$20.62	PS	RA
Customer Service Representatives	238	274	10	17%	$15.89	HS	ST
Postsecondary Teachers	344	377	10	9%	$28.10	D	None
Accountants and Auditors	208	246	10	19%	$26.72	B	None
Electrical Power-Line Installers and Repairers	81	104	9	76%	$28.54	PS	RA
First-Line Supervisors of Production and Operating Workers	304	330	8	9%	$24.32	PS	RA
First-Line Supervisors of Retail Sales Workers	236	252	8	7%	$16.43	PS	RA
Licensed Practical and Licensed Vocational Nurses	165	183	7	11%	$17.04	PS	RA
Managers, All Other	180	205	7	16%	$24.10	B	None
Operating Engineers and Other Construction Equipment Operators	133	177	7	28%	$20.12	PS	RA
Automotive Service Technicians and Mechanics	218	226	7	3%	$17.27	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	178	197	7	11%	$17.45	HS	MT

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

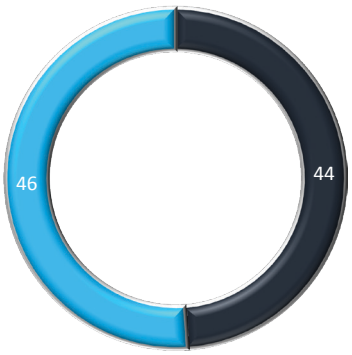
Electricians

SUPPLY 12
DEMAND 20

Associates Degree

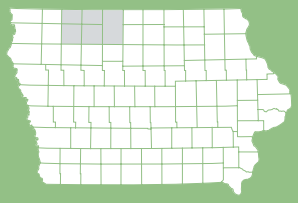
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses



SUPPLY 90
DEMAND 25

Associates Degree
Bachelors Degree



Clay County | Dickinson County | Emmet County | Kossuth County | Palo Alto County

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

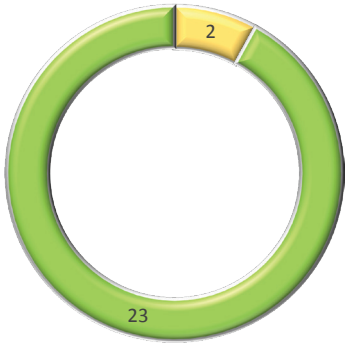
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Farmers, Ranchers, and Other Agricultural Managers	1,229	1,259	34	3%	$16.51	HS	None
Registered Nurses	722	785	26	12%	$24.30	A & B	None
General and Operations Managers	657	724	25	11%	$38.41	B	None
Office Clerks, General	680	739	23	11%	$15.37	PS	RA
Welders, Cutters, Solderers, and Brazers	386	443	19	10%	$16.54	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	391	459	17	18%	$25.44	HS	MT
Secondary School Teachers, Except Special and Career/Technical Education	423	446	14	8%	$22.53	B	I/R
Maintenance and Repair Workers, General	372	403	14	10%	$18.14	HS	RA
Postsecondary Teachers	336	382	12	16%	$30.20	D	None
Elementary School Teachers, Except Special Education	351	377	12	10%	$22.84	B	I/R
Customer Service Representatives	250	293	11	19%	$17.06	HS	RA
Carpenters	342	360	10	18%	$15.82	PS	RA
Accountants and Auditors	210	248	10	19%	$27.45	B	None
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	181	223	10	45%	$21.16	PS	RA
Electricians	198	230	9	29%	$18.95	PS	RA
Plumbers, Pipefitters, and Steamfitters	158	195	9	51%	$19.96	PS	RA
Agricultural Equipment Operators	186	210	8	13%	$17.42	HS	None
Industrial Machinery Mechanics	130	167	8	29%	$21.30	PS	RA
Licensed Practical and Licensed Vocational Nurses	199	208	7	6%	$18.72	PS	RA
First-Line Supervisors of Production and Operating Workers	235	261	7	8%	$25.57	HS	None
Insurance Sales Agents	180	182	6	2%	$25.23	PS	MT
Machinists	130	146	6	6%	$17.45	PS	RA
Financial Managers	153	173	6	13%	$39.42	B	None
First-Line Supervisors of Construction Trades and Extraction Workers	205	213	6	18%	$24.01	PS	RA

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Welders



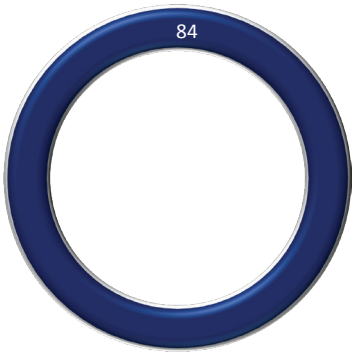
SUPPLY 25
DEMAND 19

Less than 1 Year Award

More than 1 Year, Less than 2 Year Award

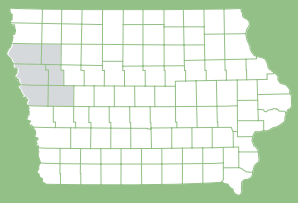
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses



SUPPLY 84
DEMAND 26

Associates Degree



Cherokee County | Crawford County | Ida County | Monona County | Plymouth County | Woodbury County | Dakota County, NE | Union County, SD

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

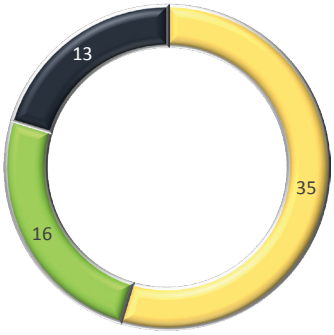
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	3,687	4,278	144	18%	$20.07	PS	ST
Registered Nurses	2,329	2,568	84	11%	$24.92	A & B	None
General and Operations Managers	1,575	1,762	64	14%	$43.55	B	None
Carpenters	1,173	1,333	44	24%	$18.93	PS	RA
Maintenance and Repair Workers, General	1,145	1,245	43	9%	$17.51	PS	RA
First-Line Supervisors of Retail Sales Workers	1,009	1,089	36	9%	$17.61	HS	None
Welders, Cutters, Solderers, and Brazers	699	798	33	4%	$19.60	PS	RA
Industrial Machinery Mechanics	785	880	33	13%	$22.21	PS	RA
Operating Engineers and Other Construction Equipment Operators	653	805	32	30%	$20.70	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,070	1,116	30	5%	$29.60	HS	MT
Elementary School Teachers, Except Special Education	836	906	28	10%	$23.81	B	I/R
Postsecondary Teachers	922	1,015	28	12%	$31.92	D	None
Accountants and Auditors	689	730	27	7%	$29.18	B	None
Insurance Sales Agents	522	593	27	16%	$23.80	PS	MT
Automotive Service Technicians and Mechanics	636	663	26	6%	$17.20	PS	ST
Industrial Truck and Tractor Operators	585	647	23	14%	$16.06	HS	None
Electricians	506	605	23	25%	$22.24	PS	RA
First-Line Supervisors of Office and Administrative Support Workers	664	768	23	18%	$22.27	PS	None
Secondary School Teachers, Except Special and Career/Technical Education	666	717	23	9%	$22.72	B	I/R
Licensed Practical and Licensed Vocational Nurses	514	578	22	12%	$18.01	PS	RA
First-Line Supervisors of Construction Trades and Extraction Workers	462	567	21	34%	$23.93	PS	None
Food Batchmakers	583	618	21	10%	$18.89	HS	MT
Plumbers, Pipefitters, and Steamfitters	362	471	20	43%	$21.59	PS	RA
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	490	544	17	17%	$25.05	PS	RA
First-Line Supervisors of Production and Operating Workers	772	805	17	3%	$27.80	PS	None

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Automotive Mechanics

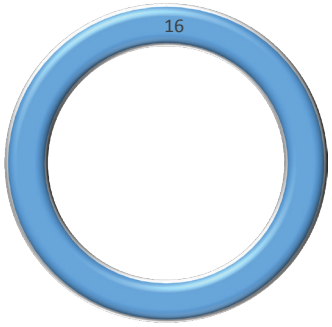


SUPPLY 64
DEMAND 26

- Less than 1 Year Award
- More than 1 Year, Less than 2 Year Award
- Associates Degree

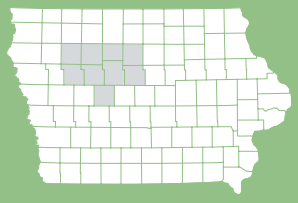
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Teachers (Elementary, Secondary & Postsecondary)



