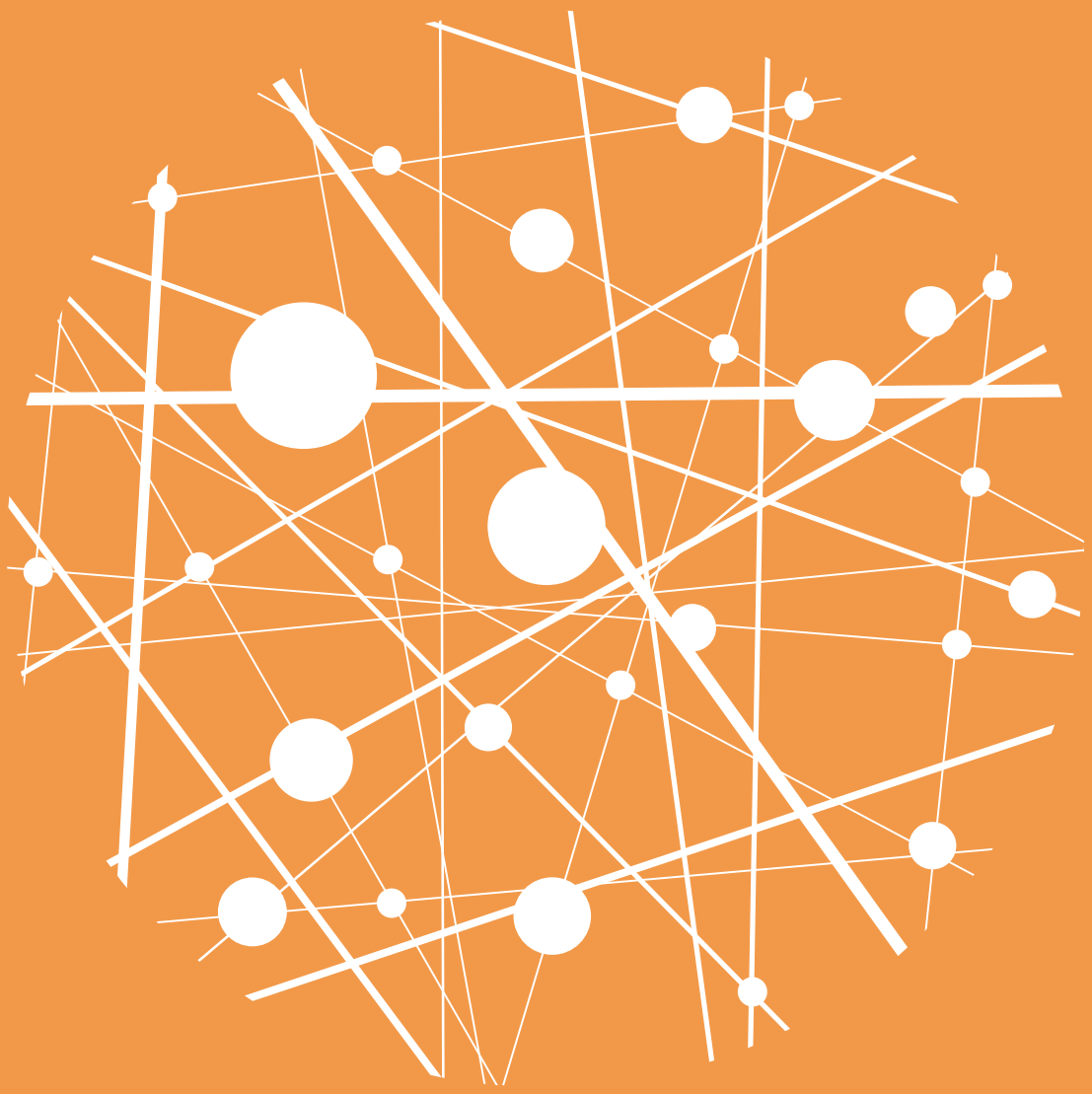

2017 | IOWA

SECTOR PARTNERSHIPS TOOLKIT

3.0 | SUSTAINING

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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.

This is the third and final toolkit in this initial series of informative publications created to help guide sector partnership work in Iowa through the three general levels of development. The first publication, ***Toolkit 1.0: Planning***, assisted readers with the initial exploration of sector partnerships by guiding them through the identification and planning process. The second publication, *Toolkit 2.0: Emerging*, introduced strategies for how to launch the partnership and begin engaging with employers and support partners to have a collective impact in local communities. *Toolkit 3.0: Sustaining,* focuses on the continued management and sustainability of sector partnerships as they mature and evolve over time. Care has been taken to include national trends and industry best practices. Additionally, current sector partnership teams throughout Iowa were engaged to identify best practices and potential areas of concern. The goal is to provide current and future sector partnership teams with the tools necessary to remain successful and thriving.

This series of toolkits is not exhaustive, but rather focused on preparing regions in Iowa 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 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/sector-partnerships.

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

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 three toolkits provided will guide sector partnership teams through each stage of the growth process.

TOOLKIT 1.0: PLANNING

A facilitator or convener:

- determines whether the partnership 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 the 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);
- identifies 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:

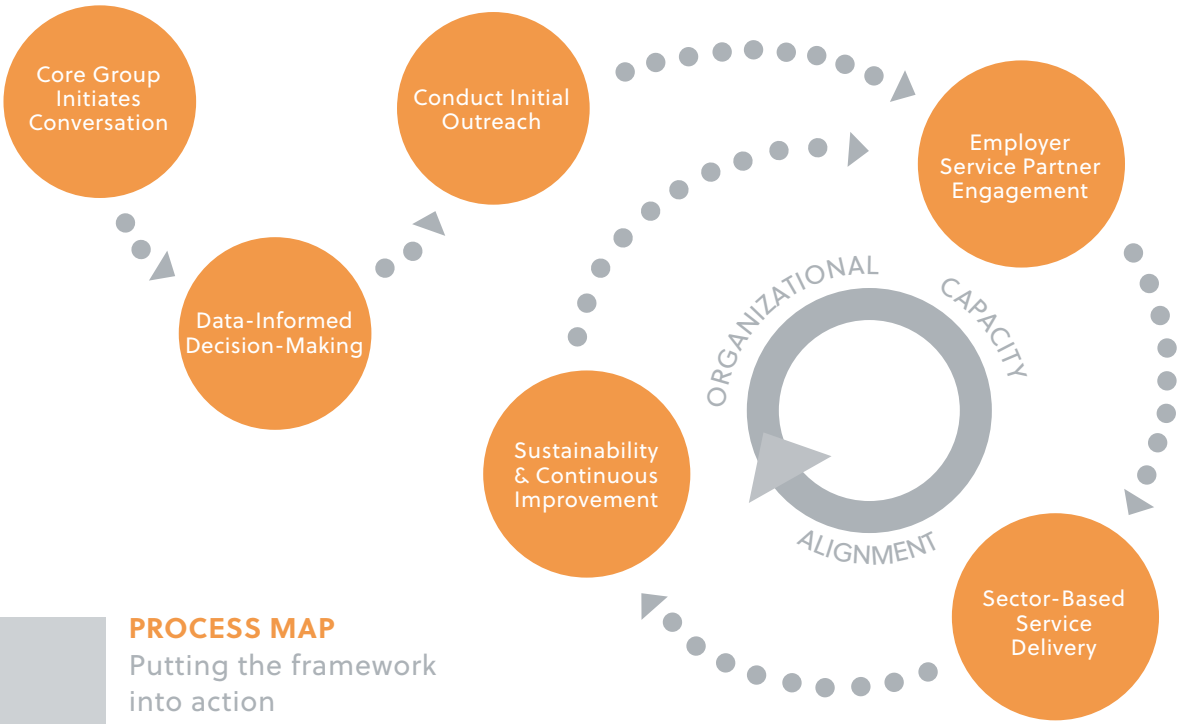
- has a clear neutral facilitator or facilitating team;
- is led by industry, as demonstrated by industry sector members playing leadership roles (chairperson, etc.) who are committed to the long-term sustainability of the sector partnership;
- has broad industry engagement as demonstrated by industry 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;
- 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 3.0: Sustaining will introduce some new concepts and expand upon some of the strategies highlighted in the other toolkit publications. It will focus on the final process of program alignment and sustainment of an effective sector partnership as laid out by the U.S. Department of Labor's Education Training Administration[2]. The toolkits have attempted to follow the general flow of the process map shown below as partnership groups continue to grow and mature. It should be noted, however, that not all groups will evolve in the same manner, speed, or efficiency. A sector partnership is made up of unique individuals across a diverse set of industries and communities in Iowa, each of which brings unique opportunities and challenges.

ORGANIZATIONAL CAPACITY AND ALIGNMENT

- Build and maintain excitement for an understanding of the value of sector partnerships as a means to continuously secure employers and support partners, as well as to create community buy-in.
- Develop, implement, and track long-term performance metrics, including plans to modify or customize programs as needed to ensure continued success and growth.
- Identify and secure a wide array of sustainable financial and technical resources to establish and expand sector partnerships, including the blending and braiding of support streams.
- Cultivate a process of consistent examination and evaluation of program goals, strategies, and membership to ensure the continued advancement and attainment of the collective mission.
- Create a professional brand and group identity that will be easily recognized, understood, and supported by members of the community at large.
- Develop a unified communications strategy to positively and consistently represent the group when interacting with members of the public and media, including through social media tools.
- Understand the current sector partnership landscape and overall strategies of groups across the state, including those used to connect, engage, and collaborate with one another.
- Attain, analyze and employ various sources of workforce, education, and market-based data sources necessary for continued sustainment and process improvement.



PROCESS MAP
Putting the framework into action

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

WARNING SIGNS[3]

Sector partnership teams from across Iowa were engaged to provide direct insight and feedback for this toolkit. Additional input was also gathered from workforce associations and sector partnerships teams from across the United States. Based on attained findings and collective knowledge, a series of warning signs has been developed to assist sector partnerships in the identification and correction of potential concerns before they lead to larger, more complex issues. Similar to an automobile's "check engine" light, these cautionary signals must be promptly addressed to continue operating smoothly. Below are the primary warning signs, many of which will be further dissected and addressed throughout this toolkit.

FADING STARS

Previously active business members and champions are getting increasingly quiet and disengaged, deferring to community and support partners to lead discussions and initiatives.

SUPPORT PARTNER TAKEOVER

The community and support partners are taking over the meetings by increasingly pushing their own agendas, rather than supporting more critical employer-driven priorities.

STICKY INDECISION

Business members are struggling to identify and document specific goals, plans, and outcomes. They feel stuck or are "spinning their wheels" and unable to move forward, sometimes preferring to dwell on the past or complaining without offering solutions.

SHOW ME THE MONEY

Partners are placing an increasing emphasis on the need for financial support to complete partnership priorities. This leads to the loss of other available sources of support, such as technical assistance and in-kind resources. Funding is important, but it should never be a primary driver or excuse for inactivity.

GOING SOLO

Specific business members want to take over all or part of the partnership's agenda, ensuring their organization directly benefits from sector partnership work, potentially at the cost of other members.

TUNNEL VISION

Partnership agenda is increasingly focused on a single priority (e.g., talent pipeline) rather than addressing a broader set of sector needs, such as community growth and career pathway development.

OLD NEWS

Partnership agenda feels stale and redundant as a result of not systematically analyzing and redefining group goals, purpose, and mission. Without new initiatives and a future focus, members may begin to lose interest or start to devalue the group. Document and revisit successes, but keep moving forward.

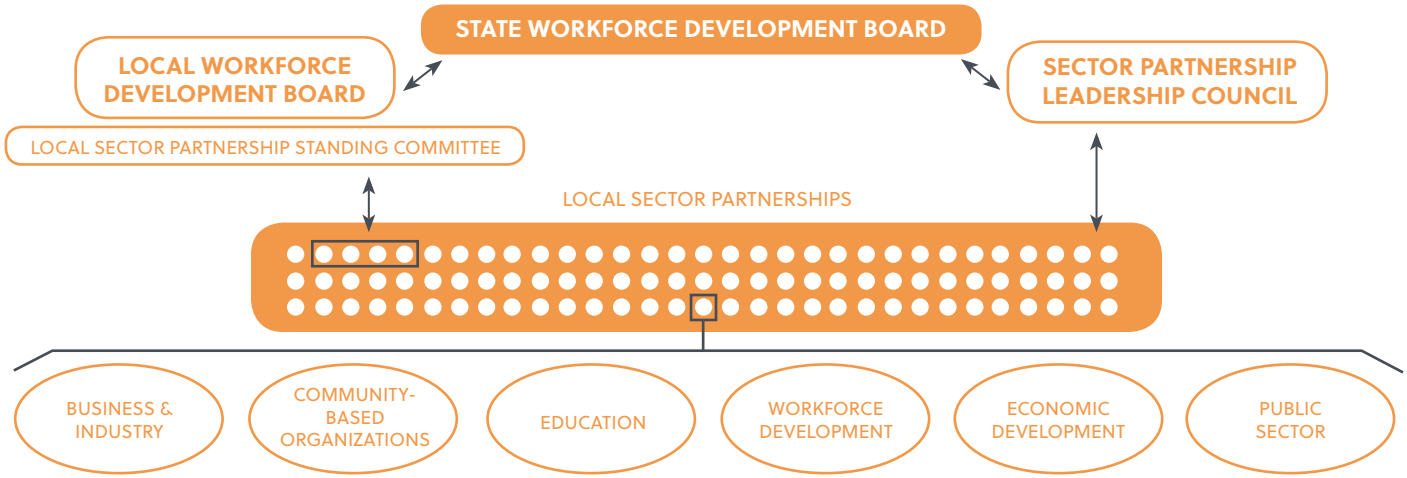
FOLLOW THE LEADER

The partnership is increasingly dependent on a single leader. If this member leaves, the partnership would likely suffer and may even dissolve. A sustainable partnership should have a set of important, but not irreplaceable, leaders. Leadership development and mentoring programs are recommended to maintain a consistent supply of willing and capable leaders.

3. "Green Lights and Red Flags," Collaborative Economics and The Woosley Group, 2015

INTERACTION & INTERSECTION WITH OTHER BOARDS

Although inclusive and robust, sector partnerships are only one aspect of the larger strategy surrounding workforce, economic, and community development. The state of Iowa drafted and approved a Unified State Plan in 2016 based on the guidelines and recommendations outlined in the Workforce Innovation and Opportunity Act (WIOA) of 2014. The plan created in Iowa is similar to how other states are approaching workforce issues, yet it is also unique in many ways. The chart below is designed to assist Iowa's interrelated groups understand their role in this larger statewide strategy. Local sector partnership teams should use this general illustration to build a customized relational model for their unique community representation and needs. A key aspect to the success of these initiatives is strong, clear, and consistent communication between the interrelated groups.



DEFINITIONS/ROLES

State Workforce Development Board (SWDB) — Statewide board with duties that include, but are not limited to, assisting the Governor in the development and continuous improvement of the workforce development system in Iowa, including the development and expansion of strategies for meeting the needs of employers, workers, and job seekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations.

Local Workforce Development Boards (LWDB) — Local groups created to lead efforts to engage with a diverse range of employers and with entities in the region involved to develop and implement proven and promising strategies for meeting the employment and skill needs of workers and employers (such as the establishment of industry and sector partnerships), that provide the skilled workforce needed by employers in the region, and that expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations. Also referred to as a Regional Workforce Development Board (RWDB).

Local Sector Partnership Standing Committee (LSPSC) — An optional specialized standing committee of each LWDB that represents and focuses specifically on issues relating to sector partnerships within each region. Members will also facilitate information and updates relating to the SWDB and LWDB back to their respective regional sector partnership groups. Consistent interaction and collaboration between LSPSCs across the state is also recommended.

Sector Partnership Leadership Council (SPLC) — A public-private entity that provides leadership and guidance on issues related to sector partnerships in Iowa. Relying on expertise and leveraging professional relationships within given organizations, industries, and communities, the SPLC supports the development, growth, and sustainability of regional sector partnerships across the state. The SPLC serves in a formal advisory role to the SWDB on matters related to sector partnerships. Convened and supported by the Iowa Department of Education.

Local Sector Partnership — Consortium led by local business and industry members who meet to collectively resolve shared workforce issues. Reinforced by a wide array of local support partners, including workforce development, education, economic development, public sector, and community-based organizations. The Iowa Department of Education is leading efforts to connect and assist the approximately 60 groups currently in operation across the state.