SUPPLY 16
DEMAND 79

- Bachelors Degree



Buena Vista County | Calhoun County | Greene County | Hamilton County | Humboldt County | Pocahontas County | Sac County | Webster County | Wright County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	2,292	2,370	58	4%	$18.55	PS	RA
Industrial Machinery Mechanics	431	646	43	78%	$21.51	PS	RA
General and Operations Managers	1,069	1,179	41	11%	$36.91	B	None
Registered Nurses	1,285	1,320	39	4%	$25.26	A & B	None
Office Clerks, General	1,167	1,230	35	6%	$15.05	HS	ST
Welders, Cutters, Solderers, and Brazers	563	681	34	25%	$16.87	PS	RA
Maintenance and Repair Workers, General	694	773	30	14%	$17.63	HS	RA
Secondary School Teachers, Except Special and Career/Technical Education	887	896	27	1%	$23.59	B	I/R
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	665	762	25	14%	$26.37	HS	MT
Elementary School Teachers, Except Special Education	746	764	23	3%	$23.83	B	I/R
Postsecondary Teachers	562	667	22	19%	$30.07	D	None
Agricultural Equipment Operators	449	504	20	13%	$16.50	PS	RA
Customer Service Representatives	466	530	20	14%	$15.86	HS	ST
First-Line Supervisors of Retail Sales Workers	529	565	17	7%	$16.59	HS	None
Accountants and Auditors	317	365	15	16%	$26.52	B	None
Carpenters	488	547	14	13%	$16.91	HS	RA
First-Line Supervisors of Production and Operating Workers	456	507	14	11%	$24.11	PS	None
Electricians	321	382	13	20%	$19.74	HS	RA
Machinists	161	218	13	41%	$16.90	PS	RA
Managers, All Other	295	333	11	14%	$24.72	B	None
First-Line Supervisors of Mechanics, Installers, and Repairers	246	283	11	21%	$27.39	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	250	280	10	12%	$17.11	HS	RA
First-Line Supervisors of Construction Trades and Extraction Workers	318	363	9	13%	$24.45	PS	RA
Electrical Power-Line Installers and Repairers	161	173	9	6%	$26.59	PS	RA
First-Line Supervisors of Office and Administrative Support Workers	279	313	9	15%	$21.79	PS	RA

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

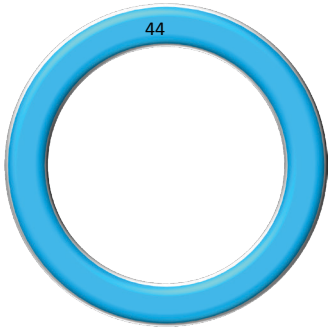
Machinists/Machine Tool

SUPPLY 10
DEMAND 13

Less than 2 Year Award
Associates Degree

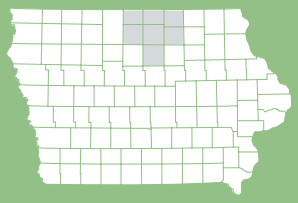
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Teachers (Elementary, Secondary & Postsecondary)



SUPPLY 44
DEMAND 72

Bachelors Degree



Cerro Gordo County | Floyd County | Franklin County | Hancock County | Mitchell County | Winnebago County | Worth County

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TOP 25 IN-DEMAND OCCUPATIONS:

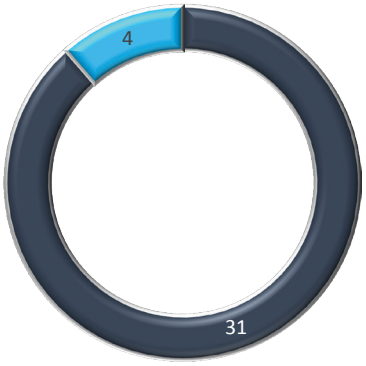
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Registered Nurses	1,336	1,488	53	14%	$25.53	A & B	None
Heavy and Tractor-Trailer Truck Drivers	1,790	1,812	50	0%	$18.08	PS	RA
Welders, Cutters, Solderers, and Brazers	1,076	1,125	46	0%	$17.00	PS	RA
Construction Laborers	960	1,088	44	27%	$16.55	None	RA
General and Operations Managers	1,045	1,135	39	10%	$37.60	B	None
Office Clerks, General	1,112	1,201	37	10%	$15.15	HS	ST
Maintenance and Repair Workers, General	724	787	28	9%	$17.52	PS	RA
Elementary School Teachers, Except Special Education	757	813	27	11%	$23.32	B	I/R
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	705	758	22	7%	$28.43	HS	MT
Secondary School Teachers, Except Special and Career/Technical Education	605	643	22	10%	$23.48	B	I/R
Customer Service Representatives	490	558	20	15%	$15.74	HS	RA
Packaging and Filling Machine Operators and Tenders	377	427	20	13%	$15.53	HS	MT
Carpenters	577	624	19	20%	$15.58	PS	RA
Insurance Sales Agents	491	524	19	9%	$26.23	PS	MT
Accountants and Auditors	381	446	18	19%	$26.66	B	None
Licensed Practical and Licensed Vocational Nurses	431	463	17	9%	$19.26	PS	RA
Light Truck or Delivery Services Drivers	507	556	15	10%	$16.75	HS	ST
First-Line Supervisors of Production and Operating Workers	499	539	14	6%	$24.12	HS	None
Agricultural Equipment Operators	287	325	13	12%	$17.52	PS	RA
Automotive Body and Related Repairers	213	262	12	27%	$16.64	PS	RA
Cement Masons and Concrete Finishers	259	303	12	36%	$17.52	PS	RA
Industrial Machinery Mechanics	222	268	12	22%	$21.15	PS	RA
Middle School Teachers, Except Special and Career/Technical Education	305	330	11	12%	$24.80	B	I/R
Operating Engineers and Other Construction Equipment Operators	299	324	11	20%	$22.18	PS	RA
Machinists	196	235	11	12%	$17.20	PS	RA

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Registered Nurses

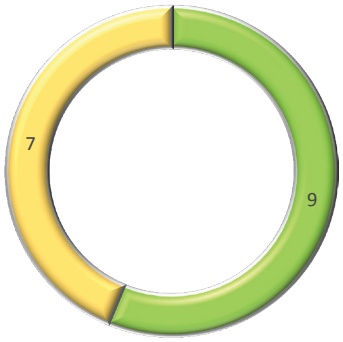


SUPPLY 35
DEMAND 53

Associates Degree
Bachelors Degree

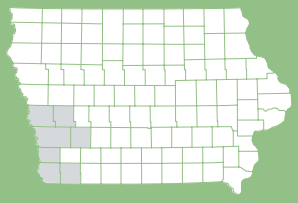
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Welders



SUPPLY 16
DEMAND 46

Less than 1 Year Award
More than 1 Year, Less than 2 Year Award



Cass County | Fremont County | Harrison County | Mills County | Page County | Pottawattamie County | Shelby County | Douglas County, NE

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Registered Nurses	10,870	11,958	406	13%	$29.48	A & B	None
Customer Service Representatives	10,021	10,280	282	3%	$15.77	HS	RA
General and Operations Managers	5,715	6,175	204	9%	$53.76	B	None
Accountants and Auditors	4,806	5,331	200	12%	$34.47	B	None
Heavy and Tractor-Trailer Truck Drivers	6,754	7,354	195	10%	$20.36	PS	RA
Maintenance and Repair Workers, General	3,583	3,846	128	8%	$18.14	HS	RA
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7,039	7,412	120	6%	$16.49	PS	RA
Postsecondary Teachers	4,554	4,847	116	7%	$33.14	D	None
First-Line Supervisors of Office and Administrative Support Workers	5,119	5,418	114	7%	$26.84	HS	RA
Elementary School Teachers, Except Special Education	3,471	3,724	108	8%	$23.38	B	I/R
Software Developers, Applications	2,539	3,011	91	20%	$41.19	B	RA
Insurance Sales Agents	2,368	2,518	91	9%	$23.76	PS	MT
First-Line Supervisors of Retail Sales Workers	3,297	3,349	90	3%	$20.45	HS	RA
Sales Representatives, Services, All Other	3,314	3,438	88	5%	$27.79	HS	MT
Licensed Practical and Licensed Vocational Nurses	1,812	2,065	86	17%	$20.43	PS	RA
Carpenters	3,521	3,687	77	8%	$18.66	HS	RA
Electricians	2,164	2,540	76	12%	$24.92	PS	RA
Secondary School Teachers, Except Special and Career/Technical Education	2,303	2,467	75	8%	$24.32	B	I/R
Computer Systems Analysts	2,105	2,468	69	19%	$37.11	B	RA
Lawyers	1,823	1,923	62	8%	$51.88	D	None
Billing and Posting Clerks	1,653	1,847	60	14%	$16.87	HS	RA
Human Resources Specialists	1,857	1,962	58	6%	$26.57	B	None
Medical and Health Services Managers	1,495	1,635	57	12%	$48.20	B	None
Financial Managers	1,564	1,719	57	10%	$67.82	B	None
Police and Sheriff's Patrol Officers	1,481	1,538	56	4%	$28.21	PS	MT

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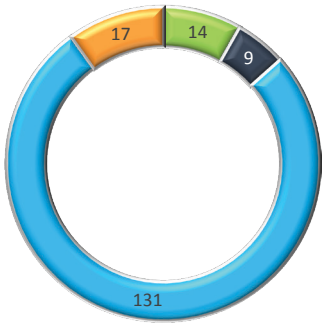
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Accountants/Auditors