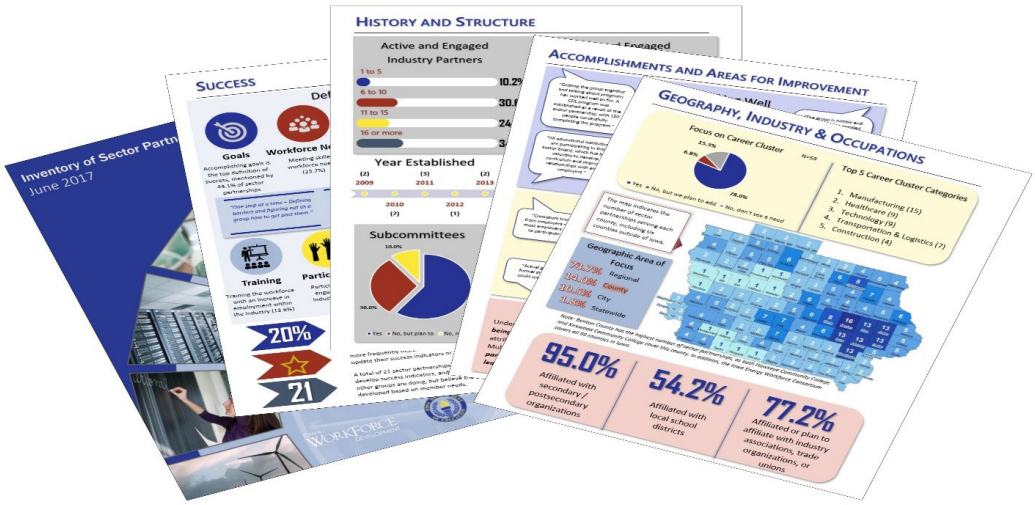
TOOL: IOWA SECTOR PARTNERSHIP INVENTORY REPORT & MAP

The Iowa Department of Education (IDOE), Iowa Central Community College, and Iowa Workforce Development recently partnered with *researchiQ*, a collaborative of the University of Northern Iowa's Strategic Marketing Services and Institute for Decision Making, to conduct quantitative and qualitative research to develop an inventory of sector partnerships across Iowa. The findings of this research project can be found in the report *Inventory of Sector Partnerships in Iowa* as well as through an interactive map in the sector partnerships section of the IDOE website and Future Ready Iowa portal.

The report identifies nearly 60 sector partnerships throughout Iowa in varying stages of development across a multitude of industry sectors. Current contact information for each has been provided in Appendix A. Research findings highlights include:

- The top industry clusters for sector partnerships are advanced manufacturing, information technology, and health science.
- Each of Iowa's 99 counties is being served by at least one sector partnership, as are six counties from neighboring states.
- Nearly all sector partnerships (95 percent) are affiliated with a secondary or postsecondary education organization. Over half (54 percent) are affiliated with a local school district. The vast majority (77 percent) are affiliated or plan to affiliate with industry or trade organizations and unions.
- Developing a strong pipeline, building career awareness in schools, and providing workforce training and skill development are top identified priorities.

In addition to having a better understanding of the landscape for sector partnerships across the state, the ultimate goal of this study was to assist in connecting groups to share, learn, and collaborate. It will also help promote sector partnership work, recruit new members, and aid Iowa's Sector Partnership Leadership Council to provide strategic direction and expand sector partnership policy in Iowa. The findings will continue to be updated as more sector partnerships are established and continue to grow, mature, and thrive.



STRATEGIC MARKETING SERVICES
The University of Northern Iowa

idm
Institute for Decision Making | University of Northern Iowa

STRATEGY: MEMBER ROLE ASSIGNMENT

Similar to athletic teams, members of a sector partnership team may play diverse roles, offer various specializations, or provide different levels of support. Collectively defining these roles can help team members better understand expectations and their responsibilities, while building rapport and group dynamics. These clearly defined roles may also attract new members who might not have otherwise been willing to participate because of uncertainty surrounding time commitment or perceived value of the group.

This section provides a few generic team member roles, which can be used by local sector partnership teams to identify and define their own unique roles. Flexibility is recommended to allow committed members to cycle in and out of each role, depending on changes in their personal or professional lives. Regardless of the level of participation, a precedence should be set that all team members will fulfill their agreed-upon commitment. If unable or unwilling to do so, members should be asked to provide a replacement to represent their respective employer or support partner.

Active-Direct: Consistently attends and participates at meetings. Active member of task group or subcommittee. Consistently promotes or advocates for the group through network channels.

Active-Indirect: Does not attend many meetings, but provides feedback based on meeting notes. Actively participates in task groups or subcommittees outside of normal meeting times. Openly promotes or advocates for the group when necessary.

Passive-Direct: Consistently attends meetings, but does not actively participate. May provide feedback, but generally in private or after the meeting. Occasionally assists with task groups or subcommittees, but typically only in a consulting role. Does not actively promote or advocate for the group.

Passive-Indirect: Does not attend meetings, participate in discussion, or assist task groups. Primarily provides financial support or consultation on a case-by-case basis. Does not actively promote or advocate for the group.

MATURE SECTOR PARTNERSHIP SPOTLIGHT

KIRKWOOD

Kirkwood COMMUNITY COLLEGE

In Iowa's Creative Corridor, clarity for the mission and direction of the sector partnership board is essential to effectively market and communicate the value that the board brings to employers and the industry at large. Sector partnership facilitators visit the business or organization of prospective board members to outline the mission, strategic goals and priorities, accomplishments, and the roles of businesses and community partners on the board. When possible, the business representative serving as the board chair participates in these meetings to illuminate the business case for the work.

Each year, sector partnerships engage in strategic planning to review their accomplishments and evaluate labor market needs that inform goal-setting. The exercise of reviewing labor market data engages businesses in an objective discussion that builds synergy among the board. These discussions inform the development of "action registers" that break down goals, the strategies that the board will pursue to achieve the goal(s), specific action items, and names of the board members who will lead and/or support the action items. These action registers become visual communication tools for the board to track and monitor progress. This planning encourages the board to prioritize the actions most needed to achieve the goals that they will invest their time in pursuing. The facilitator serves in a project manager role and helps the board connect to resources and overcome barriers.

A roles and responsibilities document has also been developed to outline how members of the Executive Committee (board chair, vice chair, past chair, committee chairs, and facilitator) can effectively work together to sustain continuity and progress. The boards run an annual nomination process whereby businesses nominate their peers to serve in leadership positions. Additionally, the Executive Committee meets periodically outside of the board meetings to keep the vision for the work clear. The Executive Committee also assesses businesses' level of engagement using a business engagement pyramid developed by facilitators in Iowa's Creative Corridor. This assists board leadership in grooming emerging leaders to transition into Executive Committee roles. The past board chair serves an additional one-year term to support this transition and continuity.

TOOL: OUTREACH & INCLUSIVITY CHECKLIST

One of the core strengths of sector partnerships is their inclusivity. Rather than working inefficiently in isolation, employers and support partners collaborate to collectively discuss and combat problems together. This wraparound support system identifies and resolves issues more quickly and effectively, while saving cost, time, and resources. This checklist offers a wide range of potential target populations to consider as a sector partnership continues to grow and expand. A few examples are provided for each group, which are meant to spur the conversation within communities at a local level. Identifying and documenting these resources within a local community is recommended for quick and easy contact when assistance is needed.

COMMUNITY & SUPPORT PARTNERS

- ☐ Early Childhood Education (preschools, daycare, parenting groups)
- ☐ K-12 Education (principals, superintendents, teachers, counselors, intermediaries)
- ☐ Higher Education (community colleges, universities, trade schools, alumni associations)
- ☐ Athletics (coaches, league officials, fundraising)
- ☐ Criminal Justice/Law Enforcement (police, sheriff, parole officers, legal aide)
- ☐ Health and Public Safety (hospitals, clinics, social services)
- ☐ Community Services (food banks, clothing closets, United Way, community centers)
- ☐ Financial Services (banks, credit unions, insurance providers)
- ☐ Workforce Development (Iowa Workforce Development, RWDB's, staffing agencies)
- ☐ Government (Iowa Department of Education, Iowa Vocational Rehabilitation Services)
- ☐ Faith-Based (churches/places of worship, thrift stores, shelters)
- ☐ Tourism/Hospitality (Convention and Visitors Bureau, convention centers, hoteliers)
- ☐ Entertainment (casinos, event centers, event planners)
- ☐ Economic Development (IEDA, Chambers of Commerce, foundations, regional task groups)
- ☐ Niche/Special Focus (STEM Council, JobCorps, Elevate Iowa, CoderDojo, YouthBuild)

BUSINESS & INDUSTRY PARTNERS

- ☐ Employers (large/small, online/offline, profit/nonprofit)
- ☐ Organized Labor (unions, Registered Apprenticeship, contractors)
- ☐ Associations (local/national/international, paid/free, online/offline)
- ☐ Working Groups (industry councils, employer roundtables, focus groups)
- ☐ Networking (clubs, meet-up groups, online/offline)
- ☐ Conferences/Trade Events (local/national, sponsors, subject matter experts)

PROGRAM PARTICIPANTS, STUDENTS, & JOB SEEKERS

- ☐ Returning Citizens/Criminal Background (Iowa Workforce Development, parole officers, bail bondsmen)
- ☐ Military/Veterans (VA, Iowa Workforce Development, Home Base Iowa)
- ☐ Youth (Children & Families of Iowa, high schools, athletics, extracurricular/clubs)
- ☐ Adults (community colleges, Iowa Literacy Council, American Job Center/One-Stop Center)
- ☐ Dislocated (Iowa Workforce Development, United Way, staffing agencies)
- ☐ Disabled (Iowa Vocational Rehabilitation Services, Iowa Department for the Blind, Goodwill Industries)
- ☐ Retired/Experienced (AARP, Iowa Department on Aging, community groups)
- ☐ Diversity/Inclusion (NAACP, LULAC, Iowa Department of Human Rights, Bureau of Refugee Services)

MARKETING & OUTREACH 2

MEMBER ATTRACTION & RETENTION

A common issue for sector partnerships as they mature is the continued participation of business and industry partners. Time is often limited for these partners, so consistent effort must be made to prove value and maintain focus. As with many types of relationships, partner interest and perceived value may naturally begin to wane for members of the sector partnership over time. It is the responsibility of the convener and facilitator to provide a consistent value stream for members of the group.

This section provides some strategies aimed at the attraction and retention of sector partnership members, with special consideration given for critical business and industry representation. As with many of the other strategies and recommendations outlined in this toolkit, careful consideration, planning, and group consensus are encouraged before implementing any new initiatives or changes to a sector partnership.

CLEARLY DEFINE ROLES, EXPECTATIONS, AND PLANS

It is difficult for members to see value if there is no clearly defined structure, purpose, and vision for a group. Annual analysis and refining is needed to ensure groups do not lose focus and that new members can be quickly and easily oriented. Drafting a simple charter or member agreement is recommended, similar to the example provided in *Toolkit 2.0: Emerging*.

ASSIGN MEMBERS TO SUBCOMMITTEES, TASK GROUPS, OR LEADERSHIP OPPORTUNITIES

Members are more likely to remain engaged if they feel their input is valued as an active member of the team, not just a bystander. All members of a sector partnership should contribute towards the greater collective impact. Consider opportunities to groom members for leadership, public speaking, recruitment, and other dynamic roles within the team.

ALLOW MEMBERSHIP OPTIONS AND FLEXIBILITY

A membership model that allows varying levels of commitment and activity within the group can lead to greater and more prolonged participation rates. The one-size-fits-all model can be off-putting and too restrictive. Revisit the previous section for participation and support role examples.

TAKE THE SHOW ON THE ROAD

Offer field trips or other site visits for members to showcase their businesses or organizations. These and other team-building exercises outside of the formal meeting room will serve to build rapport and bring group members closer together as a team. Members may also be interested in taking part in an interactive and immersive externship program with local employers to better learn the needs and requirements for in-demand careers and industries. Additional information about work-based learning and externships can be found later in this section.

PLAN SOCIAL, NETWORKING, AND MEET-UP EVENTS

Providing times for group members to get to know one another on a more personal level will build team rapport and develop a more vested interest in the community. Inviting members from other local sector partnerships ensures that teams are collaborating and sharing resources within a conjoint or neighboring region. Consider hosting celebrations to mark group milestones, such as length of establishment, number of members, or exceeding performance metrics. Allowing members to bring family and friends may add further value to the community.

CHARGE MEMBERSHIP DUES

Charging membership dues can instill a sense of exclusivity, ownership, and signifies value to members. Business and industry members are accustomed to paying for goods and services that they perceive are valuable. If a group is adding value, members should be willing to offer financial support. The resources will also assist in funding group initiatives.

ASSIGN TERM LIMITS

Similar to charging membership dues, assigning a term limit for group members will create a sense of exclusivity and urgency for their time spent with the group. Lengths should be kept at a maximum of three to five years, but should allow for exceptions for the most productive and valued members of the group. This will ensure the consistent flow of new members, along with a welcome influx of passion, energy, and new ideas.

OFFER TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The consistent training and development of a workforce is expensive for employers. Utilize the expertise of program support members and available funds to provide local training and professional development opportunities for members as an exclusive value-added benefit. If appropriate, consider offering public sessions for recruitment and outreach purposes.

DEVELOP A BRAND IDENTITY, PUBLIC RELATIONS, AND MARKETING STRATEGY

A sector partnership should be viewed as a business in need of marketing and promotional support to ensure continued growth and success. A website, email newsletter, and social media campaign that highlight the work, plans, and successes of a sector partnership create pride and identity for members while also assisting to recruit new members. Take advantage of other industry and community outreach initiatives to reach a broader audience. These and additional marketing and promotional strategies are discussed in greater detail later in this section.

MAKE GROUP INTERACTIONS EASY AND NATURAL

Building a database of community contacts, sometimes referred to as a customer relationship management system, can help to streamline the communication strategy for a sector partnership team. Document and reference case notes from previous interactions with important community partners to strengthen relationships and avoid becoming a nuisance. This centralized list should be shared with all members of the sector partnership to ensure consistent messaging and outreach strategies.

HOST AN OPEN HOUSE OR COMMUNITY EVENT

Some members of the community may simply want to visit to see what the buzz is all about. Holding a simple meet-and-greet event outside of the designated partnership meeting times can be a successful strategy to showcase benefits of joining and ways to support the group. Holding the event immediately before or after the regularly scheduled member meeting could also provide guests the opportunity to join as an observer, while decreasing team member time commitment. Consider coordinating events with industry groups, such as Elevate Iowa or the Governor's STEM Council, around recognized industry dates or events, such as Manufacturing Day.

MANAGE CUSTOMER RELATIONSHIPS

Building a database of community contacts, sometimes referred to as a customer relationship management system, can help to streamline the communication strategy for a sector partnership team. Document and reference case notes from previous interactions with important community partners to help build stronger relationships and to avoid becoming a nuisance. This centralized list should be shared with additional members of the sector partnership to ensure consistent messaging and outreach strategies.

INTERSTATE AND CROSS-BORDER COLLABORATION

Sector partnerships are sprouting up all across the country, including in many of Iowa's neighboring states. Partnerships should reach out to communicate and collaborate with groups from other states, especially if work is already being conducted across borders. This may also open additional funding and resource-sharing opportunities that will further insulate teams from any funding or political volatility between one another.

PROMISING PRACTICE: EXTERNSHIPS

Internships have long been used by employers for a wide range of reasons, such as improved talent attraction, customized workforce development, inexpensive short-term support, and better assessment of job candidates' skills and abilities prior to hire. The most common type of internship is a one- or two-month unpaid program targeted at students interested in exploring career options while on summer break.

A fresh twist on this practice is to hire educators and support staff to take part in a similar short-term training opportunity. These are referred to as "externships," since there is not an intention to hire the participant upon completion of the program. Participating employers experience similar workforce benefits to internships, but also gain from educating teachers, counselors, and support staff about their company, industry, and local career opportunities. A goal of externships is to combat misconceptions about careers in industries like advanced manufacturing, agriculture, and information technology with education personnel who then provide career guidance to their students.

The Iowa Department of Education's Work-Based Learning Intermediary Network assists communities in setting up externships with employers. Refer to www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education for more details and contact information for local offices within each of Iowa's 15 community college regions. An index of active work-based learning and externship programs can also be found in Appendix B.

The Iowa Governor's STEM Advisory Council has also offered a robust teacher externship program since 2009, geared toward 7th through 12th grade science, mathematics, and technology (industrial arts and computer science) teachers. With over 400 successful externships completed to date, the program offers invaluable hands-on experience, a stipend of up to $4,800, one graduate credit from the University of Northern Iowa, and up to two hours of AEA license renewal credit during flexible six-week guided programs. Additional information, testimonials, resources, and an interactive map of local opportunities are available online at iowastem.gov/externships.

Learning that works for Iowa CTE™

GREATNESS STEMS FROM IOWANS | GOVERNOR'S STEM ADVISORY COUNCIL dedicated to building a strong STEM education foundation for all Iowans

IOWA STEM TEACHER EXTERNSHIPS CONNECTING CLASS TO CAREER

BRANDING & GROUP IDENTITY

Similar to a business offering a valuable product or service, sector partnerships should attempt to brand themselves and the value they offer their local members and community. Developing a group name, logo, and brand provide structure, validity, and an identity for the group and its members. A primary facet of brand development is the creation of a logo. This visual representation of the group is meant to summarize its mission, purpose, and vision. It should be easily recognizable, understandable, and consistent across all promotional and outreach efforts to prevent confusion while promoting the group. Designs should highlight sector partnership strengths, such as unity, collaboration, and community. Some sector partnerships in Iowa have already developed their own brand and logo by leveraging member and support partner resources.

Cultivating a unique professional brand is important, but there are also benefits of being part of a larger initiative. The Iowa Department of Education (IDOE) is currently developing marketing guidance and support to provide the *Iowa Sector Partnerships* brand and promotional materials that can be used by local sector partnerships. These materials will showcase the local teams' professional affiliation with a growing network of state-supported sector partnerships in Iowa. The Registered Apprenticeship program highlighted on the next page is another example of a nationally recognized and supported branded program. Minor variations of the logo are currently being developed to further identify each group by sector of focus, such as information technology, health science, financial services, and advanced manufacturing.

The IDOE plans to continue to collaborate with additional support partners on initiatives, such as Future Ready Iowa, to further establish and promote branding and promotional outreach efforts through collective communication strategies. The *Iowa Sector Partnerships* logos and additional materials will be available online for free download and usage by groups when interacting with members of a local community. To further create awareness of this new branded sector partnership program across the state, future plans include a monthly email newsletter, social media campaign, dedicated website, and hosting community events.

PROMISING PRACTICE: REGISTERED APPRENTICESHIP

Registered Apprenticeship Programs are a proven solution for recruiting, training, and retaining world-class talent in Iowa. Since Iowa is experiencing a talent gap with an aging workforce of highly-skilled and experienced workers, this program can attract a new and more diverse talent pool, close the gap in workers' skills, and award a U.S. Department of Labor credential upon completion of the program.

The Registered Apprenticeship model provides opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. It is an employer-driven model that combines on-the-job learning with related classroom instruction, thus allowing the Registered Apprentice to earn a paycheck from day one. A Registered Apprenticeship is an appropriate option for women, minorities, youth, people with disabilities, and veterans.

With a network of over 150,000 employers in more than 1,300 occupations across the country, Registered Apprenticeship has trained millions of Americans for over 75 years[4]. Iowa Workforce Development has recently partnered with the U.S. Department of Labor's Office of Apprenticeship (U.S. DOL-OA) to expand Registered Apprenticeship Programs in new industries in Iowa, including information technology, financial services, healthcare, transportation, energy, advanced manufacturing, and hospitality. Highlighted below are five reasons why Registered Apprenticeship is a reliable and comprehensive solution for building a talent pipeline for high paying careers.

1 FLEXIBLE PROGRAM DESIGN

On-the-job learning and related training education is an important component of a Registered Apprenticeship that can be customized based on local business needs. For example, the on-the-job learning component can be tailored to the specific skill requirements of each company.

2 AN INVESTMENT IN A LOCAL WORKFORCE

According to the U.S. DOL-OA, nine months after completing a Registered Apprenticeship Program, approximately 91 percent of workers remain employed with the company. This investment leads to higher productivity, lower turnover, and lower recruitment costs.[4]

3 DEDICATED SUPPORT FOR EDUCATIONAL COSTS

Through the Iowa Apprenticeship Act, Iowa offers $3 million annually in training grants for businesses that have a Registered Apprenticeship Program though the U.S. DOL-OA. In coordination with the U.S. DOL-OA, the Iowa Economic Development Authority administers grants based on the number of Registered Apprentices employed and hours of Related Technical Education apprentices must complete each year.

4 EMPLOYER-DRIVEN MODEL

The Registered Apprentice is employed by the company, which gives the employer the opportunity to interview and select who they wish to hire. This allows them to further recruit and develop a highly skilled workforce, as well as to create a succession plan.

5 A SOLUTION FOR ALL BUSINESSES AND INDUSTRIES

The customizable design makes Registered Apprenticeship Programs an ideal solution for all businesses to recruit, train, and retain employees.

Those interested in learning more about Registered Apprenticeship Programs can find information, resources, and interactive maps at www.dol.gov/apprenticeship and www.iowaworkforcedevelopment.gov/registered-apprenticeship.

IOWA economic development

IOWA WORKFORCE DEVELOPMENT

APPRENTICESHIPUSA Talent Moves You Forward

4. "Get the Facts on Apprenticeship," U.S. Department of Labor

PUBLIC RELATIONS 101

Many sector partnerships struggle with developing effective public relations and communications strategies to represent the group positively and consistently to the public. This section provides a few recommendations and considerations for developing a strategy to build a group's professional identity and strengthen public perception, while avoiding costly mistakes and damaging setbacks. A strong positive image builds understanding, trust, and support from a local community, but can be quickly dismantled without proper planning and training. Additional implications and exceptions for social media interactions are provided in the next section.

1. **CREATE A UNIFIED COMMUNICATIONS PLAN.** Develop a team of members to put together a list of talking points, expectations, and policies to use when interacting with the public and media outlets. Consistency is critical across all members of the group and various media channels, so careful planning and consensus need to be attained. Regardless of who is actively communicating, the group should have a single voice. Depending on funding sources, there may also be considerations for transparency and Freedom of Information Act requests.

2. **PRACTICE MAKES PERFECT.** Similar to speech class, any nominated spokespeople should practice their talking points to fine-tune not only the message, but also the timing, pace, and vocal cues. Include other members of the sector partnership team for invaluable critique and feedback. Also consider speaking in front of a mirror to watch for body language that may be giving a different or unintended message.

3. **EXPECT THE BEST, BUT PLAN FOR THE WORST.** Teams should be prepared to answer difficult questions from the public and media. Preparation ensures answers are handled with poise and grace, not hostility and confusion. If unsure how to answer, offer to get back to the person and then follow up with the group before responding. Some common questions to expect and practice as a group are:
   - Aren't there other groups/agencies/teams already doing this?
   - How are you funded/supported in the past/present/future?
   - What is the mission/history/vision/purpose/goal/plan of the group?
   - How many, who/where are your members, and how is the group valuable to them/why?
   - What is the biggest concern/fear/challenge facing your members/industry/group?
   - How can we learn more about/join/contact the group?

4. **HIGHLIGHT THE GOOD, DIMINISH THE BAD.** Make sure to shine plenty of light on successes and accomplishments while not dwelling on setbacks and failures. Maintain a focus on the future and so will everyone else. Consider developing a list of talking points regarding successes and accomplishments to share, sometimes known as a "brag sheet." Ideas for measuring the success of program initiatives are highlighted in a later section, but some questions to ask when developing talking points are:
   - How has the group positively impacted the community? (e.g., helped over 100 people earn degrees)
   - How has the group positively impacted local businesses? (e.g., helped decrease turnover by 25 percent)
   - What are future goals and planned positive impact? (e.g., working to attract and retain more employers)
   - How does this compare to other groups locally and statewide? (e.g., largest IT sector partnership)
   - How is this group different or unique? (e.g., one of only four such programs in the country)

5. **ACTIONS SPEAK LOUDER THAN WORDS.** A common mistake in today's digital world is for groups to stop personally attending community events. Prove commitment by showing up to meetings and events to present a consistent message and presence within a community. Reach out to support partners and hosts of community events to ensure that someone from the team is able to attend events throughout the year. These efforts will also pay off in partner attraction and retention initiatives.

SOCIAL MEDIA TIPS & TRICKS[5]

Social media is one of the quickest, easiest, and cheapest mediums for engaging with a target audience. Sector partnerships should view themselves as a business in need of marketing a valuable product or service. The target audience for sector partnerships can vary, but it is generally local employers, students, and job seekers that may benefit from their resources. Many organizations use a wide range of social media tools (e.g., video, audio, photos, games) to share their content socially. A common mistake, however, is that they rush to join the conversation with social media and end up making costly mistakes. Similar to other strategies outlined in these toolkits, a slower process of planning and strategizing is always recommended. Outlined in this section are 10 steps a sector partnership can take to create a successful social media outreach and engagement strategy.

1. **CREATE A SOCIAL MEDIA COMMITTEE.** The day-to-day work of an effective social media campaign takes a lot of time and energy, so form a team of members who can share the work load. A chair or team lead should also be identified as someone who can provide oversight and guidance, a well as approve posts and content before release, if necessary. Look for members who are energetic, creative, and enthusiastic about the industry and group's work. Learning to use the tools is quite easy, so don't let a lack of experience with technology prevent members from joining the social media team.

2. **PLAN, PLAN, AND THEN PLAN SOME MORE.** A newly formed social media committee should begin by clearly defining goals, objectives, timelines, and performance metrics. These definitions will help maintain focus and ensure consistent messaging. A few examples of metrics that can be measured and tracked through various social media channels are:
   - increased number of users who like, share, or follow posted content (e.g., 100 re-tweets on twitter);
   - increased awareness and participation in local events (e.g., register for event on Facebook);
   - increased traffic to website and business partner referrals (e.g., order placed from link in post).

3. **GET ORGANIZED AND STREAMLINE.** Choose a start date and record data in accordance with identified performance metrics. Create a free Google Analytics account to measure metrics such as where visitors are coming from, otherwise known as "referrals." There are also a number of useful social media dashboards and scheduling tools that make the management and upkeep of social media campaigns across channels much easier, such as Buffer, HootSuite, and PostPlanner. Use a spreadsheet application to enter and store data, which can then be shared by members of the Social Media Committee.

5. "Steps to a Successful Nonprofit Social Media Strategy," J Campbell Social Marketing, 2016

4 **CREATE POLICIES AND REALISTIC EXPECTATIONS.** The social media committee should draft clear social media policies and expectations for all members of the sector partnership. This guidance will facilitate the collective understanding of the purpose and mission of social media initiatives. A formal policy review by members or colleagues in the human resources, legal, and public sectors is always recommended. Some specific considerations may include:

- What is appropriate and inappropriate to share online? (e.g., politics, religion, humor, confidentiality)
- Who will be in charge of updating and posting to accounts? (e.g., holidays, vacations, duplication)
- How frequently will accounts be updated and content posted? (e.g., too much vs. too little)
- Who will create and manage the credentials for accounts? (e.g., usernames, passwords)
- Who is the target audience and why should they care? (e.g., businesses, educators, youth)

5 **MAINTAIN FOCUS AND LIMIT SPREAD.** There is a consistent and distracting supply of new social media apps and tools to consider. Instead of attempting to interact with an audience on all of them, try to focus on two to three specific channels that have the best chance of achieving intended results. Currently Facebook, Twitter, and LinkedIn are three of the easiest and most well-known tools for effectively promoting programs such as sector partnerships. The social media committee should also subscribe to newsletters and follow social media professionals to remain knowledgeable of the latest industry recommendations, tools, and practices.

6 **LISTEN AND COLLABORATE WITH OTHER GROUPS.** Social media is meant to be a listening tool as much as a broadcasting tool. Be sure to follow, like, and share content and information from other similar groups from around the world. Don't be afraid to directly ask questions and collaborate with other groups, but beware of how online activity might be misinterpreted. Liking and sharing certain content can be just as damaging to a group as posting it directly.

7 **CREATE ENGAGING AND RELEVANT CONTENT.** Authenticity is important in an overcrowded social media world. Sharing and posting information from another group is helpful, but consumers often want original content to digest and share with their networks. Include plenty of local content, such as stories about participating in community events and interviews of sector partnership team members. Post a mix of short updates and larger stories to help break up the flow of a social media stream. Not every post needs to be a home run.

8 **ACTIONS SPEAK LOUDER THAN WORDS.** Text-based content is important, but most consumers want to be visually engaged and entertained. Posts and tweets that include photos or other visual content are more likely to be shared with others and therefore reach a larger audience. Consider a constant stream of compelling images, photos, videos, and infographics. Videos should present a quick update or summary of information and kept to a maximum of one to two minutes. Strike a balance between information and entertainment.

9 **MEASURE CONSISTENTLY AND IMPROVE CONTINUOUSLY.** Make sure to consistently measure and use results from social media initiatives. Teams often lose track of data monitoring and results skew incomplete or inaccurate. In addition to short-term monitoring, the team should also consider quarterly and annual audits. The Insights feature on Facebook is a tool that allows teams to compare similar group pages to determine effective strategies or content that may be worth duplicating. Focus on strategies that work well and cease those that are underperforming.

10 **CELEBRATE SUCCESSES.** As part of the review and analysis process, make sure to celebrate milestones and thank an online community for their role in achieving them. This helps strengthen relationships with a target audience as well as members of the sector partnership team. Maintain the mindset that this is a marathon, not a sprint. Some examples may include:

- Reaching a level of activity with posts, tweets, or email newsletters (e.g., 100th Facebook post)
- Achieving a coveted number of fans, likes, shares, or re-tweets (e.g., 50 Twitter followers)
- Holding a certain number of webinars, meet-ups, or other online events (e.g., 10th live webinar)

RURAL VS. METRO CONSIDERATIONS

Sector partnership teams in rural Iowa face unique challenges compared to their counterparts in urban and metropolitan areas. This section highlights a few of those challenges and provides recommendations with a primary focus on collaboration and leveraging partner strengths.

Inadequate number of employers within targeted industry or sector — Consider expanding previously drawn boundaries to cover a greater area or creating a group based on collective workforce needs, regardless of industry. Many local workforce issues and education needs are shared across industries. Benefits of having a smaller group include a greater chance for local impact, less congestion in the market, and greater opportunity for dedicated and passionate ownership of projects.

Skewed or challenging value proposition (e.g., travel time, fuel cost) — Advances in technology present many options to assist in bridging geophysical gaps, such as conference calls, video chat, or online collaboration tools. Since face-to-face communication is often preferred and most conducive to collaboration, consider holding every other meeting by phone or video chat. Also consider hosting in-person meetings at a variety of locations within a large rural area to share employer and support partner travel burdens.

"Urban flight" is increasing in many areas — Develop a message that highlights the benefits of rural living over hectic, stressful urban living. Research suggests there is a growing number of the U.S. population looking to migrate towards the American heartland from coastal locations for a simpler, less expensive life[6]. Leverage chambers of commerce and regional economic or community development groups for financial and technical support to promote regional growth. Many of these partners have programs that tie directly into sector partnership initiatives for talent attraction and retention, including websites, social media campaigns, and regional promotion at career fairs and college campuses across the U.S.

Insufficient resources to accomplish goals and achieve success — Regardless of location, all sector partnerships grapple with securing adequate resources. Consider partnering with other groups throughout the state for a stronger, more unified voice and to spread resources across the network. Focus on what each team does well and rely on the support of others to cover any shortfalls. Take advantage of statewide support and other sector-based initiatives, such as the technical assistance and marketing/outreach support provided by the Iowa Department of Education, Elevate Iowa, STEM Council, and additional Future Ready Iowa partners.

MATURE SECTOR PARTNERSHIP SPOTLIGHT

NICC

NORTHEAST IOWA COMMUNITY COLLEGE

Northeast Iowa Community College's (NICC) rural Business and Community Boards are a powerful way to gain valuable insight about local business needs by providing critical and impactful connections between employers, educators, community developers, regional workforce development boards, and other stakeholders in the eight-county NICC district. Similar to their urban sector partnerships, the objective of each board is to serve stakeholders through the exchange of information and implementation of workforce solutions, based on shared goals and human capital needs, leading to measurable results.