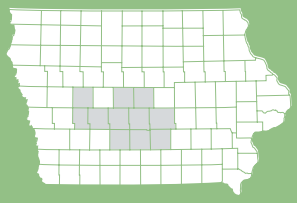
SUPPLY 171
DEMAND 200



EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses

SUPPLY 150
DEMAND 406



Audubon County | Boone County | Carroll County | Dallas County | Guthrie County | Jasper County | Madison County | Marion County | Polk County | Story County | Warren County

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Customer Service Representatives	10,151	11,645	449	18%	$17.21	HS	RA
Registered Nurses	8,684	9,937	368	17%	$27.13	A & B	None
General and Operations Managers	8,498	9,543	351	15%	$50.39	B	None
Office Clerks, General	9,507	10,421	324	11%	$16.42	HS	RA
Heavy and Tractor-Trailer Truck Drivers	9,083	9,803	265	9%	$20.96	PS	ST
Construction Laborers	4,801	5,711	230	28%	$17.18	PS	ST
Insurance Sales Agents	3,694	4,163	179	19%	$24.78	HS	MT
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	5,750	6,180	174	8%	$33.75	HS	MT
Maintenance and Repair Workers, General	4,310	4,749	174	13%	$18.60	HS	RA
Accountants and Auditors	4,030	4,547	173	14%	$32.19	B	None
First-Line Supervisors of Office and Administrative Support Workers	3,988	4,856	171	27%	$24.78	HS	RA
Financial Managers	3,499	4,093	161	20%	$58.49	B	None
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	6,411	7,098	158	13%	$17.14	PS	RA
Postsecondary Teachers	4,347	4,996	154	11%	$39.77	D	None
Elementary School Teachers, Except Special Education	4,188	4,579	140	8%	$25.58	B	I/R
Carpenters	3,841	4,345	130	22%	$19.14	HS	RA
Software Developers, Applications	3,189	3,899	128	24%	$41.23	B	RA
Loan Officers	2,718	3,315	127	29%	$30.81	B	MT
First-Line Supervisors of Retail Sales Workers	3,745	3,970	126	6%	$18.11	HS	RA
Loan Interviewers and Clerks	2,953	3,447	118	23%	$18.66	HS	RA
Computer Systems Analysts	3,130	3,819	117	23%	$38.97	B	RA
Automotive Service Technicians and Mechanics	2,609	2,821	106	10%	$19.70	PS	ST
Business Operations Specialists, All Other	4,726	5,173	105	10%	$31.86	B	None
Electricians	2,450	2,886	102	27%	$25.86	PS	RA

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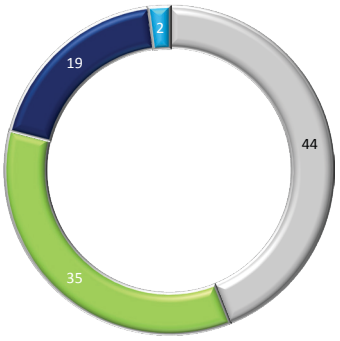
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Administrative/Secretarial (no legal or medical)

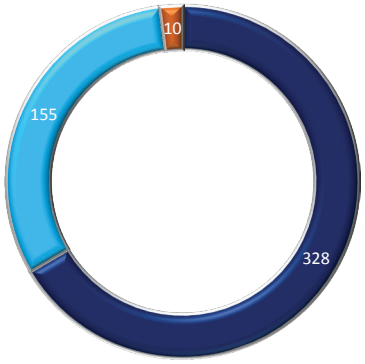


SUPPLY 100
DEMAND 158

Enrolled Non-Credit
Less than 2 Year Award
Associates Degree
Bachelors Degree

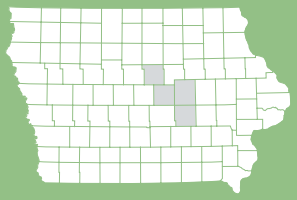
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses



SUPPLY 493
DEMAND 368

Associates Degree
Bachelors Degree
Masters Degree



Hardin County | Marshall County | Poweshiek County | Tama County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	1,073	1,140	34	6%	$17.75	PS	ST
Construction Laborers	627	761	30	26%	$15.40	HS	RA
Registered Nurses	645	660	21	2%	$25.71	A & B	None
General and Operations Managers	598	641	20	7%	$40.45	B	None
Postsecondary Teachers	582	644	19	11%	$33.04	D	None
Maintenance and Repair Workers, General	513	542	17	6%	$17.73	PS	RA
Customer Service Representatives	436	470	15	9%	$15.00	HS	ST
Electricians	269	343	15	39%	$23.30	PS	RA
First-Line Supervisors of Retail Sales Workers	404	435	14	10%	$16.34	PS	None
Packaging and Filling Machine Operators and Tenders	255	288	13	10%	$15.04	HS	MT
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	400	433	13	7%	$30.08	HS	MT
Operating Engineers and Other Construction Equipment Operators	264	307	12	24%	$21.34	HS	RA
Electrical Power-Line Installers and Repairers	98	143	11	72%	$29.49	PS	RA
Industrial Machinery Mechanics	199	246	11	26%	$24.04	PS	RA
First-Line Supervisors of Production and Operating Workers	324	355	10	9%	$24.70	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	244	257	9	4%	$17.06	HS	MT
Machinists	157	180	8	18%	$16.61	PS	RA
Licensed Practical and Licensed Vocational Nurses	259	266	8	2%	$19.23	PS	RA
Agricultural Equipment Operators	170	193	8	7%	$17.30	PS	ST
Accountants and Auditors	194	208	7	7%	$29.56	B	None
Managers, All Other	202	218	7	9%	$26.60	B	None
Industrial Truck and Tractor Operators	162	183	7	11%	$15.75	HS	ST
Carpenters	239	262	6	10%	$15.56	PS	RA
Helpers--Production Workers	121	137	6	12%	$15.00	HS	ST
First-Line Supervisors of Office and Administrative Support Workers	262	278	6	7%	$21.35	PS	RA

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Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Electricians

SUPPLY 10
DEMAND 15

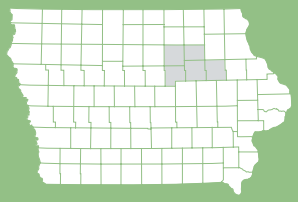
Less than 1 Year Award
Associates Degree

EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses

SUPPLY 35
DEMAND 21

Associates Degree



Black Hawk County | Bremer County | Buchanan County | Butler County | Grundy County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Elementary School Teachers, Except Special Education	1,042	1,137	34	7%	$25.10	B	I/R
Secondary School Teachers, Except Special and Career/Technical Education	709	772	24	7%	$23.23	B	I/R
Middle School Teachers, Except Special and Career/Technical Education	325	362	12	10%	$31.30	B	I/R
Maintenance and Repair Workers, General	1,043	1,128	38	8%	$18.12	PS	RA
Industrial Machinery Mechanics	465	554	23	20%	$21.86	PS	RA
Machinists	398	483	22	23%	$19.48	PS	RA
Clergy	255	290	10	16%	$20.64	B	MT
Welders, Cutters, Solderers, and Brazers	873	916	30	2%	$17.59	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	982	1,036	27	5%	$28.49	HS	MT
Insurance Sales Agents	601	639	24	11%	$23.05	PS	MT
Computer-Controlled Machine Tool Operators, Metal and Plastic	386	459	20	16%	$17.42	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	627	648	19	2%	$18.64	HS	MT
Sales Representatives, Services, All Other	322	379	14	19%	$19.77	HS	MT
Police and Sheriff's Patrol Officers	320	319	11	0%	$24.20	PS	MT
Operating Engineers and Other Construction Equipment Operators	472	480	11	1%	$24.29	PS	RA
Billing and Posting Clerks	324	355	10	10%	$15.39	HS	MT
Medical Secretaries	457	495	9	9%	$16.11	PS	MT
Registered Nurses	2,251	2,303	68	4%	$25.93	A & B	None
General and Operations Managers	1,473	1,591	51	8%	$38.45	B	None
Accountants and Auditors	651	710	26	11%	$29.12	B	None
Financial Managers	443	468	13	5%	$49.44	B	None
Managers, All Other	418	450	13	8%	$31.29	B	None
Medical and Health Services Managers	391	400	11	2%	$39.06	B	None
Software Developers, Applications	189	240	9	36%	$36.56	B	RA
Management Analysts	188	239	9	36%	$30.51	B	None

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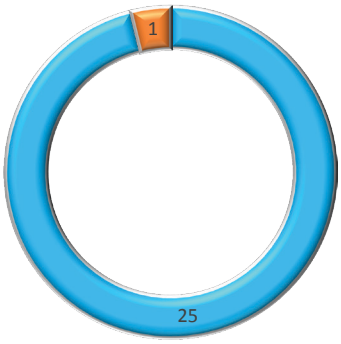
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Teachers (Elementary & Secondary)