These rural boards started as NICC Center advisory boards and have led to highly successful community boards. Multiple sectors are represented due to the rural nature of the businesses, including career clusters found less commonly elsewhere in the state, such as finance, hospitality and tourism, arts, and communication. There are a minimum of 20 businesses and a business leader on each board, spread between small, medium, and large employers. The boards are also strongly tied to local high school career and technical education programs.

Future goals and objectives have been established for each Business and Community Board based on local community and workforce needs, including increasing job placement for high-demand positions; decreasing worker turnover; guiding educators on career pathway curriculum, credentials, and skills needed for employment; and increasing student engagement in high-growth careers. The State Workforce Development Board and the Sector Partnership Leadership Council's initiatives are also taken into consideration with the implementation of goals, including Future Ready Iowa and NGA Work-Based Learning Initiatives.

6. "The New American Heartland: Renewing the Middle Class by Revitalizing Middle America," The Center for Opportunity Urbanism, 2017

SUPPORT TYPES & SOURCES

Some of the earliest examples of sector partnerships in the nation began with strong financial support through newly developed or appropriated state and federal programs. A concern with government or public-based sources, however, is their often uncertain and volatile nature. As the political landscape began to change across the country, unfortunately so did commitment to support sector partnerships. Programs disbanded as they were unable to keep members engaged without access to deep funding streams. Some have since successfully restarted, but with greater reliance on leveraging technical support and partner resources.

This section outlines various financial and technical support streams for sector partnership programs in Iowa. There are similarities between some of the sources, but also differences that should be highlighted and leveraged for greater impact. Although not an overly complex process, the acceptance and management of financial support by a sector partnership carries some implications that need to be considered, specifically in terms of taxes, auditing, and additional fiduciary duties. Professional consultation and thorough planning are recommended before making any such decisions. Regardless of funding sources, care should be taken to attain full approval and partner commitment prior to spending in order to avoid costly mistakes or damaging critical relationships. Program budgets are often approved years into the future, so plans outlined by a sector partnership should be slowly, carefully, and strategically injected into the budgetary forecasting discussion.

EDUCATION

Funds allocated for the completion or promotion of education programs often align with the purpose and mission of sector partnerships. Some funding streams handled through a community college or other state-certified training provider may be available for sector partnership use to further education attainment. Consultation with Iowa Department of Education or local program staff is recommended to explore the following options for assistance with sector partnership programs.

Pathways for Academic Career and Employment (PACE)

Funds from this program may be used to develop, integrate and structure PACE projects reflective of regional sector partnership efforts for specific targeted populations, including hosting meetings and creating marketing or promotional materials. Use of these limited funds are flexible, but not exclusive to sector partnership work and must be expended through one of Iowa's 15 community colleges.

Workforce Training and Economic Development (WTED) Fund

Funds must support projects, programs, and initiatives that fall within Iowa's targeted industry clusters. These clusters are defined in statute as advanced manufacturing, information technology and insurance; alternative and renewable energy; and life sciences, which include biotechnology, health care, and nursing technology. Similar to PACE, funds must be facilitated through one of Iowa's 15 community colleges.

GAP Tuition Assistance Program

Funds are available for community college staff to use when working with local employers and sector partnership members to develop customized curriculum programs. Funds can also be used to assist in bridging the "gap" between financial aid and education costs for students.

Technical support and services

Education providers employ subject matter experts and specialized faculty or staff in areas that could be valuable to a sector partnership, such as legal, business, technology, and communication services. They also have access to energetic, passionate, and tech-savvy students who may be willing to volunteer or otherwise donate their time and expertise in a various topics for a sector partnership, such as website development, social media outreach, and targeted focus groups.

Financial support, sponsorship, and donations

Education and training providers have similar needs to business and industry with regards to remaining profitable and growing. Local sector partnership initiatives often fulfill those needs through outcomes such as increased degree attainment and community growth. Because of this support, education providers may be willing to provide financial support. Also consider local college campuses for hosting or sponsoring meetings, fundraisers, and other community events.

BUSINESS/INDUSTRY

Continued business engagement and participation at meetings may seem like a success; however, groups shouldn't be afraid to leverage their members for additional financial and technical support to further express their commitment to initiatives and validation of the group.

Financial support, sponsorship, and donations

In the world of business and industry, important goods and services carry an associated value and corresponding cost. The "free" label that is often touted by public and education agencies is often viewed skeptically or as representing low value. If a sector partnership proves its value, business and industry members should be willing to provide financial support. Consider asking members to match public support sources and other partner donations. Some local employers may even be willing to take on the exclusive role of donor or program sponsor in place of actively participating in meetings and group work.

In-kind technical support and services

A sector partnership has similar needs to a business, but without the dedicated and specialized support staff. Consider asking business and industry members to lend their staff and expertise in areas such as marketing, accounting, or website development. They can also host meetings, provide tours, sponsor events, and otherwise support the group through indirect means. This assistance has a minimal impact on the financial well-being of the employer while adding promotional and outreach capacity throughout the community for their business.

Networking and political support

An often overlooked value of business and industry members is the influence and scope of their networks. The old adage, "It's not what you know, it's who you know," holds true as sector partnerships grow and require continued access to key members of a community for support and resources. Business and industry members can also provide access to important local, state, and national political support.

GOVERNMENT (LOCAL, STATE, AND FEDERAL)

As previously highlighted, public sources of funding are often available and can be impactful, but should always be viewed as a short-term or temporary solution. Reliance on such volatile and uncertain sources can prove detrimental to the continued success of sector partnerships. The Iowa Department of Education, with the guidance of the Sector Partnership Leadership Council, is exploring promising means of offering a more stable and consistent source of public funding for sector partnership initiatives in Iowa.

Financial support and grants

Federal and state public agencies often have short-term funds or one-time monetary gifts available in the form of grants. Federal funds from the Department of Labor often target the development or inclusion of sector partnerships, such as the recent Trade Adjustment Assistance Community College Career Training grants and National Emergency funds. Some states offer a similar annual competitive grant process specifically aimed at supporting the development and growth of sector partnerships. Although not currently available in Iowa, information and opportunities may soon be posted to www.IowaGrants.gov. Some grants are only available for groups that have been incorporated or classified as a nonprofit organization, such as a 501(c)(3) or 501(c)(6). There are benefits and implications for this strategy that need to be considered before making such a decision. Consult with tax and business professionals for more information.

Technical assistance and support

There are a wide range of local, state, and federal public agencies that can be leveraged to assist in the development and implementation of sector partnership initiatives. Contact public agencies that share the group's purpose, legislative language, and goals before spending sector partnership resources. Such agencies might be Iowa Vocational Rehabilitation Services, Iowa Workforce Development, and partners under the new Future Ready Iowa initiative. The Iowa Department of Education now employs dedicated staff to directly connect, support, and empower sector partnerships in Iowa through a diverse and expanding set of support and service initiatives. Consider the blending and braiding strategy covered later in this section for public and private resources to ensure greater likelihood of success and continued growth.

Advocacy and lobbying

Even the most careful and strategic planning can be upended by well-intentioned rules, regulations, and laws enforced by public agencies. Rather than simply accepting the status quo, contact these agencies for assistance in understanding intention and the possibility of receiving a waiver or exception for valuable sector partnership work. Public agencies may even be willing to assist in rewriting or amending legislation that inhibits or otherwise restricts business and industry growth. Leverage relationships, particularly those with the Iowa Department of Education and governmental agencies, to find creative solutions to problems, such as shortfalls in available funding.

COMMUNITY/SUPPORT PARTNERS

The community and support partners of a sector partnership play a vital role in the implementation of goals identified by business and industry partners. This support often comes through technical assistance or expertise in specific areas, such as data analysis, program advocacy, and workforce outreach. Support partners are often willing to offer additional support or services, especially if organizational purpose and goals are aligned with those of the sector partnership.

Financial support, sponsorship, and donations

Support partners or community foundations may be able to provide access to local funding sources when sector partnership work is mutually aligned and beneficial. Often overlooked sources of funds for community development are local banks, credit unions, and financial service providers. In addition to having an investment in the health of their community, banks must also comply with federal mandates through the Community Reinvestment Act (CRA). These mandates require banks to meet the credit needs of all segments served within their communities through activities such as workforce development, economic development, and financial education[7]. Financial institutions can also offer financial education training, consulting/support services, networking/political connections, and locations for hosting events.

Technical support and assistance

Community and support partners are often on the front line, directly serving members of the community. This access and knowledge of the local labor force is extremely valuable for business and industry members struggling to better understand and engage with a local labor force. Best practices, local networks, and current initiatives should all be leveraged to attain sector partnership efficiencies and resource savings.

Volunteer access and assistance

Volunteering and unpaid service can be beneficial in keeping costs low and ensuring a sector partnership runs in a lean, efficient manner. Employment and charitable agencies such as Iowa Workforce Development, Goodwill Industries, and United Way all have access to unemployed and dislocated workers looking for volunteer opportunities to enhance their professional experience. Leverage these relationships to obtain a welcome source of support for meetings, events, and other community outreach initiatives. Specialized assistance may also be offered on a pro bono basis from professionals within a community who have highly specialized skill sets. Examples include tax preparation, website development, or marketing and advertising support through community classified web sites such as Craigslist or VolunteerIowa.

Interstate and cross-border support

It is increasingly common for sector partnership initiatives to cross regional boundaries and state lines, yet funding and technical assistance often do not follow. If residents of each region and state are sharing the benefits of collective impact, they should also share any associated costs and resources. This strategy could help to insulate sector partnerships in any one state from the volatile nature of public funding and support. Similar to the local sector partnership model, there is greater strength and likelihood of success when collaborating with other groups, regardless of geophysical location.

7. "Engaging Workforce Development: A Framework for Meeting CRA Obligations," The Federal Reserve Bank of Dallas and the Federal Reserve Bank of Kansas, 2017

TOOL: SUPPORT REQUEST LETTER

Iowa Sector Partnerships

Engage • Connect • Thrive

GREATER SMOKE VALLEY ALLIANCE

Good afternoon Mr. Kennedy,

My name is John Doe and I am writing on behalf of the Greater Smoke Valley Alliance, an employer-led Iowa Sector Partnership in the Smoke Valley region. Our group was formed in 2015 to collectively solve issues facing the employers of our region, such as workforce shortages, economic development, and the greater overall growth and prosperity of our community. Our group is 100% voluntary and strives to include a diverse set of employers, support members, and community stakeholders from our region. Additional information about our membership list and activities can be found at our website www.greatersmokevalleyalliance.com.

Here are some of our noteworthy accomplishments over the last few years:

- Created easily-understood and visually-engaging career pathway documentation that helped increase enrollment in education programs for local high-demand fields by 25%.

- Developed a successful series of outreach initiatives through social media outlets, such as Facebook, Snapchat, and Twitter, to promote living in our region (#LiveSmokeValley).

- Partnered with Smoke Valley High School to create internships and site visits for staff and students alike to earn hands-on experience and learn more about local career opportunities.

- Steadily increased employer satisfaction with the local workforce by at least 16% annually.

To ensure we continue to make advances in our region, we are writing to request your support in raising funds for our group. We do not charge membership dues and therefore rely on support of community members to help continue on our mission. Please consider supporting our group with a donation today. I welcome your involvement at our next Alliance meeting on Thursday, December 15th at the Knights of Columbus Town Hall from 9:00 – 10:00 AM. This will give you a first-hand view of the impact and value of our group. I look forward to hearing from you and the opportunity of partnering together in the future. Thank you.

Sincerely,

John Doe

Program Director — Greater Smoke Valley Alliance

jdoe@abc123xyz.com

(XXX) XXX-XXXX

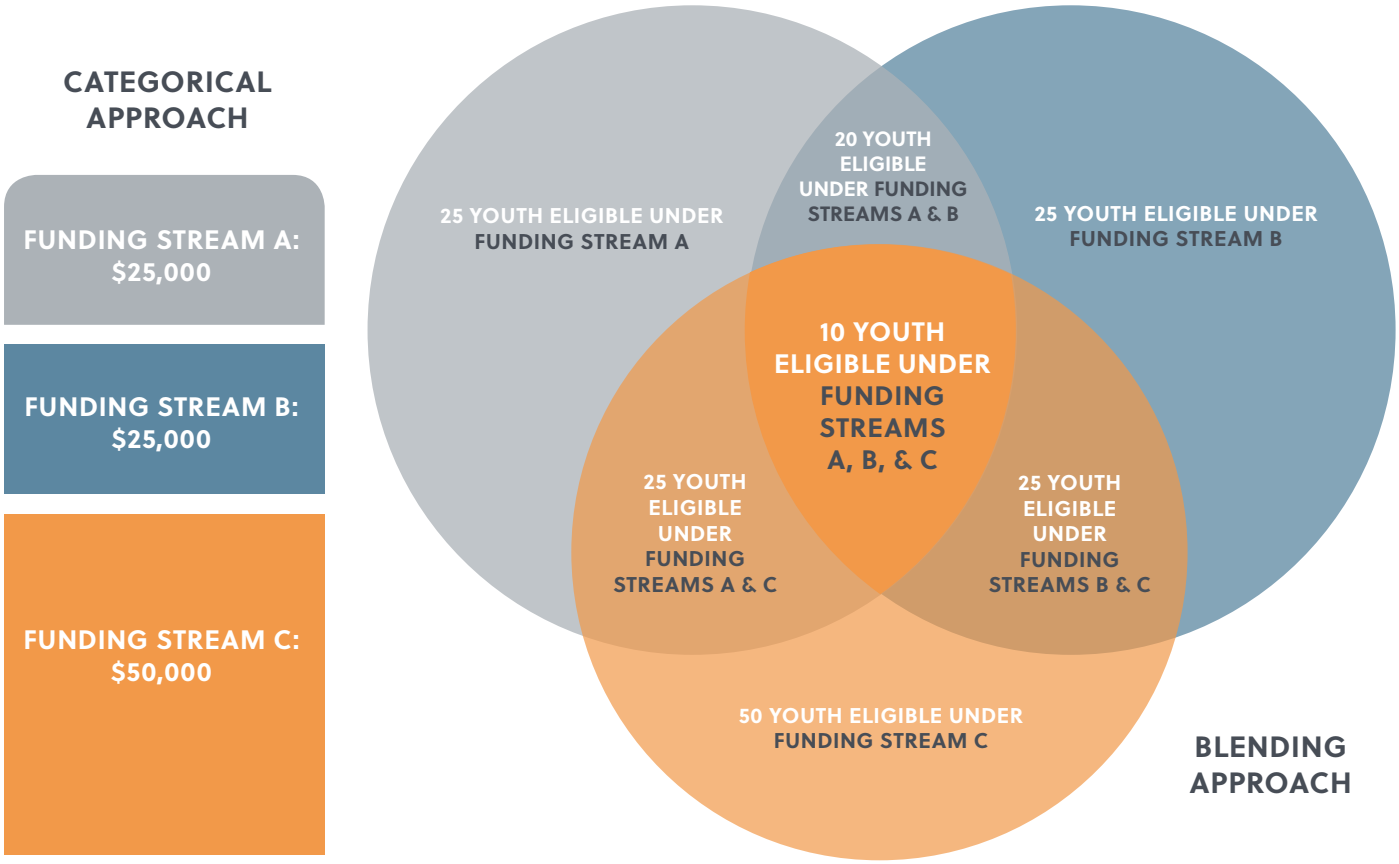
STRATEGY: BLENDING & BRAIDING RESOURCES[8]

The previous section outlined many different types, sources, and strategies for funding sector partnership programs. Even with so many options, there are often holes or shortfalls in funding that can be filled through the creative processes of blending and braiding funds. The Workforce Innovation and Opportunity Act (WIOA) of 2014, the Iowa Unified State Plan of 2016, and the newly developed Future Ready Iowa initiative all stress the importance and need for greater collaboration through strategies such as sector partnerships. The goal is to bring together community partners who can then identify opportunities to share resources to use towards a greater collective impact. Collaborative strategies are becoming increasingly imperative due to the volatility and uncertainty of funding sources statewide.

BLENDING

The blending of funding streams involves combining funds into one centralized "pot" where service partners can quickly and easily access funds for various program needs. Blended funding allows groups to pay for services that may not be affordable or fundable with more categorical and rigid funding sources. Since funds are being combined, it becomes much more difficult to clearly identify and report on fund disbursement by program or target population. This can create issues for auditing and reporting purposes for certain funding streams. Caution should be taken to clearly communicate and identify these implications before implementing this approach.