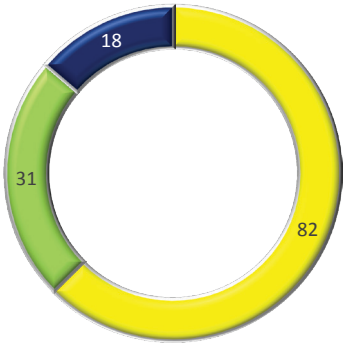


SUPPLY 26
DEMAND 58

Bachelors Degree
Masters Degree

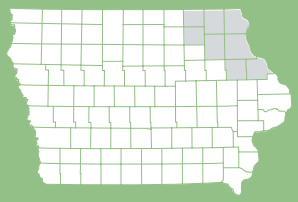
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Machinists/Machine Tool



SUPPLY 131
DEMAND 45

Less than 1 Year Award
More than 1 Year, Less than 2 Year Award
Associates Degree



Allamakee County | Chickasaw County | Clayton County | Delaware County | Dubuque County | Fayette County | Howard County | Winneshiek County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Registered Nurses	1,942	2,289	87	18%	$24.26	A & B	None
Team Assemblers	2,573	2,804	83	7%	$15.07	HS	MT
Heavy and Tractor-Trailer Truck Drivers	2,541	2,674	68	4%	$17.96	PS	RA
General and Operations Managers	1,727	1,916	66	11%	$35.72	B	None
Farmers, Ranchers, and Other Agricultural Managers	1,975	2,011	64	2%	$15.25	HS	None
Customer Service Representatives	1,250	1,458	56	18%	$15.02	HS	ST
Construction Laborers	1,373	1,543	50	13%	$16.20	N	RA
Postsecondary Teachers	1,212	1,408	49	21%	$33.45	D	None
Welders, Cutters, Solderers, and Brazers	1,060	1,179	46	10%	$16.81	PS	RA
Maintenance and Repair Workers, General	1,215	1,319	45	9%	$15.95	PS	RA
Accountants and Auditors	791	933	39	19%	$28.79	B	None
Computer-Controlled Machine Tool Operators, Metal and Plastic	656	797	37	18%	$17.35	PS	RA
Insurance Sales Agents	583	722	36	28%	$23.24	PS	MT
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,303	1,360	34	4%	$27.37	HS	MT
Elementary School Teachers, Except Special Education	1,104	1,129	30	3%	$23.00	B	I/R
Secondary School Teachers, Except Special and Career/Technical Education	940	956	26	2%	$23.53	B	I/R
Automotive Service Technicians and Mechanics	740	766	26	4%	$16.97	PS	RA
First-Line Supervisors of Retail Sales Workers	934	950	25	2%	$15.79	HS	None
Licensed Practical and Licensed Vocational Nurses	560	633	25	12%	$19.33	PS	RA
Machinists	445	539	24	22%	$18.36	PS	RA
Financial Managers	584	672	24	15%	$45.43	B	None
First-Line Supervisors of Office and Administrative Support Workers	627	734	22	19%	$24.01	PS	RA
Industrial Machinery Mechanics	383	485	22	28%	$21.39	PS	RA
Software Developers, Applications	332	473	20	34%	$35.25	B	RA
First-Line Supervisors of Production and Operating Workers	728	796	19	8%	$23.09	HS	RA

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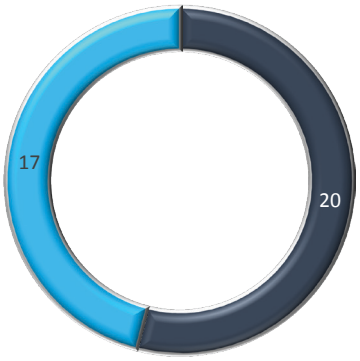
EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Software Developers

SUPPLY 37
DEMAND 20

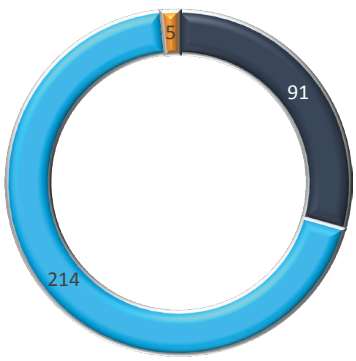


Associates Degree
Bachelors Degree

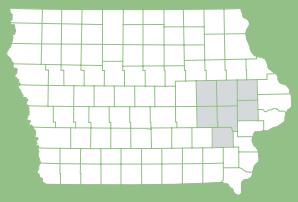
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses

SUPPLY 310
DEMAND 87



Associates Degree
Bachelors Degree
Masters Degree



Benton County | Cedar County | Iowa County | Johnson County | Jones County | Linn County | Washington County

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TOP 25 IN-DEMAND OCCUPATIONS:

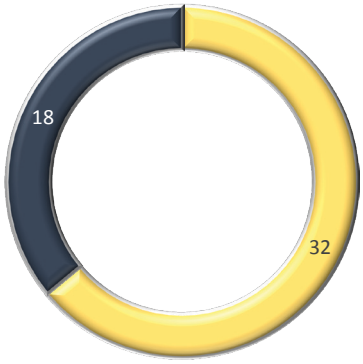
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	9,039	10,286	313	14%	$19.59	PS	ST
Registered Nurses	6,268	7,119	261	17%	$28.29	A & B	None
Office Clerks, General	6,594	7,017	197	8%	$16.86	HS	RA
Customer Service Representatives	5,307	5,473	158	1%	$15.84	HS	RA
Postsecondary Teachers	4,269	4,953	154	17%	$53.16	D	None
General and Operations Managers	4,346	4,677	153	9%	$42.60	B	None
Construction Laborers	2,680	3,112	116	23%	$15.77	None	ST
Maintenance and Repair Workers, General	2,447	2,697	100	13%	$20.63	HS	RA
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,211	4,552	90	11%	$16.07	PS	RA
Elementary School Teachers, Except Special Education	2,223	2,429	78	12%	$25.38	B	I/R
Accountants and Auditors	1,841	2,017	78	14%	$31.19	B	None
Software Developers, Applications	2,791	3,048	70	9%	$38.70	B	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,345	2,471	66	5%	$29.67	HS	MT
First-Line Supervisors of Retail Sales Workers	1,925	2,022	65	6%	$16.83	HS	RA
Electricians	1,507	1,780	62	25%	$27.37	PS	RA
Secondary School Teachers, Except Special and Career/Technical Education	1,687	1,826	59	10%	$25.65	B	I/R
First-Line Supervisors of Office and Administrative Support Workers	1,792	2,028	57	16%	$23.21	HS	RA
Insurance Sales Agents	1,317	1,472	55	12%	$27.36	PS	MT
Carpenters	1,907	2,085	53	16%	$18.65	PS	RA
Industrial Machinery Mechanics	972	1,153	48	20%	$27.50	PS	RA
Industrial Truck and Tractor Operators	914	1,076	46	20%	$16.20	None	ST
Medical Assistants	957	1,161	45	25%	$16.27	PS	RA
Automotive Service Technicians and Mechanics	1,332	1,354	45	3%	$17.79	PS	ST
Financial Managers	1,246	1,365	44	10%	$52.99	B	None
Packaging and Filling Machine Operators and Tenders	923	997	43	8%	$19.00	HS	MT

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Software Developers

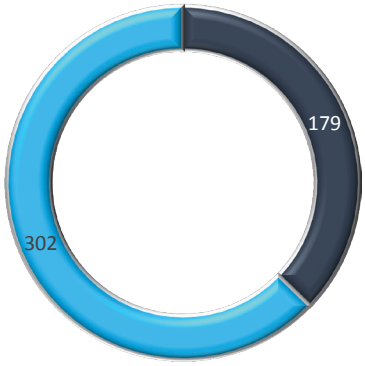


SUPPLY 50
DEMAND 70

Less than 1 Year Award
Associates Degree

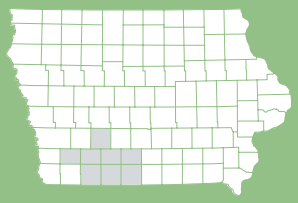
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses



SUPPLY 481
DEMAND 261

Associates Degree
Bachelors Degree



Adair County | Adams County | Clarke County | Decatur County | Montgomery County | Ringgold County | Taylor County | Union County