The relational Venn diagram below showcases how a greater number of youth can be reached through a blended approach of sharing resources than the funding streams could have supported in isolation. At an average cost of $1,000 per participant, Funding Stream A can serve 25 of its eligible youth, Funding Stream B can serve 25 of its eligible youth, and Funding Stream C can serve 50 of its eligible youth, for a total of 100 youth served. With a blended model, in which service providers share resources among participants that qualify for multiple services offered by each of the programs, cost savings can be realized to accommodate more youth. With the same $100,000, potentially 180 students can be served.



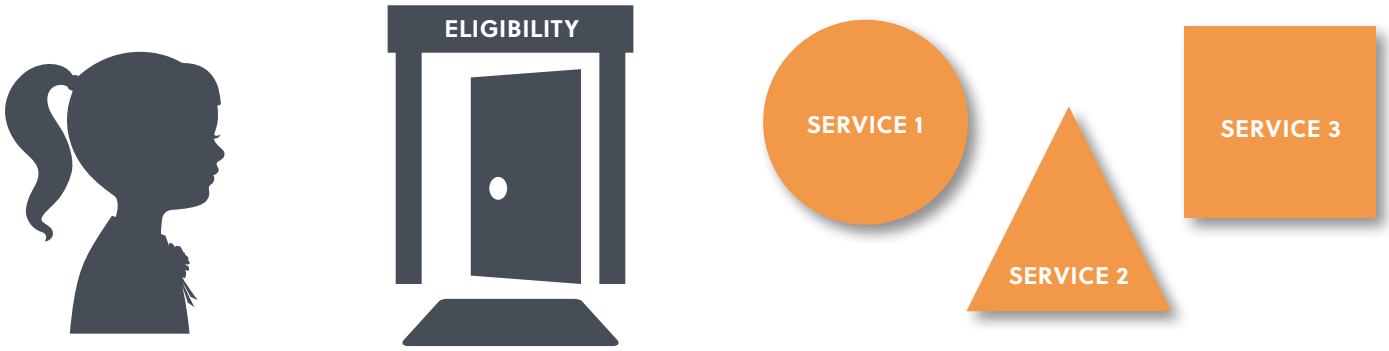
8. "Blending & Braiding Toolkit", Spark Policy Institute, 2017

BRAIDING

In contrast to the open combination and expensing of funds through blending strategies, a braided strategy often involves using multiple funding streams to pay for all of the services needed by a given population, but with careful accounting of how every dollar from each funding stream is spent. The term "braiding" signifies the interweaving of multiple independent funding streams to support more than any one funding stream can alone, while still maintaining their independence from one another in terms of reporting and auditing purposes. This strategy allows teams to use the flexibility of certain funding streams before accessing more narrowly defined or rigid sources.

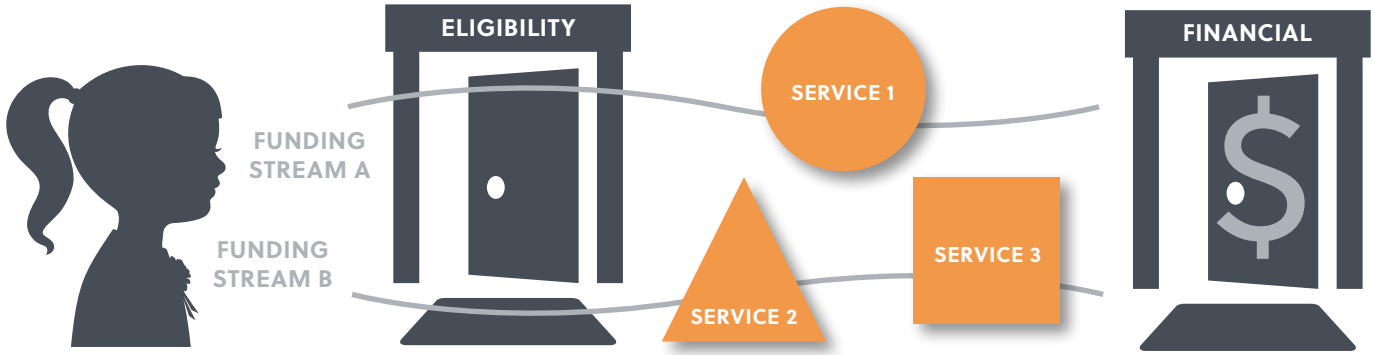
The example below showcases two different scenarios for funding a client experience at a service center. Although the experience remains the same for the client, the funding of the program is handled in a more strategic and efficient manner for the support team.

CLIENT EXPERIENCE



Youth arrives at front door. → Front door staff confirm eligibility & document allowable services. → The youth receives an array of allowable services from three different programs.

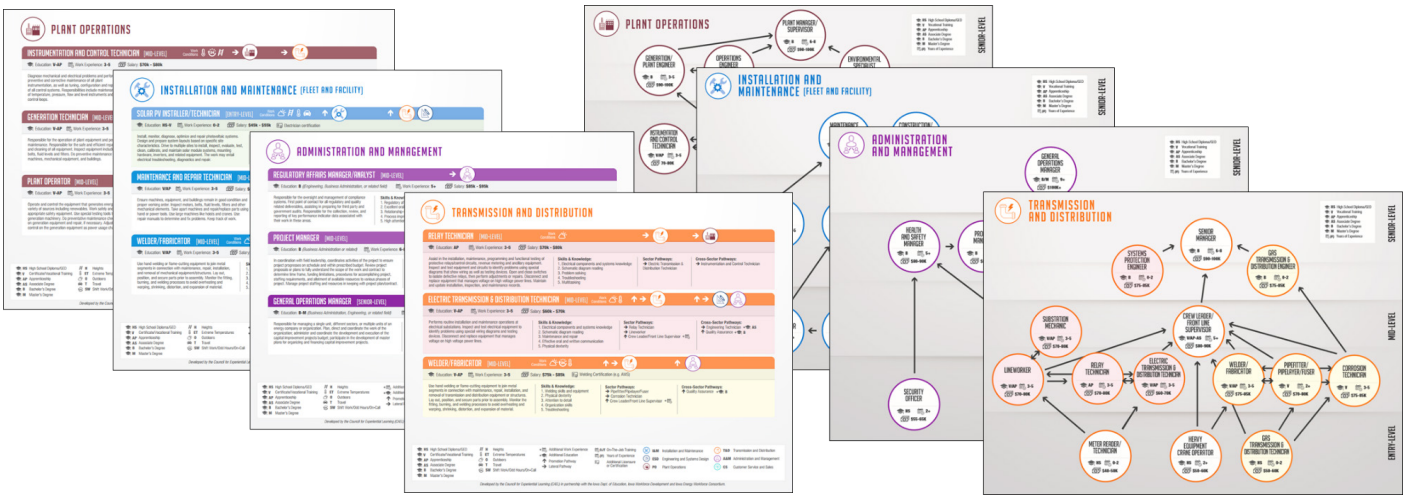
BRAIDED FUNDING PROCESS



Front door staff determine youth is eligible for Funding Streams A and B, which provide services 1, 2, and 3. → As services are delivered seamlessly, financial staff bill Funding Steam A for Service 1 and Funding Stream B for Services 2 and 3.

SECTOR FOCUS: ENERGY & UTILITIES

The energy and utilities industry is often misunderstood and underutilized as a source of exciting, high-paying careers. The Iowa Department of Education, the Council for Adult and Experiential Learning, and the statewide energy sector partnership the, Iowa Energy Workforce Consortium, partnered to provide basic, visually appealing career pathway documentation for local communities to use when engaging job seekers of all ages, backgrounds, and career aspirations. These career pathway materials are meant to start the conversation about the breadth of potential careers within the energy and utilities industry in Iowa. These interactive documents are available for download at www.educateiowa.gov/adult-career-and-community-college/sector-partnerships and www.futurereadyiowa.gov/sector-partnerships.



MATURE SECTOR PARTNERSHIP SPOTLIGHT

IOWA LAKES

Collaboration with local and national resources has always been critical to the energy sector partnership convened and facilitated by Iowa Lakes Community College. The group has partnered with the National Coalition for Certification Center (NC3) and Snap-On Tools to develop a nationally recognized and praised "Tools at Height" certification program. A "Train the Trainer" event is hosted annually in support of the Iowa Wind Energy Association's safety initiatives, and college staff utilize national conferences and trade events to stay updated on industry trends and best practices.

During the initial sector partnership meeting, industry participants emphasized a continued shortage of qualified workers. The priority themes that emerged from an exploratory meeting with local employers were (1) the need for a third party preparedness validation of community college graduates, (2) the severe shortage of skilled workers for the existing demand, and (3) better promotion of careers in the industry. Local employers in Iowa and Minnesota began meeting to collectively address these concerns, including the development and continual analysis of career pathway programs. Special attention was given to various ways in which students can enter or leave a program and methods for re-engaging participants towards program completion and employment. These methods included flexible short-term degree programs and both credit and non-credit apprenticeship models.

Additional employers and community support members are currently being recruited as the group continues to focus on training programs to address local skilled labor shortages, specifically in the operation and maintenance of wind turbines. At a future meeting, the group will review accomplishments, set priorities for the next year, and assign leadership roles.

DEFINING & MEASURING SUCCESS

Sector partnerships are often formed when a group of employers expresses the need to solve shared workforce needs within a given industry, such as local labor shortages or lack of quality training programs. Community members and additional support partners are recruited to develop plans to collectively solve the identified needs, problems, or concerns. This is the point at which many groups struggle with how to accurately measure the performance and overall success of any proposed solutions and initiatives. As identified in *Toolkit 2.0: Emerging*, there are three basic types of performance metrics that sector partnership teams can use to measure the overall effect (success or failure) of their programs in the short, mid, and long term.

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 _____"
- Completion of career pathway map for sector(s)

OUTCOME METRICS (MID)

As the partnership advances, outcomes will begin to outweigh activity metrics to demonstrate the results of the partnership's activities:

- 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

While short-term metrics involving activities and outcomes are easily identified and measured, it becomes more challenging and complicated to work with long-term outcome and impact metrics. Accurately linking the impact of specific programs on larger workforce, economic, and community development figures such as unemployment rate, tax revenue, and population size is difficult because these metrics are affected by many variables. However, this is often the type of data that program funders and support partners want when deciding to align or participate with a program. Specialized support staff should be recruited to develop these metrics and corresponding measurement (e.g., economic developers to measure economic impact), otherwise findings may be inaccurate and potentially misleading for funding and support partners.

The performance of sector partnerships is largely based on the unique needs of the local community in which it operates and the partners involved; therefore, it should be noted that identified goals and associated initiatives should be shared by a majority of the group. A true collaborative sector partnership is meant to serve the needs of an entire industry, not solitary partners. Once a consensus has been reached, tools should be developed to accurately and consistently measure performance.

An industry tested and proven model for performance measurement is the annual administration of a survey or assessment. With guidance from the Sector Partnership Leadership Council, the Iowa Department of Education is currently developing an industry-driven, statewide self-assessment tool to further assist in guiding local sector partnerships towards the development and tracking of shared performance metrics. Examples of an employer impact survey, an employee/participant impact survey, and a data-tracking tool are provided in this section for local sector partnerships to begin tracking the effectiveness of their initiatives. Consider offering rewards to survey participants, such as gift cards or services from support partners, to increase participation rates.

EMPLOYER IMPACT SURVEY	Many states have begun gauging sector partnership performance based on local employer satisfaction across various aspects of the local workforce, education system, and community health. As previously mentioned, these metrics may vary from one sector partnership to another, based on differences in local employer and community needs. Similar anonymous employer-based surveys have been developed and successfully implemented in other states, most notably Colorado[9]. Free online survey tools such as SurveyMonkey are available for use, but careful consideration should be taken if a group plans to collect more sensitive or confidential survey information. Consistent collection, housing, and usage of data is critical to ensure employer buy-in and long-term success of such measures.
CURRENT/PROSPECTIVE EMPLOYEE IMPACT SURVEY	A sector partnership team may also find value in measuring their impact on the local labor force. A common goal of sector partnerships is to increase the local supply of a skilled workforce to more closely align with employer demand. Partnering with local education and training providers is critical in measuring the impact on the lives of participants. The attainment of a postsecondary degree or certification often leads to measurable positive outcomes that can be linked back to sector partnership initiatives, such as highlighting in-demand careers and the development of associated career pathways. A short and simple survey is recommended upon completion of the program for immediate impact, as well as follow-up requests at 1-, 3-, or 5-year milestones to better gauge lasting impact.

9. "2016 Colorado Sector Partnership Key Performance Indicator Results," Colorado Workforce Development, 2017

TOOL: EMPLOYER IMPACT SURVEY

Thank you for taking time to participate in this survey to identify the challenges you experience as a valuable employer of our community. Your anonymous feedback will directly impact how your local community and support members can best serve you and other local employers. Together we can make a difference in our community so that it continues to grow and thrive.

QUESTION	ANSWERS	METRIC
How satisfied are you with the quality of the local labor supply?	Very satisfied; Somewhat satisfied; Satisfied; Neither satisfied nor dissatisfied; Dissatisfied; Somewhat dissatisfied; Very dissatisfied	Labor Supply Labor Quality Employer Satisfaction
How satisfied are you with your ability to fill open positions?	Very satisfied; Somewhat satisfied; Satisfied; Neither satisfied nor dissatisfied; Dissatisfied; Somewhat dissatisfied; Very dissatisfied	Labor Supply Labor Quality Tax Base Employment/Unemployment
How satisfied are you with the local education and training programs?	Very satisfied; Somewhat satisfied; Satisfied; Neither satisfied nor dissatisfied; Dissatisfied; Somewhat dissatisfied; Very dissatisfied	Education Quality Education Supply Employer Satisfaction Labor Quality
How is your current average rate of turnover?	Severe; High; Moderate; Low; None	Workforce Turnover Tax Base Employment/Unemployment
Are you currently a member of a local sector partnership program? (If interested, please provide contact info)	Yes, currently an active member; Yes, currently a member but not active; Yes, but planning to leave; No, but interested in joining; No, and not interested or able to join right now; No, never plan to join	Sector Partnership Interest Sector Partnership Participation Sector Partnership Value Contact Information
Is your participation in a local sector partnership valuable?	Very valuable; Somewhat valuable; Valuable; Unsure; Not valuable; Damaging; N/A.	Employer Satisfaction Employer Engagement Sector Partnership Interest
How has a local sector partnership helped you or your business?	Open-ended response	Success Stories/Testimonials Employer Satisfaction Employer Engagement
What are the biggest concerns for the future of your business?	Open-ended response	Employer Interest Employer Engagement Initiative Planning
Have you ever considered leaving this community because of those or other concerns?	Yes, currently leaving or have recently moved; Yes, planning to leave; Yes, have considered; Unsure; No, but may in the future; No, not likely; No, will never leave	Tax Base Employer Retention Employer Attraction Employment/Unemployment Employer Satisfaction
How can your local sector partnership better support you?	Open-ended response	Employer Interest Employer Engagement Initiative Planning

TOOL: CURRENT/PROSPECTIVE EMPLOYEE IMPACT SURVEY

Thank you for taking time to participate in this survey to identify the challenges you experience as a valuable member of our community. Your anonymous feedback will directly impact how local employers and education providers can best serve their employees, students, and job seekers. This is your opportunity to speak directly to those in charge of hiring practices and designing education programs. As a reward for your participation, you will be entered into a drawing for a gift card. Together we can make a difference in our community so that it continues to grow and thrive.

QUESTION	ANSWERS	METRIC
How did you learn about this degree or training program opportunity?	Friend or family member; TV; Facebook; Twitter; newspaper; flyer; website; IWD office; other (please explain)	Program Awareness Marketing/Outreach
Are you currently employed?	Yes, full-time; Yes, part-time; No, but actively looking; No, not actively looking	Tax Base Workforce Participation Employment/Unemployment
Has your pay (wage/salary) increased since earning your degree or certification?	Yes, immediately; Yes, but was not immediate; Unsure; No, not likely; No, it never will.	Median Income Employee Satisfaction
How do you feel about current job opportunities in your community?	Very satisfied; Somewhat satisfied; Satisfied; Neither satisfied nor dissatisfied; Dissatisfied; Somewhat dissatisfied; Very dissatisfied	Tax Base Workforce Participation Employment/Unemployment Talent Retention
Do you feel more prepared to perform better at your current or future jobs?	Yes, much more prepared; Yes, slightly more prepared; Unsure; No change; No, less prepared now	Workforce Preparedness Labor Supply Labor Quality
Do you plan to stay in your current community after earning this degree or certification?	Yes, never plan to leave; Yes, but might move someday; Unsure; No, plan to move eventually; No, have begun looking elsewhere; No, in process of moving or have moved	Labor Supply Talent Retention Talent Attraction Tax Base
Are you currently receiving any public assistance? (e.g., unemployment, food stamps) Please list any that apply.	Open-ended response	Public Assistance Reliance Employee Satisfaction Workforce Preparedness
How has this program, degree or experience impacted your life?	Open-ended response	Success Stories/Testimonials Marketing/Outreach Employee Satisfaction
Please list any other support services or agencies you worked with to earn this degree or to find a job.	Open-ended response	Program Collaboration Duplication of Services
How can this education, training, or employee program be improved?	Open-ended response	Continuous Improvement Employee Satisfaction Marketing/Outreach

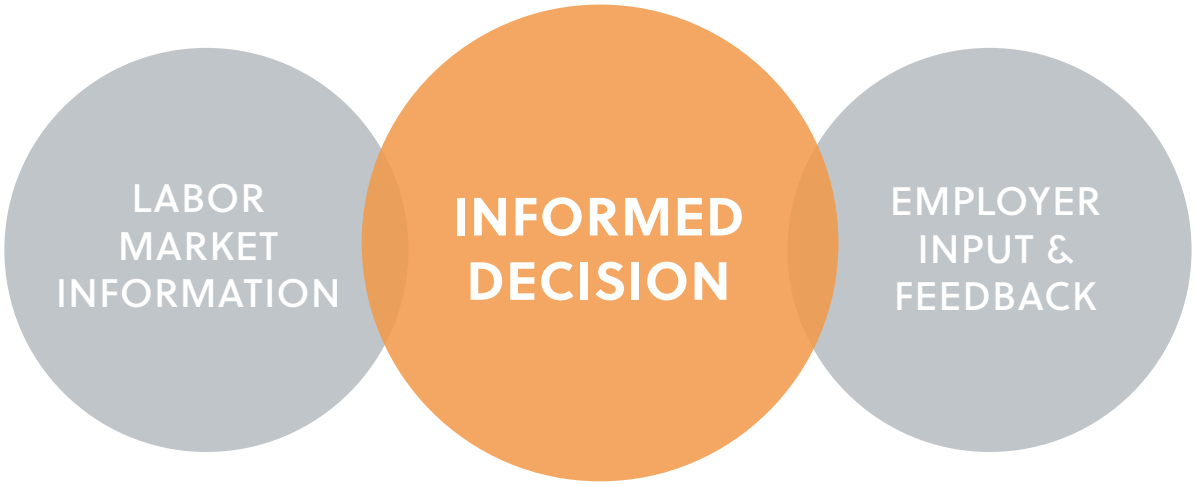
TOOL: PERFORMANCE TRACKING SHEET

A performance tracking sheet is recommended for the accurate documentation and analysis of data collected from survey and assessment tools. A simple sheet can be easily created in spreadsheet tools such as Microsoft Excel or Google Sheets. In the provided example, conditional formatting has been added to provide a visual representation of the positivity (shades of green) or negativity (shades of red) associated with each response. This will allow teams to quickly recognize response patterns, variations in strength of response, and dramatic response changes between survey administration dates. Regardless of tools and features chosen, consider storing the sheet in an easily accessible location, such as DropBox or Google Drive.

Name	Question	2015		2016		2017		2018	
		1H	2H	1H	2H	1H	2H	1H	2H
Employer A	How satisfied are you with the quality of the local labor supply?	Very satisfied	Very satisfied	Very satisfied	Satisfied	Very dissatisfied	Dissatisfied		
	How satisfied are you with your ability to fill open positions?	Somewhat satisfied	Somewhat satisfied	Somewhat satisfied	Very satisfied	Somewhat satisfied	Satisfied		
	How satisfied are you with the local education and training programs?	Very satisfied	Very satisfied	Neither satisfied nor dissatisfied	Very satisfied	Very satisfied	Very satisfied		
	How satisfied are you with your current rate of turnover?	Somewhat satisfied	Satisfied	Neither satisfied nor dissatisfied	Very dissatisfied	Dissatisfied	Very dissatisfied		
Employer B	How satisfied are you with the quality of the local labor supply?	Very satisfied	Dissatisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Dissatisfied	Somewhat dissatisfied		
	How satisfied are you with your ability to fill open positions?	Somewhat satisfied	Somewhat satisfied	Very satisfied	Very satisfied	Satisfied	Very satisfied		
	How satisfied are you with the local education and training programs?	Very satisfied	Very satisfied	Very satisfied	Very dissatisfied	Satisfied	Very satisfied		
	How satisfied are you with your current rate of turnover?	Satisfied	Neither satisfied nor dissatisfied	Neither satisfied nor dissatisfied	Neither satisfied nor dissatisfied	Neither satisfied nor dissatisfied	Very satisfied		
Employer C	How satisfied are you with the quality of the local labor supply?	Dissatisfied	Dissatisfied	Somewhat dissatisfied	Very satisfied	Very dissatisfied	Very satisfied		
	How satisfied are you with your ability to fill open positions?	Very satisfied	Neither satisfied nor dissatisfied	Very satisfied	Very satisfied	Satisfied	Very dissatisfied		
	How satisfied are you with the local education and training programs?	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Very dissatisfied		
	How satisfied are you with your current rate of turnover?	Somewhat dissatisfied	Satisfied	Satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Satisfied		

STRATEGY: LEVERAGING DATA SOURCES & INDUSTRY SUPPORT

Accurate labor market information, data mining, and statistical analysis are critical to the continued growth of a successful sector partnership. While this data can assist in the identification of local community, workforce, and economic needs, it generally provides only a baseline for understanding and analyzing employer needs. Similar to the strategy of blending and braiding funding streams, consider using data as a single source of information and starting point for direct conversations with employers that will lead to a deeper understanding of unique local needs. There is no substitute for the invaluable direct employer input and feedback.



Toolkit 2.0: Emerging explained how to determine an imbalance between labor supply and demand in a region. Imbalances can occur when local education entities appear to be either under- or oversupplying the region with a certain type of trained worker compared to the demand for such workers. The *Regional Data* section that follows will elaborate further on the identification of issues surrounding these local labor shortages before they lead to greater economic issues. Additional investigation is necessary to determine strategies to curb imbalances, such as developing new or adapting current training offerings, implementing initiatives to attract or retain talent, and re-evaluating minimum employment qualifications and hiring practices with local employers. For a more inclusive analysis, sector partners should include data from local sources such as private colleges, apprenticeships, and employer-sponsored training programs.

RESOURCE: LABOR MARKET INTELLIGENCE GUIDE

Through a partnership with the Iowa Department of Education, the Council for Adult and Experiential Learning created the *Methodology for Collecting Actionable Labor Market Information* guide to assist local sector partnership teams in the accurate comprehension, identification, and analysis of various sources of labor market information. For a more detailed review and analysis, refer to the report at www.educateiowa.gov/documents/sector-partnership/2017/05/methodology-collectin-labor-market-information. A brief table of highlighted resources has also been included in Appendix C.

REGIONAL DATA

BACKGROUND & METHODOLOGY

The data provided in this section attempts to track the path of students who have successfully completed an education program at one of Iowa's 15 community colleges. Within the data sets, there are three possible outcomes for students upon program completion: continue education, gain employment, or unknown (their record is not found for various reasons, such as being neither employed nor enrolled in school). All data were extracted from the Community College Management Information System (MIS) at the Iowa Department of Education by the credential's award date and grouped by academic year. For purposes of this example, students have been grouped into cohorts across a combination of years by specific sectors, but the data could be further broken down for annual comparison and tracking purposes.

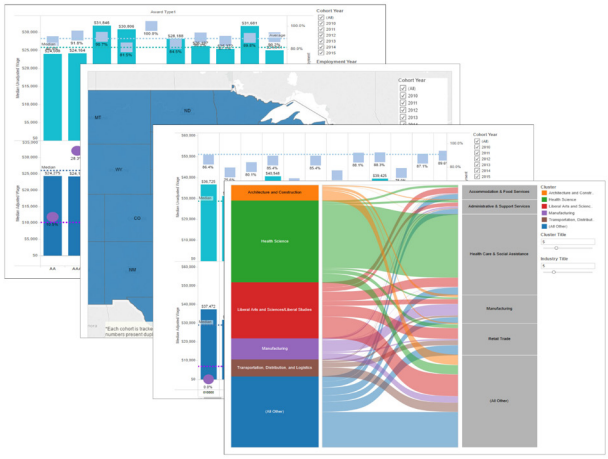
Once the data were extracted from the MIS, they were sent by annual cohort to the National Student Clearinghouse to identify students that continued education after receiving their community college award. These individuals may have continued their education at their current location, transferred from one community college to another, or transferred to a four-year institution. Transfer students were analyzed by college type (two- year or four-year, and private or public) and by transfer location, allowing for the study of graduate out-migration (leaving Iowa).

Before tracking students into the workforce, those students with multiple awards were flagged as such and then unduplicated so that each student could be tracked based on their highest award level. An exception was made for students who received more than one award at the same level for the completion of different programs. Such students were tracked based on all awards received. Additionally, students without Social Security numbers (SSN) were excluded from the workforce analysis due to matching restrictions. Matching to Unemployment Insurance (UI) wage records is conducted using SSN, but does not cover those employers exempt from paying UI tax, such as federal employees, members of the armed forces, the self-employed, proprietors, unpaid family workers, church employees, railroad workers covered by the railroad unemployment insurance system, and students employed in a college or university as part of a financial aid package.

Once unduplicated, the data were then sent via secure file transfer to Iowa Workforce Development in order to match education records to the UI wage records. This match provided employment, wage, and industry data by quarter for each award type and cohort. All data was thoroughly scrutinized to maintain confidentiality and abide by all rules, regulations, and restrictions for each of the data sources.

RESOURCE: COMMUNITY COLLEGE PROGRAM OUTCOMES INTERACTIVE DASHBOARD

Additional community college program outcome data can be accessed within program outcome reports and an interactive charting tool located at www.educateiowa.gov/iowa-community-college-program-outcomes. This tool includes a comparison to other states and the mapping of education degree attainment to employment sector. This data can be particularly useful when attempting to determine factors attracting participants to a specific career training program, but not leading to an eventual career within that same field or sector. It could also inform talent attraction and retention initiatives by suggesting why students are leaving Iowa for other states.



REGIONAL WORKFORCE SUPPLY REVIEW & ANALYSIS

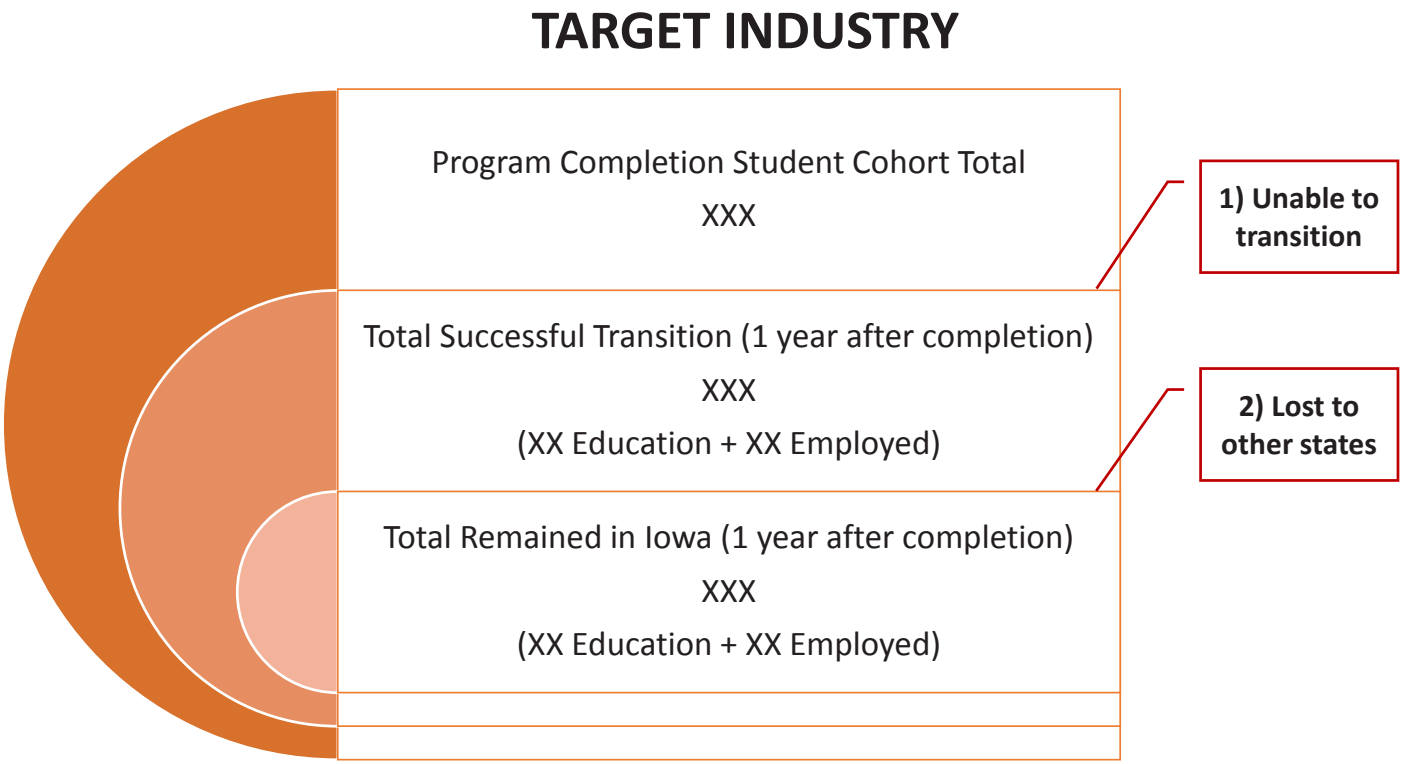
Each of the following pages contains a data set that represents the industry clusters that currently have an associated educational program offering through a community college within the designated region. For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. However, a sector partnership can be defined by any number of metrics as laid out by the sector partnership members; it is not bound by political or geophysical boundaries. Special attention is paid to the three most common sector partnership industry clusters in Iowa: manufacturing, information technology, and health science. Data for these sectors are highlighted within the table and further sorted by the number of students who achieve employment in Iowa within a given region.

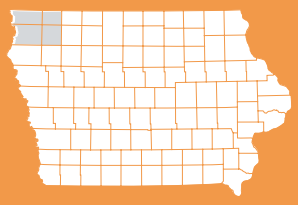
Infographics are also provided on each page to visually highlight how student cohorts navigate into these three primary industry clusters one year after program completion. Transitional analysis points highlight the number of student cohort members who:

1) are unable to transition into another education program or gain employment for unknown reasons; and

2) eventually transition into an education program or gain employment outside of Iowa.

Data at each of these stages are further broken down to compare the cohort's pursuit of education or transition into employment. Findings from this analysis may be used to assist in gauging long-term performance of initiatives surrounding education program design or student preparedness (e.g., failure to gain employment) and talent attraction or retention within a local community (e.g., accept employment outside of Iowa). This section and included data are meant to inform the conversation within local sector partnerships and should not be used as a solitary source of information for decision-making purposes.