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

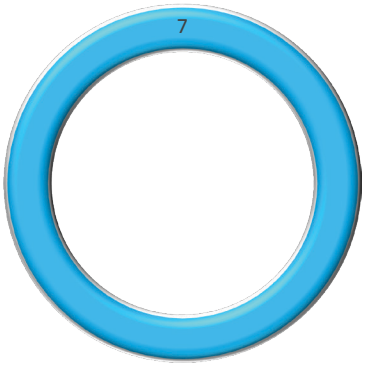
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	675	727	22	7%	$17.32	PS	RA
Registered Nurses	478	535	19	15%	$25.59	A & B	None
General and Operations Managers	365	409	15	12%	$32.76	B	None
Slaughterers and Meat Packers	459	495	15	10%	$15.27	N	ST
Maintenance and Repair Workers, General	341	370	13	9%	$16.64	HS	RA
Elementary School Teachers, Except Special Education	333	360	12	10%	$22.67	B	I/R
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	266	316	12	15%	$26.60	HS	MT
Secondary School Teachers, Except Special and Career/Technical Education	266	287	10	10%	$22.98	B	I/R
Welders, Cutters, Solderers, and Brazers	178	209	10	11%	$15.50	HS	RA
Licensed Practical and Licensed Vocational Nurses	195	208	7	7%	$18.64	PS	RA
Postsecondary Teachers	148	181	7	29%	$30.24	D	None
Industrial Machinery Mechanics	127	154	7	23%	$20.93	PS	RA
Middle School Teachers, Except Special and Career/Technical Education	188	203	6	10%	$27.01	B	I/R
Accountants and Auditors	130	150	6	16%	$27.81	B	None
Production Workers, All Other	156	168	5	3%	$16.04	HS	MT
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	128	146	5	3%	$15.45	PS	RA
First-Line Supervisors of Production and Operating Workers	162	179	5	8%	$23.87	HS	RA
Child, Family, and School Social Workers	107	124	5	18%	$20.30	B	None
Inspectors, Testers, Sorters, Samplers, and Weighers	113	126	5	10%	$18.67	HS	MT
Insurance Sales Agents	104	114	5	11%	$18.68	PS	MT
First-Line Supervisors of Office and Administrative Support Workers	138	159	5	17%	$19.79	HS	RA
Electricians	105	118	4	27%	$18.66	HS	RA
Electrical Power-Line Installers and Repairers	67	76	4	15%	$28.64	PS	RA
Police and Sheriff's Patrol Officers	96	104	4	12%	$22.77	PS	MT
Managers, All Other	118	130	4	12%	$21.43	B	None

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Social Workers

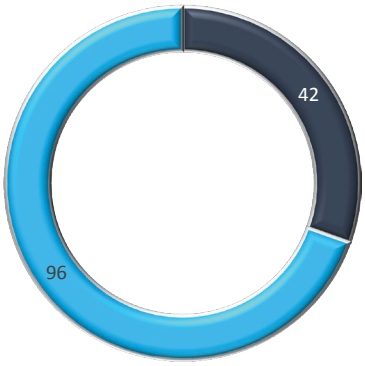


SUPPLY 7
DEMAND 5

Bachelors Degree

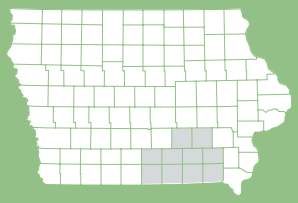
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Registered Nurses



SUPPLY 138
DEMAND 19

Associates Degree
Bachelors Degree



Appanoose County | Davis County | Jefferson County | Keokuk County | Lucas County | Mahaska County | Monroe County | Van Buren County | Wapello County | Wayne County

Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership; it is not bound by political or geophysical boundaries.

TOP 25 IN-DEMAND OCCUPATIONS:

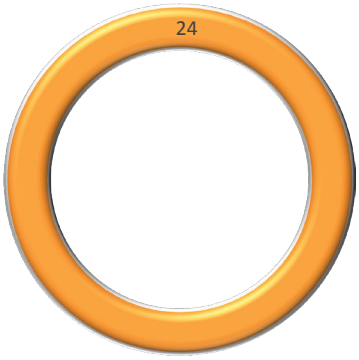
Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Heavy and Tractor-Trailer Truck Drivers	1,549	1,641	43	4%	$17.41	PS	RA
Registered Nurses	1,042	1,060	36	3%	$26.43	A & B	None
General and Operations Managers	762	858	31	12%	$38.30	B	None
Maintenance and Repair Workers, General	603	671	25	13%	$17.32	PS	RA
First-Line Supervisors of Retail Sales Workers	649	707	22	9%	$15.56	HS	None
Elementary School Teachers, Except Special Education	677	698	20	3%	$24.12	B	I/R
Postsecondary Teachers	478	566	19	17%	$30.81	D	None
Welders, Cutters, Solderers, and Brazers	409	456	19	10%	$17.09	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	436	488	15	11%	$26.28	HS	MT
Secondary School Teachers, Except Special and Career/Technical Education	468	482	15	3%	$23.98	B	I/R
Industrial Machinery Mechanics	277	336	15	24%	$23.47	PS	RA
Securities, Commodities, and Financial Services Sales Agents	126	224	13	79%	$25.76	B	MT
Industrial Truck and Tractor Operators	318	356	13	13%	$16.27	N	None
Managers, All Other	295	343	13	19%	$23.28	B	None
Machinists	256	296	12	13%	$16.15	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	338	365	12	8%	$17.06	HS	MT
First-Line Supervisors of Production and Operating Workers	413	460	12	11%	$24.69	HS	RA
Accountants and Auditors	258	293	11	14%	$31.74	B	None
Insurance Sales Agents	240	270	11	12%	$22.26	PS	MT
Licensed Practical and Licensed Vocational Nurses	303	323	11	7%	$18.73	PS	RA
First-Line Supervisors of Office and Administrative Support Workers	340	390	11	15%	$20.33	PS	RA
Financial Managers	228	268	10	18%	$43.95	B	None
Personal Financial Advisors	61	125	9	112%	$36.58	B	LT
Child, Family, and School Social Workers	167	201	9	23%	$20.42	B	None
Carpenters	343	368	8	7%	$15.20	PS	RA
Electricians	182	217	8	20%	$20.74	PS	RA

Education: D=Doctoral or Professional degree, B=Bachelor's degree, A=Associate's degree, PS=Post-secondary award, HS=High school, N=None
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

General Managers

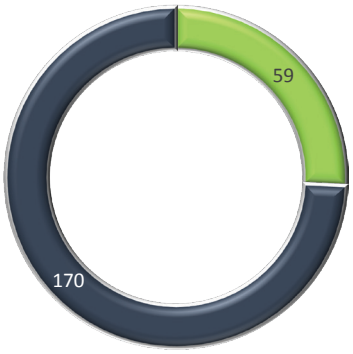


SUPPLY 24
DEMAND 31

Masters Degree

EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

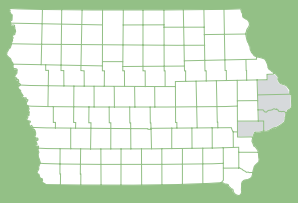
Registered Nurses



SUPPLY 229
DEMAND 36

More than 1 Year, Less than 2 Year Award

Associates Degree



Henry County, IL | Mercer County, IL | Rock Island County, IL | Clinton County | Jackson County | Muscatine County | Scott County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Registered Nurses	4,191	4,666	173	13%	$26.89	A & B	None
Heavy and Tractor-Trailer Truck Drivers	4,727	5,221	148	9%	$19.52	PS	RA
General and Operations Managers	3,777	4,110	134	7%	$40.60	B	None
Maintenance and Repair Workers, General	2,700	2,936	100	7%	$18.08	HS	RA
Construction Laborers	2,347	2,569	95	16%	$17.10	None	RA
Industrial Machinery Mechanics	1,474	1,744	69	15%	$23.10	PS	RA
Elementary School Teachers, Except Special Education	2,264	2,389	68	5%	$26.51	B	I/R
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,167	2,322	64	5%	$28.78	HS	MT
Team Assemblers	2,227	2,358	64	1%	$15.39	HS	MT
Industrial Truck and Tractor Operators	1,669	1,802	58	4%	$16.20	None	RA
Secondary School Teachers, Except Special and Career/Technical Education	1,853	1,946	57	4%	$28.94	B	I/R
Electricians	1,238	1,394	57	24%	$26.58	PS	RA
Accountants and Auditors	1,340	1,464	52	8%	$31.37	B	None
Licensed Practical and Licensed Vocational Nurses	994	1,174	50	19%	$19.88	PS	None
Computer Systems Analysts	1,361	1,636	47	15%	$42.13	B	RA
Machinists	1,012	1,159	47	9%	$22.38	PS	RA
Insurance Sales Agents	1,154	1,253	46	10%	$26.33	PS	MT
First-Line Supervisors of Office and Administrative Support Workers	1,662	1,847	46	10%	$21.74	HS	None
Automotive Service Technicians and Mechanics	1,409	1,436	45	0%	$16.94	PS	RA
Police and Sheriff's Patrol Officers	1,077	1,121	45	6%	$28.02	PS	MT
Light Truck or Delivery Services Drivers	1,674	1,809	44	6%	$15.41	HS	ST
Welders, Cutters, Solderers, and Brazers	1,058	1,134	41	4%	$18.76	PS	RA
Managers, All Other	1,360	1,426	39	3%	$38.71	B	None
Carpenters	1,453	1,498	38	9%	$19.00	PS	RA
Computer User Support Specialists	1,197	1,382	38	10%	$19.61	PS	None
Plumbers, Pipefitters, and Steamfitters	991	1,117	36	21%	$23.00	PS	RA