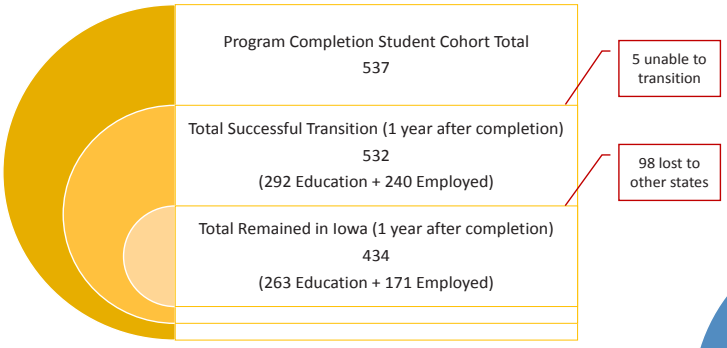


Lyon County | O'Brien County | Osceola County | Sioux County

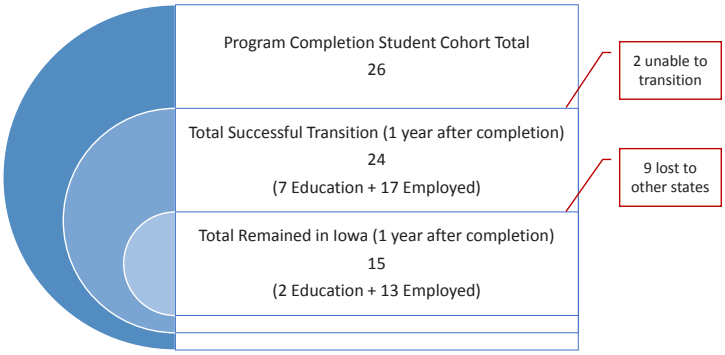
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Architecture and Construction	453	61	13.5%	76.4%	23.6%	47	382	97.4%	78.0%	22.0%	298	$42,190
Health Science	537	292	54.4%	90.1%	9.9%	263	240	98.0%	71.3%	28.8%	171	$32,294
Manufacturing	168	57	33.9%	96.7%	3.3%	55	109	98.2%	79.8%	20.2%	87	$38,693
Transportation, Distribution, and Logistics	170	72	42.4%	94.5%	5.5%	68	87	88.8%	88.5%	11.5%	77	$33,307
Business, Management, and Administration	112	25	22.3%	78.1%	21.9%	20	79	90.8%	94.9%	5.1%	75	$25,272
Liberal Arts and Sciences/Liberal Studies	218	141	64.7%	71.2%	28.8%	100	65	84.4%	83.1%	16.9%	54	$24,855
Finance	60	28	46.7%	93.9%	6.1%	26	31	96.9%	80.6%	19.4%	25	$20,016
Information Technology	26	7	26.9%	33.3%	66.7%	2	17	89.5%	76.5%	23.5%	13	$28,028
Agriculture, Food, and Natural Resources	8	0	0.0%	0.0%	0.0%	0	6	75.0%	0.0%	100.0%	0	$40,500
Arts, A/V Technology, and Communications	32	8	25.0%	70.0%	30.0%	6	19	79.2%	0.0%	100.0%	0	$15,158

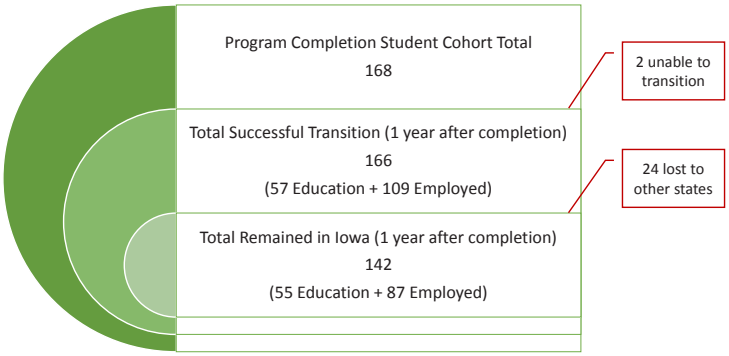
HEALTH SCIENCE

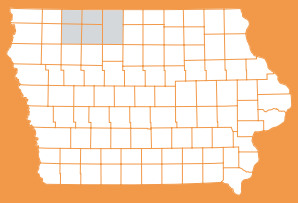


INFORMATION TECHNOLOGY



MANUFACTURING



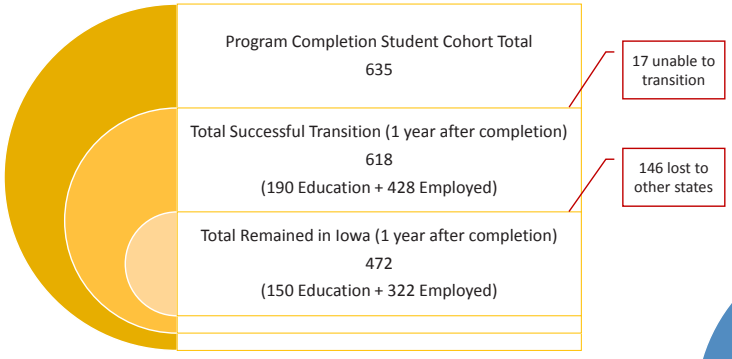


Clay County | Dickinson County | Emmet County | Kossuth County | Palo Alto County

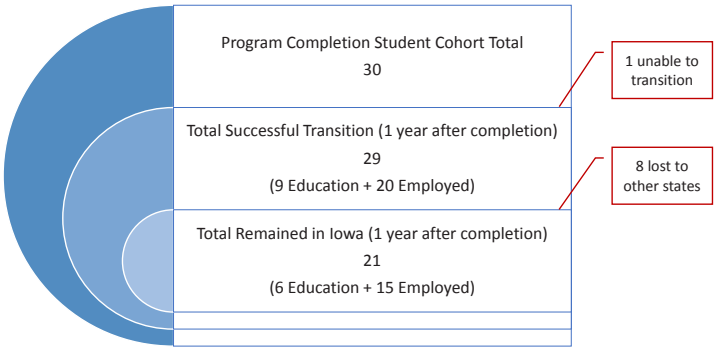
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	635	190	29.9%	78.8%	21.2%	150	428	96.2%	75.2%	24.8%	322	$30,383
Liberal Arts and Sciences/Liberal Studies	847	622	73.4%	69.5%	30.5%	432	187	83.1%	79.7%	20.3%	149	$21,062
Agriculture, Food, and Natural Resources	261	58	22.2%	28.1%	71.9%	16	155	76.4%	83.9%	16.1%	130	$32,515
Transportation, Distribution, and Logistics	206	69	33.5%	89.0%	11.0%	61	128	93.4%	81.3%	18.8%	104	$25,643
Architecture and Construction	222	46	20.7%	67.7%	32.3%	31	169	96.0%	55.6%	44.4%	94	$47,052
Business, Management, and Administration	105	26	24.8%	96.8%	3.2%	25	78	98.7%	84.6%	15.4%	66	$21,107
Manufacturing	91	12	13.2%	85.7%	14.3%	10	74	93.7%	77.0%	23.0%	57	$30,548
Hospitality and Tourism	60	7	11.7%	75.0%	25.0%	5	46	86.8%	84.8%	15.2%	39	$17,215
Finance	61	17	27.9%	100.0%	0.0%	17	44	100.0%	84.1%	15.9%	37	$24,660
Law, Public Safety, and Security	50	12	24.0%	52.9%	47.1%	6	35	92.1%	82.9%	17.1%	29	$26,916
Arts, A/V Technology, and Communications	52	16	30.8%	75.0%	25.0%	12	33	91.7%	60.6%	39.4%	20	$20,394
Information Technology	30	9	30.0%	70.0%	30.0%	6	20	95.2%	75.0%	25.0%	15	$22,124
Marketing, Sales, and Service	18	4	22.2%	100.0%	0.0%	4	13	92.9%	76.9%	23.1%	10	$25,069
Science, Technology, Engineering, and Math	6	1	16.7%	100.0%	0.0%	1	3	60.0%	100.0%	0.0%	3	$37,053
Human Services	62	43	69.4%	91.7%	8.3%	39	18	94.7%	0.0%	0.0%	0	$16,969

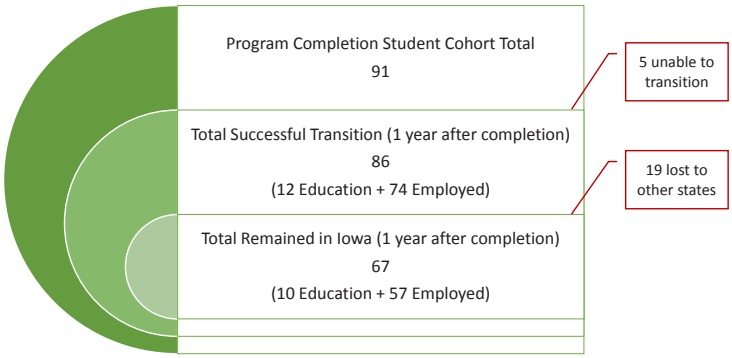
HEALTH SCIENCE

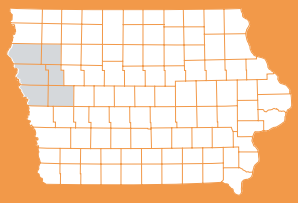


INFORMATION TECHNOLOGY



MANUFACTURING



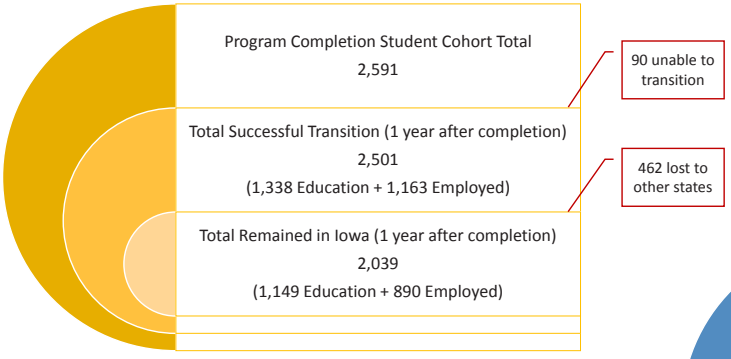


Cherokee County | Crawford County | Ida County | Monona County | Plymouth County | Woodbury County | Dakota County, NE | Union County, SD

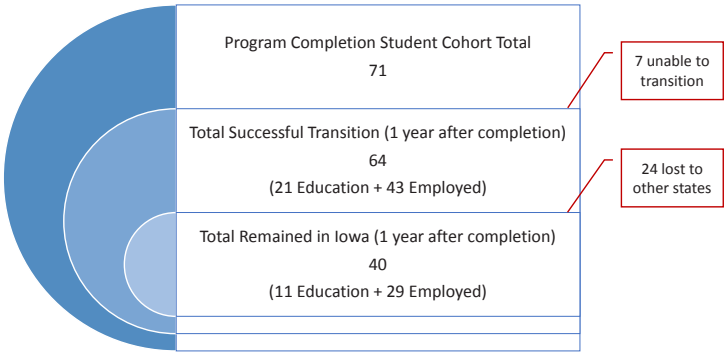
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	2,591	1,338	51.6%	85.9%	14.1%	1,149	1,163	92.8%	76.5%	23.5%	890	$27,900
Liberal Arts and Sciences/Liberal Studies	715	454	63.5%	60.1%	39.9%	273	232	88.9%	75.9%	24.1%	176	$21,946
Architecture and Construction	361	97	26.9%	85.1%	14.9%	83	252	95.5%	69.4%	30.6%	175	$25,681
Business, Management, and Administration	466	233	50.0%	80.2%	19.8%	187	215	92.3%	66.5%	33.5%	143	$24,391
Transportation, Distribution, and Logistics	290	125	43.1%	93.8%	6.3%	117	148	89.7%	74.3%	25.7%	110	$25,379
Law, Public Safety, and Security	276	110	39.9%	47.8%	52.2%	53	153	92.2%	69.3%	30.7%	106	$26,081
Manufacturing	240	59	24.6%	87.8%	12.2%	52	171	94.5%	61.4%	38.6%	105	$29,791
Science, Technology, Engineering, and Math	182	62	34.1%	52.8%	47.2%	33	105	87.5%	81.0%	19.0%	85	$33,108
Arts, A/V Technology, and Communications	206	86	41.7%	87.4%	12.6%	75	113	94.2%	71.7%	28.3%	81	$18,660
Education and Training	175	92	52.6%	82.5%	17.5%	76	73	88.0%	93.2%	6.8%	68	$18,293
Human Services	183	91	49.7%	86.3%	13.7%	79	80	87.0%	76.3%	23.8%	61	$16,906
Finance	122	44	36.1%	90.9%	9.1%	40	73	93.6%	79.5%	20.5%	58	$26,131
Information Technology	71	21	29.6%	52.4%	47.6%	11	43	86.0%	67.4%	32.6%	29	$27,514
Marketing, Sales, and Service	47	25	53.2%	96.3%	3.7%	24	20	90.9%	70.0%	30.0%	14	$22,970
Agriculture, Food, and Natural Resources	10	1	10.0%	100.0%	0.0%	1	0	0.0%	0.0%	100.0%	0	$0
Hospitality and Tourism	13	12	92.3%	100.0%	0.0%	12	0	0.0%	0.0%	100.0%	0	$0

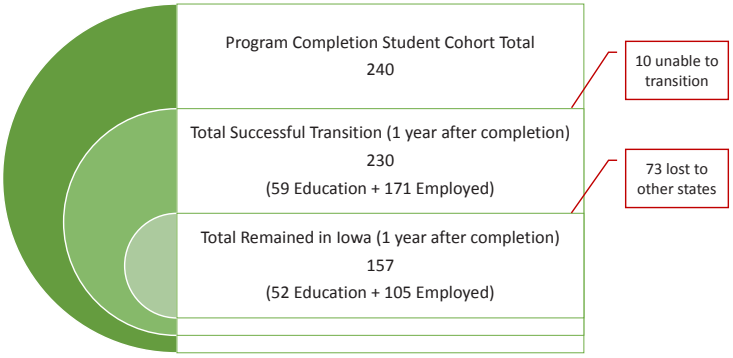
HEALTH SCIENCE

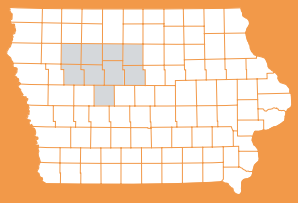


INFORMATION TECHNOLOGY



MANUFACTURING



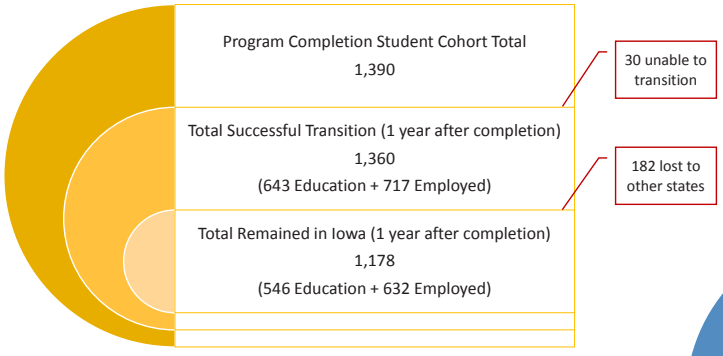


Buena Vista County | Calhoun County | Greene County | Hamilton County | Humboldt County | Pocahontas County | Sac County | Webster County | Wright County

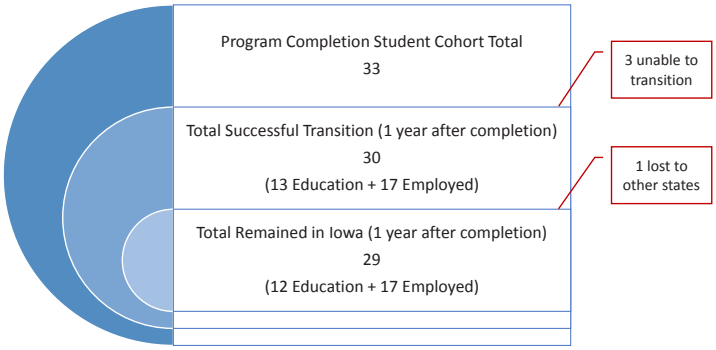
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	1,390	643	46.3%	84.9%	15.1%	546	717	96.0%	88.1%	11.9%	632	$32,558
Manufacturing	517	124	24.0%	81.4%	18.6%	101	368	93.6%	90.8%	9.2%	334	$37,078
Liberal Arts and Sciences/Liberal Studies	1,946	1,497	76.9%	77.5%	22.5%	1,160	375	83.5%	82.7%	17.3%	310	$17,634
Transportation, Distribution, and Logistics	318	68	21.4%	83.8%	16.2%	57	223	89.2%	92.4%	7.6%	206	$32,727
Law, Public Safety, and Security	170	62	36.5%	72.0%	28.0%	45	99	91.7%	73.7%	26.3%	73	$27,176
Hospitality and Tourism	107	26	24.3%	96.7%	3.3%	25	77	95.1%	80.5%	19.5%	62	$20,453
Agriculture, Food, and Natural Resources	84	15	17.9%	88.2%	11.8%	13	58	84.1%	94.8%	5.2%	55	$26,236
Architecture and Construction	105	37	35.2%	97.6%	2.4%	36	61	89.7%	88.5%	11.5%	54	$31,784
Business, Management, and Administration	90	23	25.6%	84.6%	15.4%	19	60	89.6%	88.3%	11.7%	53	$19,433
Arts, A/V Technology, and Communications	90	17	18.9%	94.7%	5.3%	16	59	80.8%	86.4%	13.6%	51	$20,726
Human Services	127	48	37.8%	59.3%	40.7%	28	68	86.1%	72.1%	27.9%	49	$18,965
Science, Technology, Engineering, and Math	70	17	24.3%	85.7%	14.3%	15	48	90.6%	91.7%	8.3%	44	$33,467
Information Technology	33	13	39.4%	93.3%	6.7%	12	17	85.0%	100.0%	0.0%	17	$21,201
Finance	79	41	51.9%	100.0%	0.0%	41	35	92.1%	0.0%	100.0%	0	$27,264