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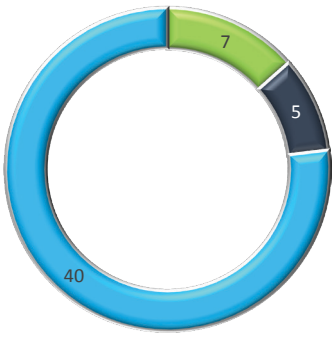
EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Computer Analysts

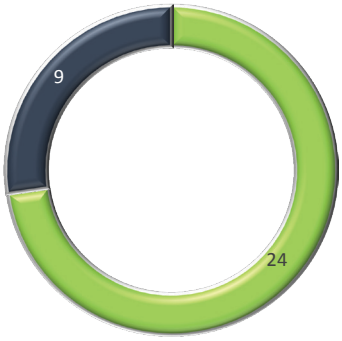


SUPPLY 52
DEMAND 47

More than 1 Year, Less than 2 Year Award
Associates Degree
Bachelors Degree

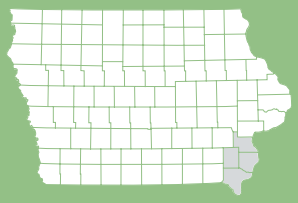
EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Industrial Mechanics



SUPPLY 33
DEMAND 69

Less than 1 Year Award
Associates Degree



Des Moines County | Henry County | Lee County | Louisa County

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TOP 25 IN-DEMAND OCCUPATIONS:

Description	2016 Jobs	2025 Jobs	Annual Openings	2015 - 2025 % Growth	Avg. Hourly Earnings	Typical Entry Level Education	Job Training
Construction Laborers	736	996	44	23%	$16.08	N	RA
Heavy and Tractor-Trailer Truck Drivers	1,603	1,684	39	3%	$18.78	PS	RA
Electricians	406	590	35	79%	$24.86	PS	RA
General and Operations Managers	793	899	33	13%	$41.82	B	None
Maintenance and Repair Workers, General	615	662	22	7%	$18.00	PS	RA
Industrial Machinery Mechanics	372	464	22	30%	$22.95	PS	RA
Welders, Cutters, Solderers, and Brazers	384	423	17	8%	$16.87	PS	RA
Carpenters	320	417	15	23%	$18.13	PS	RA
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	438	490	15	12%	$27.82	HS	MT
First-Line Supervisors of Retail Sales Workers	562	579	15	2%	$16.84	HS	None
Plumbers, Pipefitters, and Steamfitters	306	397	15	32%	$18.99	PS	RA
Inspectors, Testers, Sorters, Samplers, and Weighers	424	440	13	2%	$15.70	HS	MT
Machinists	293	323	13	10%	$16.55	PS	RA
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	232	302	13	37%	$21.55	PS	RA
Accountants and Auditors	247	290	12	17%	$32.41	B	None
Painters, Construction and Maintenance	186	263	12	39%	$17.33	N	RA
First-Line Supervisors of Construction Trades and Extraction Workers	208	291	12	30%	$27.26	PS	RA
Automotive Service Technicians and Mechanics	333	354	12	7%	$15.93	PS	RA
First-Line Supervisors of Production and Operating Workers	503	528	11	5%	$23.35	HS	RA
Postsecondary Teachers	260	280	11	8%	$30.63	D	None
Licensed Practical and Licensed Vocational Nurses	299	312	10	3%	$19.30	PS	RA
Millwrights	216	264	10	14%	$25.52	HS	RA
Operating Engineers and Other Construction Equipment Operators	212	256	9	12%	$22.20	PS	RA
Cement Masons and Concrete Finishers	172	231	9	7%	$17.13	PS	RA
Printing Press Operators	154	200	9	37%	$16.45	HS	MT

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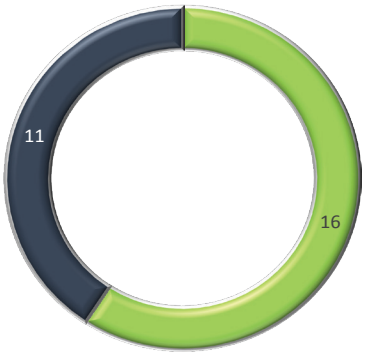
Job Training: RA=Registered Apprenticeship, I/R=Internship/Residency, LT=Long-term, MT=Moderate-term, ST=Short-term

EDUCATION PROGRAM COMPLETIONS BY OCCUPATION IN REGION:

EXAMPLE 1 | IN-LINE WITH DEMAND

Welders



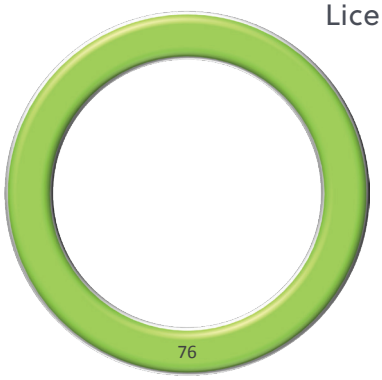
SUPPLY 27
DEMAND 17

More than 1 Year, Less than 2 Year Award

Associates Degree

EXAMPLE 2 | OUT-OF-LINE WITH DEMAND

Licensed Practical Nurses



SUPPLY 76
DEMAND 10

More than 1 Year, Less than 2 Year Award

SUSTAINABILITY

To ensure the partnership is sustainable, it is essential to align with existing programs such as Future Ready Iowa or other workforce development strategies throughout the state, region, or community. Sector partnerships will play an integral role to ensure the workforce system aligns with economic development efforts across the state.

INTEGRATED SERVICE DELIVERY[7]

Integrated service delivery refers to a number of service agencies working together to collaborate and coordinate their support, services, and interventions to clients. Originally adapted to assist customers in social services with complex needs spread between different agencies, integrated services fit nicely into the structure of a successful sector partnership. Similar to the inner working gears of a machine, all must work together or the machine will slow and ultimately fail. A sector partnership promotes the development of a system that enables agencies to easily communicate, streamline processes, and develop greater efficiencies in creating a more skilled and qualified workforce. This approach includes, but is not limited to:

- **Improving** communication between partnership members to monitor participant progress, identify needed changes, and respond to each.
- **Identifying** areas of duplication, conflicting policies, and the sources of confusion for participants attempting to gain assistance or resources at any point in the process while using limited funding effectively and efficiently.
- **Developing** a single plan for the participant that includes the work being done by/with all partners. It is important the client is engaged and participating in their own goal setting.
- **Building** understanding and capacity between the partnership members — such as sharing hiring practices and legal or funding limitations — so they can work together more effectively and generally support each other in their delivery of services.
- **Identifying** systemic issues that create problems for both clients and partnership members, and ideally developing a process to appropriately address these issues with decision-makers.
- **Developing** streamlined processes that can provide more seamless services to clients, such as a common referral or application process for a career pathway, regardless of initial point of contact.

TOOLKIT 1.0 WORKSHOP | OCTOBER 2016

7. "A Guide to Integrated Service Delivery to Clients," Queensland Council of Social Service, 2013

INDUSTRY CHAMPIONS | LEADING THE WAY

The overall impact and success of a sector partnership can often rely very heavily on who is chosen as an industry champion to represent the partnership to other business and industry leaders. These individuals play a critical role in not only the formation of a partnership, but also in its growth and sustainability. They bring energy, notoriety, and credibility to the partnership through the various developmental stages, helping to weather any associated growing pains or setbacks, as well as celebrating successes. They often act as a trustworthy source for attracting new talent to a growing partnership, while assisting in the retention of current members for a maturing partnership. They help to keep everyone focused on the collective goals and engaged as active participants in the solution.

Occasionally, partnership teams mistakenly consider only CEO's, Chairmen, and those holding other upper level management roles for this esteemed position. However, as defined by the Next Generation Sector Partnership model[8], an effective industry champion can be recruited from many different roles within an industry, as long as they embody the following three characteristics:

1 THEY ARE DECISION MAKERS.

They not only care about the growth and competitiveness of their own company, but are in a position to take action on behalf of their company, working in collaboration with other companies and community partners. They can commit their own time and resources (and potentially those of subordinates), and are not representatives sent to listen, but not take action.

2 THEY ARE PASSIONATE ABOUT THEIR INDUSTRY.

They feel strongly about the value and potential for growth of their industry. They can articulate specific opportunities for growth and a broader vision for the evolution of their industry. Their career is a calling, not just a job or another rung on the corporate ladder. They are able to see past their own needs and are willing to collaborate for the greater good of the industry.

3 THEY ARE PASSIONATE ABOUT THEIR COMMUNITY.

They see themselves as part of a larger community and can impact the lives of those around them. They often have a track record of giving back to the community, speaking out on issues, providing internships to local students, or working through organizations like industry associations or chambers of commerce to improve the quality of the greater community.

Finding these true champions is a challenge, as is keeping them engaged, but is essential to sustaining a strong, productive sector partnership. Consider sources such as chambers of commerce, business or trade associations, non-profit or community-based organization boards, and leadership development programs. Energetic, passionate people tend to attract other similar-minded people, leading to a growing pool of champions to access for future sector partnership work.

8. "How to Identify & Cultivate Industry Champions," Collaborative Economics, The Woolsey Group, & Genz Consulting, 2016

TOOL: SAMPLE PARTNERSHIP AGREEMENT

A clear set of expectations, roles, and responsibilities developed by consensus is recommended but not required.

Acme Widget Makers Partnership (AWMP)

An initiative of the Greater Acme Ridge Valley Chamber of Commerce

PURPOSE

The AWMP has been formed as a voluntary public-private partnership for the purpose of unbiased collaboration to improve the quantity and quality of the local workforce of widget makers within the Greater Acme Ridge Valley region and, indirectly, the needs of the community at large.

MEETINGS

The full partnership shall meet monthly for the initial six (6) months, with the membership determining the ongoing frequency thereafter. Subcommittees shall meet more frequently on an as-needed basis.

MEMBERS

The partnership shall be composed of members across the four categories of business, trade/industry, community partners, and public sector, with a majority representation at all times from the business and industry categories. Membership should represent geographic diversity as much as possible.

ELIGIBILITY

Business and industry membership should represent diverse function backgrounds (e.g. operations, human resources, business ownership, etc.) from employers of various sizes.

Community partner membership should represent social services.

Public sector membership shall be composed of state and local government officials, education, and workforce development.

LEADERSHIP

The partnership shall be chaired by one representative from business or industry, to be nominated by the full partnership.

COMMITMENT & REPRESENTATION

Although membership is voluntary, partners are expected to treat roles and responsibilities with the respect and dedication deserving of a professional consortium formed to make a real and lasting impact. Should a representative be unable to fulfill their duties, his/her organization will be asked to provide an eligible replacement.

SUBCOMMITTEES/TASK GROUPS

The AWMP will include several standing subcommittees that shall present recommendations to the full board for its approval and adoption where needed, including but not limited to:

- **Impact & Awareness —** Shall be responsible for developing a clear and consistent message for driving interest, awareness, and buy-in for the AWMP initiatives.
- **Career Pathways —** Shall be responsible for the development of simple and engaging career pathways to address the short- and long-term employment needs of the AWMP.
- **Public Policy —** Shall recommend for adoption by the full board a legislative agenda in support of the workforce and employment needs within the Greater Acme Ridge Valley region.

PERFORMANCE METRICS

Metrics to track quality and create benchmarks for continual improvement are important to establish in the emerging stage sector partnerships. Without these measures, it is difficult to gauge the impact (success or failure) of programs. These metrics will further guide and assist in decision-making regarding the future of individual sector partnerships and allow the program to evolve and continually improve.

ACTIVITY METRICS (EARLY)

Measure the activity of your partners to gauge participation, engagement, and commitment:

- Attendance rates
- Task group meetings
- "Together we've accomplished _____"
- "Since the last meeting _____"

OUTCOME METRICS (MID)

As the partnership grows, outcomes will begin to outweigh activity metrics to demonstrate the accountability and transparency of the partnership:

- Number of students placed/graduated
- Employment hiring/retention rates
- Employees certified/up-skilled
- Marketing awareness

IMPACT METRICS (LONG)

As the partnership matures, metrics should transition to being more impact-focused to show strength and sustainability:

- Community growth
- Wage/salary levels
- Employment/unemployment rates
- Employee/employer satisfaction

EMERGING SECTOR PARTNERSHIP SPOTLIGHT

ENERGY

Similar to careers in IT, the Energy industry is often misunderstood and underutilized as a source of exciting, high-paying careers. In September 2016, the Iowa Energy Workforce Consortium (IEWC) was officially formed as a collaborative partnership among industry members, educators, and government agencies to address the workforce needs of the greater Iowa energy industry. The goal of the group is to ensure that the Iowa energy industry is adequately staffed with a qualified and diverse workforce focused on providing safe, reliable, and affordable energy to its customers. At initial partnership meetings, industry members identified industry concerns, developed a SWOT analysis, and developed areas of strategic focus to shape a three-to-five year strategic workforce plan.

To ensure success of the strategic plan, members were assigned to various task forces to review current employment and training statistics, build awareness of the availability and value of exciting careers in energy, and leverage existing state and local initiatives to further the mission and strategies of the IEWC. Future concerns involve the impact of environmental regulations, rapid and costly technological and structural changes within the industry, and the attraction and retention of talent to rural areas of Iowa.

CHECKLIST: SUPPORT SERVICE PROVIDER ANALYSIS[9]

Support service providers play a critical role and should be measured consistently for effectiveness and productivity towards the collective impact.

☐ **Recognize employers as end customers.**

a. Focus on the primary partnership goal of the success of the business and industry partners.

b. Develop renewed commitment among top leadership and frontline staff to recognize employers as the end customers at all times.

c. Engage local and regional economic development stakeholders, employer collaboratives (e.g., chambers of commerce), and other initiatives (e.g., Future Ready Iowa) to improve alignment with employer demand.

☐ **Manage your employer relationships.**

a. Identify current and future employers that the partnership has the commitment and capacity to serve as direct members of the sector partnership.

b. Assign responsibility for cultivating, establishing, and managing employer relationships to ensure current and potential members are not contacted by multiple streams and overburdened.

c. Develop means to consistently show appreciation and value to all members of the partnership.

☐ **Develop talent solutions for employer partners.**

a. Identify and remove barriers to innovation that prevent flexibility and reduce responsiveness in meeting the needs of employers.

b. Develop responsive and flexible competency-based delivery platforms that leverage standardized frameworks but enable customization based on employers served.

c. Embed modular and stackable industry-recognized skill credentials to be used throughout the industry sector.

d. Implement accelerated and work-based solutions designed to improve time to full productivity.

e. Develop shared and integrated service delivery strategies with other partners in the network.

☐ **Align partnership performance metrics to employer measures and impact.**

a. Prioritize employer measures within performance metrics for the greater partnership.

b. Collaborate with employers to set goals and develop a plan to realistically achieve them within a set time period.

c. Manage program improvement through the development and use of leading and lagging performance measures and predictive analytics.

☐ **Share performance data and best practices across network partners.**

a. Share data in cooperation with employers and all network partners for improving performance.

b. Communicate partner performance through the use of performance dashboards, email newsletters, or in-person interactions.

☐ **Develop recruitment strategies based on employer partnerships.**

a. Recruit students and workers based on capacity and proven ability to meet the needs of identified employers.

b. Coordinate with network partners to identify, recruit, and on-board a diverse pool of qualified applicants.

c. Collaborate with community and social service partners to ensure marginalized and lesser-known labor sources are not being missed within the community.

9. "Managing the Talent Pipeline: A New Approach to Closing the Skills Gap," U.S. Chamber of Commerce Foundation, 2004

EMERGING STAGE | RECAP & SELF ASSESSMENT

This toolkit was intended to assist in guiding teams through the emerging stage of sector partnership development. The original learning objectives are listed below for readers to assess their level of confidence in each, noting areas that still need investigation or improvement before advancing to the next stage of development.

LEARNING OBJECTIVE	CONFIDENT
Possess the capability to fill the industry's short-, mid-, and long-term workforce needs through a diverse set of traditional and nontraditional solutions.	☐
Possess experience with and capability to develop easily understood, effective, and employer-validated career pathways in targeted sectors.	☐
Identify and minimize duplication of services through partnerships with regional organizations to deliver comprehensive solutions in response to target industry sector needs.	☐
Utilize multiple data sources to proactively pinpoint employer and industry needs before they lead to larger, more complex issues for the greater community.	☐
Understand and align sector partnership initiatives with existing local, regional, and statewide workforce and economic development initiatives, such as Future Ready Iowa.	☐
Build and maintain strong relationships with key members of the community who, if and when necessary, can act as champions for industry engagement and broader policy change.	☐
Express clear internal communication of roles and responsibilities of members involved in the partnership to ensure the correct and most appropriate members of the community are involved and continue to remain engaged and validated.	☐
Identify and implement initial methods for measuring sector partnership success and plans for tracking continuous improvement, including corresponding corrective measures or modification procedures if thresholds are not met.	☐

PREVIEW | TOOLKIT 3.0: SUSTAINING

The third and final toolkit in this series of publications will expand further on some of the topics introduced in this toolkit and present new topics likely to be encountered during the natural evolution of a sector partnership, such as:

- defining and measuring performance metrics and collective impact
- designing and implementing effective marketing/promotion strategies
- sources and appropriation of partnership funds
- maintaining long-term employer buy-in and engagement
- case studies, best practices, and success stories of mature sector partnerships

1. "Future Ready Iowa Factsheet," State of Iowa — Office of the Governor, governor.iowa.gov/sites/default/files/documents/FutureReadyIowa-FactSheet.pdf
2. Pages 9 and 10 were adapted from "A Resource Guide to Engaging Employers," Jobs for the Future, 2015
3. "Sector Strategies Implementation Framework," U.S. Department of Labor - Employment and Training Administration (WorkforceGPS), 2016 businessengagement.workforcegps.org/~/media/WorkforceGPS/rapidresponse/Files/Sector%20Strategies/etas_sector_strategies_framework_201503015_final.pdf
4. "Sector Partnership and Career Pathway Advisory Council Overview and Survey Findings," Iowa Department of Education, 2015
5. EMSI Definitions: www.educateiowa.gov/sites/files/ed/documents/EMSI%20Definitions2.pdf
6. History of Enhance Iowa: www.enhanceiowa.com/about-us
7. "A Guide to Integrated Service Delivery to Clients," Queensland Council of Social Service, 2013
8. "How to Identify & Cultivate Industry Champions," Collaborative Economics, The Woolsey Group, & Genz Consulting, 2016
9. Page 34 was adapted from "Managing the Talent Pipeline: A New Approach to Closing the Skills Gap," U.S. Chamber of Commerce Foundation, 2004

ADDITIONAL RESOURCES

Future Ready Iowa

https://www.futurereadyiowa.gov

The mobile-friendly, interactive website directly connects jobseekers to tools for finding education, training, and jobs. It uses labor market Information to identify the number of jobs, the average median income, and the required training within a geographically determined distance from the job seeker. The website will be a useful resource in achieving the goal of the Future Ready Iowa initiative of 70 percent of Iowa's workforce to have education or training beyond high school by the year 2025. The website is a collaborative effort between Iowa Workforce Development, the Iowa Department of Education, Iowa Economic Development Authority, and Iowa College Student Aid Commission.

U.S. Department of Labor — Employment and Training Administration (WorkforceGPS)
Career Pathways Toolkit: An Enhanced Guide for System Development

https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit

The Department of Labor's Employment and Training Administration (DOLETA) has released the Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development. The new toolkit will be especially helpful for state offices and partners required to develop a unified plan as well as staff members supporting state workforce development boards. DOLETA revised the Career Pathways Toolkit to align with the new vision, definition, and requirements of the Workforce Innovation and Opportunity Act (WIOA).

Next Generation Sector Partnerships — Training Manual & Toolkit

http://www.nextgensectorpartnerships.com/toolkit/

The Next Generation Sector Partnership Training Manual is the product of 15 years of lessons learned from sector partnerships across the United States. It includes step-by-step guidance for regional teams to work together to build successful industry-led sector partnerships. This resource offers extensive real-world examples of effective strategies, concepts, and models to use when building and sustaining a sector partnership.

State Sector Strategies — A Knowledge Exchange for State Policymakers and Sector Leaders

http://www.sectorstrategies.org/

This ongoing project focuses on accelerating the adoption of sector strategies as a state policy framework. To design and implement the project, the National Governors Association Center for Best Practices (NGA) joined with two national leaders in the workforce development and sector strategy fields, the Corporation for a Skilled Workforce (CSW) and the National Network of Sector Partners (NNSP). The partners seek a greater understanding of how governors and state policy leaders might develop the infrastructure and policies that best promote sector strategies as one way to grow regional economies.

NOTES

TOOL: CAREER PATHWAY TEMPLATE #1

This template is meant to act as a consolidated visualization tool for mapping the path through a specific career or industry. Much more space is likely needed to cover an aggregate of employment data, career transitions, and associated employer feedback.

Job Title:

Salary/Wages Range:

Growth Potential:

Education:

Experience:

Skills:

MASTER

Job Title:

Salary/Wages Range:

Growth Potential:

Education:

Experience:

Skills:

PROFESSIONAL

Job Title:

Salary/Wages Range:

Growth Potential:

Education:

Experience:

Skills:

EXPERIENCED/ SPECIALIZED

Job Title:

Salary/Wages Range:

Growth Potential:

Education:

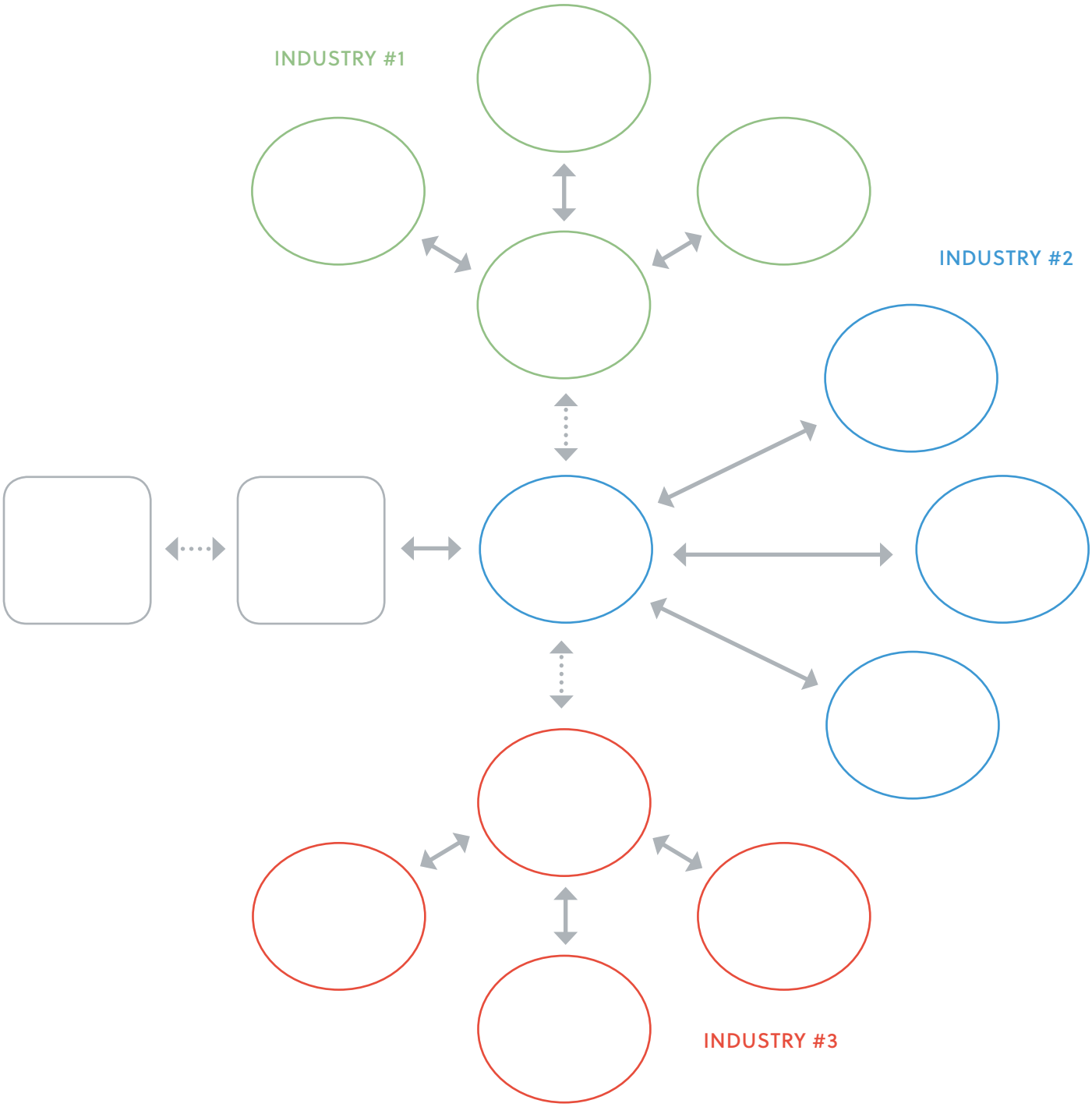
Experience:

Skills:

ENTRY/ BEGINNER LEVEL

TOOL: CAREER PATHWAY TEMPLATE #2

This is an example of a career pathway meant to help a student or job seeker visualize the interconnections between industries within their intended career path. Workers often transition between careers, and sometimes between entirely different industries.



Job Title
Typical Education
Avg. Salary & Growth

H.S. = High School
V.C. = Certificate
A.S. = Associate's
B.S. = Bachelor's
D.S. = Doctorate

INDUSTRY #1
INDUSTRY #2
INDUSTRY #3

TOOL: CAREER PATHWAY TEMPLATE #3

This type of map is meant to show the different "pit stops" (i.e. positions) someone might plan to take while pursuing a dream career. A time aspect has been added to each career to help the user better understand and plan for a realistic time frame for achieving longer term goals.

CAREER PIT STOP #1

Duties:

Qualifications:

Wage/Growth:

Length of Stay:

CAREER PIT STOP #2

Duties:

Qualifications:

Wage/Growth:

Length of Stay:

CAREER PIT STOP #3

Duties:

Qualifications:

Wage/Growth:

Length of Stay:

CAREER PIT STOP #4

Duties:

Qualifications:

Wage/Growth:

Length of Stay:

CAREER PIT STOP #5

Duties:

Qualifications:

Wage/Growth:

Length of Stay:

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Iowa Workforce Development

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