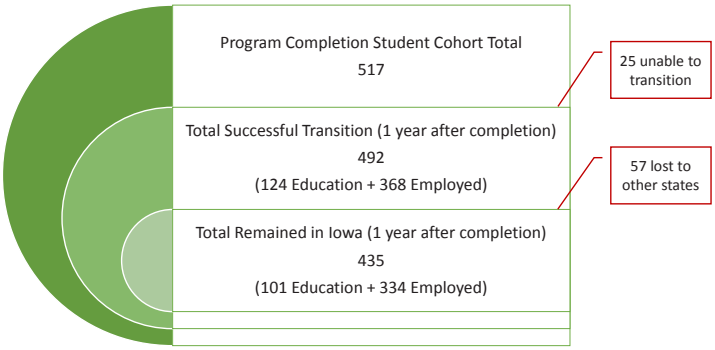
HEALTH SCIENCE

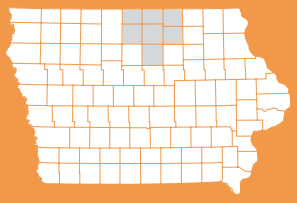


INFORMATION TECHNOLOGY



MANUFACTURING





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

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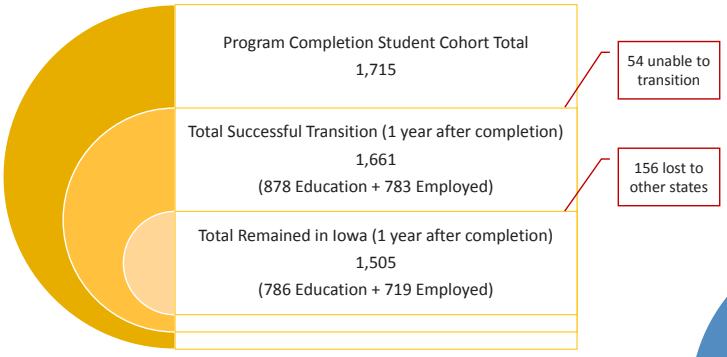
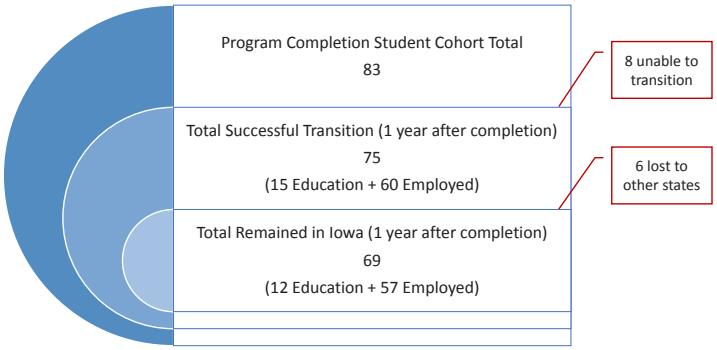
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	1,715	878	51.2%	89.5%	10.5%	786	783	93.5%	91.8%	8.2%	719	$23,491
Liberal Arts and Sciences/Liberal Studies	1,453	1,058	72.8%	86.5%	13.5%	915	348	88.1%	89.1%	10.9%	310	$19,573
Manufacturing	185	59	31.9%	93.7%	6.3%	55	118	93.7%	86.4%	13.6%	102	$37,784
Business, Management, and Administration	145	38	26.2%	90.0%	10.0%	34	92	86.0%	89.1%	10.9%	82	$17,378
Agriculture, Food, and Natural Resources	127	23	18.1%	75.0%	25.0%	17	81	77.9%	92.6%	7.4%	75	$33,182
Transportation, Distribution, and Logistics	93	17	18.3%	94.7%	13.5%	16	71	93.4%	95.8%	4.2%	68	$26,915
Information Technology	83	15	18.1%	80.0%	20.0%	12	60	88.2%	95.0%	5.0%	57	$26,430
Finance	82	17	20.7%	84.2%	15.8%	14	60	92.3%	93.3%	6.7%	56	$23,932
Architecture and Construction	71	11	15.5%	92.3%	7.7%	10	57	95.0%	93.0%	7.0%	53	$29,533
Education and Training	30	9	30.0%	90.9%	9.1%	8	19	90.5%	84.2%	15.8%	16	$17,347
Marketing, Sales, and Service	19	3	15.8%	100.0%	0.0%	3	13	81.2%	100.0%	0.0%	13	$28,716
Arts, A/V Technology, and Communications	10	4	40.0%	100.0%	0.0%	4	6	100.0%	100.0%	0.0%	6	$20,790
Hospitality and Tourism	13	4	30.8%	50.0%	50.0%	2	0	0.0%	0.0%	0.0%	6	$0
Law, Public Safety, and Security	79	34	43.0%	91.7%	8.3%	31	43	95.6%	0.0%	100.0%	0	$23,707
Science, Technology, Engineering, and Math	19	5	26.3%	100.0%	0.0%	5	13	92.9%	0.0%	0.0%	0	$33,098

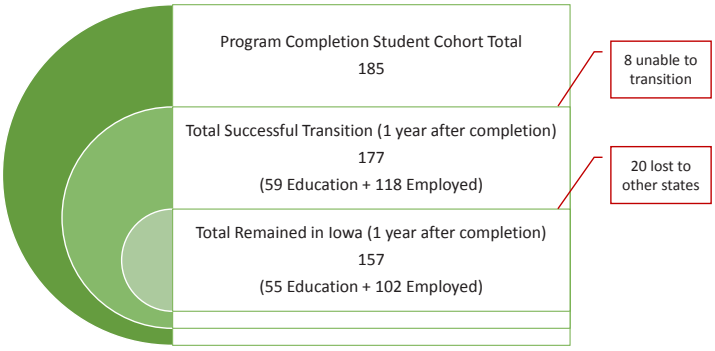
HEALTH SCIENCE

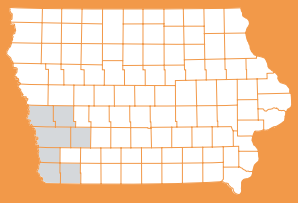


INFORMATION TECHNOLOGY



MANUFACTURING





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

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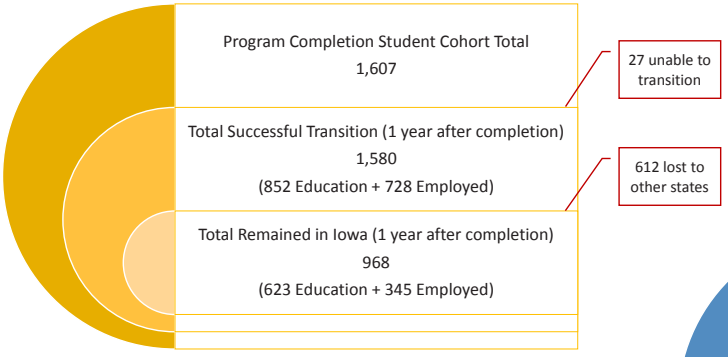
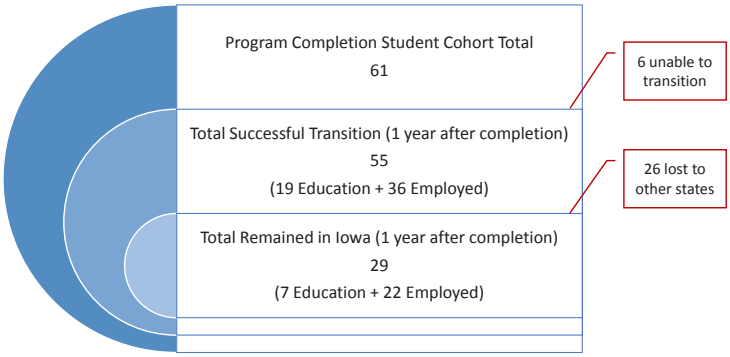
Health Science	1,607	852	53.0%	73.1%	26.9%	623	728	96.4%	47.4%	52.6%	345	$37,420
Liberal Arts and Sciences/Liberal Studies	1,977	1,407	71.2%	37.6%	62.4%	529	507	88.9%	54.4%	45.6%	276	$22,754
Transportation, Distribution, and Logistics	197	31	15.7%	47.6%	52.4%	15	157	94.6%	37.6%	62.4%	59	$31,916
Architecture and Construction	125	36	28.8%	62.8%	37.2%	23	80	89.9%	56.3%	43.8%	45	$27,134
Agriculture, Food, and Natural Resources	97	18	18.6%	47.8%	52.2%	9	65	82.3%	61.5%	38.5%	40	$25,642
Manufacturing	98	41	41.8%	57.5%	42.5%	24	56	98.2%	64.3%	35.7%	36	$36,212
Information Technology	61	19	31.1%	37.5%	62.5%	7	36	85.7%	61.1%	38.9%	22	$38,188
Hospitality and Tourism	73	31	42.5%	83.8%	16.2%	26	37	88.1%	56.8%	43.2%	21	$21,994
Human Services	78	41	52.6%	84.4%	15.6%	35	31	83.8%	61.3%	38.7%	19	$16,280
Arts, A/V Technology, and Communications	101	26	25.7%	17.1%	82.9%	4	70	93.3%	25.7%	74.3%	18	$19,887
Business, Management, and Administration	53	27	50.9%	30.0%	70.0%	8	26	100.0%	50.0%	50.0%	13	$21,801
Finance	47	23	48.9%	65.2%	34.8%	15	18	75.0%	72.2%	27.8%	13	$24,092
Science, Technology, Engineering, and Math	36	16	44.4%	31.6%	68.4%	5	18	90.0%	55.6%	44.4%	10	$42,935
Marketing, Sales, and Service	34	18	52.9%	40.0%	60.0%	7	13	81.2%	53.8%	46.2%	7	$16,223
Education and Training	64	30	46.9%	14.7%	85.3%	4	33	97.1%	0.0%	100.0%	0	$23,910

HEALTH SCIENCE



INFORMATION TECHNOLOGY



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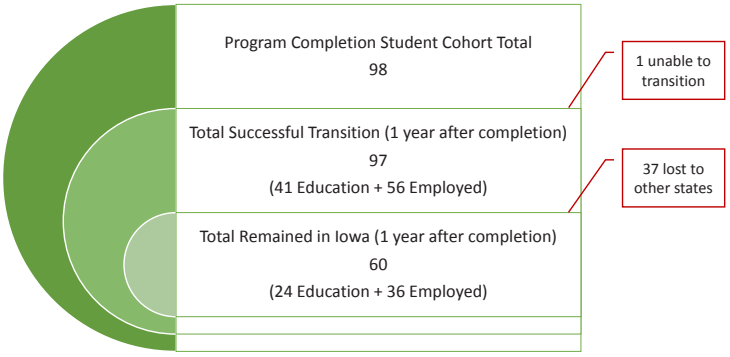

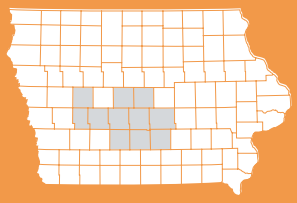

Audubon County | Boone County | Carroll County | Dallas County | Guthrie County | Jasper County | Madison County | Marion County | Polk County | Story County | Warren County

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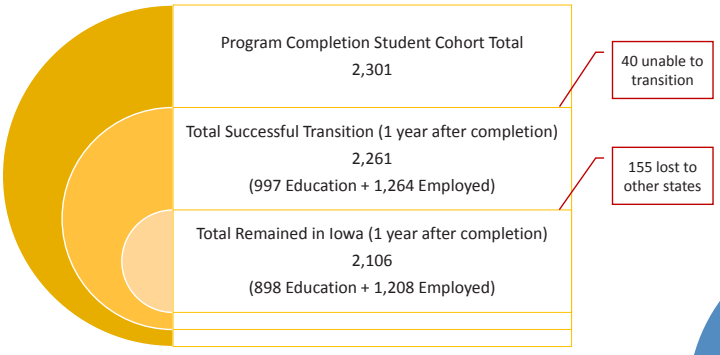
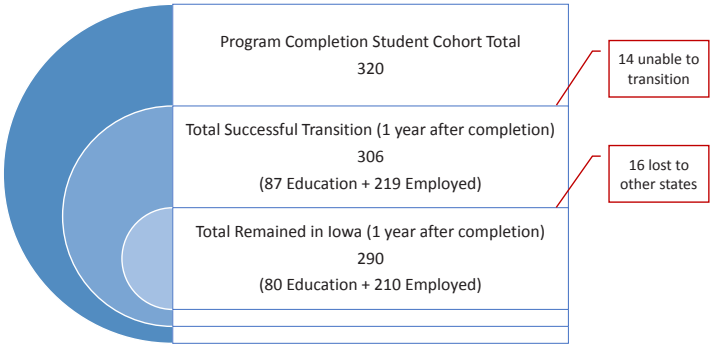
		#	%	% In	% Out		#	%	% In	% Out		
Liberal Arts and Sciences/Liberal Studies	6,278	4,217	67.2%	91.2%	8.8%	3,846	1,800	87.3%	88.9%	11.1%	1,600	$25,494
Health Science	2,301	997	43.3%	90.1%	9.9%	898	1,264	96.9%	95.6%	4.4%	1,208	$34,132
Manufacturing	726	284	39.1%	96.2%	3.8%	273	412	93.2%	91.5%	8.5%	377	$34,237
Transportation, Distribution, and Logistics	427	94	22.0%	95.5%	4.5%	90	317	95.2%	95.9%	4.1%	304	$36,084
Human Services	695	307	44.2%	93.6%	6.4%	287	350	90.2%	85.1%	14.9%	298	$25,608
Law, Public Safety, and Security	535	216	40.4%	91.9%	8.1%	199	304	95.3%	96.4%	3.6%	293	$31,388
Business, Management, and Administration	480	195	40.6%	93.1%	6.9%	182	251	88.1%	94.0%	6.0%	236	$26,417
Information Technology	320	87	27.2%	92.2%	7.8%	80	219	94.0%	95.9%	4.1%	210	$37,234
Architecture and Construction	304	76	25.0%	94.8%	5.2%	72	217	95.2%	93.5%	6.5%	203	$33,988
Hospitality and Tourism	306	83	27.1%	92.3%	7.7%	77	219	98.2%	92.2%	7.8%	202	$24,979
Arts, A/V Technology, and Communications	338	125	37.0%	95.8%	4.2%	120	190	89.2%	92.6%	7.4%	176	$21,982
Finance	277	122	44.0%	95.6%	4.4%	117	138	89.0%	95.7%	4.3%	132	$29,983
Marketing, Sales, and Service	247	110	44.5%	96.5%	3.5%	106	128	93.4%	96.1%	3.9%	123	$27,157
Agriculture, Food, and Natural Resources	240	88	36.7%	90.1%	9.9%	79	119	78.3%	92.4%	7.6%	110	$25,979
Science, Technology, Engineering, and Math	9	0	0.0%	96.5%	3.5%	0	8	88.9%	100.0%	0.0%	8	$42,711
Education and Training	48	24	50.0%	100.0%	0.0%	24	17	70.8%	0.0%	100.0%	0	$31,762

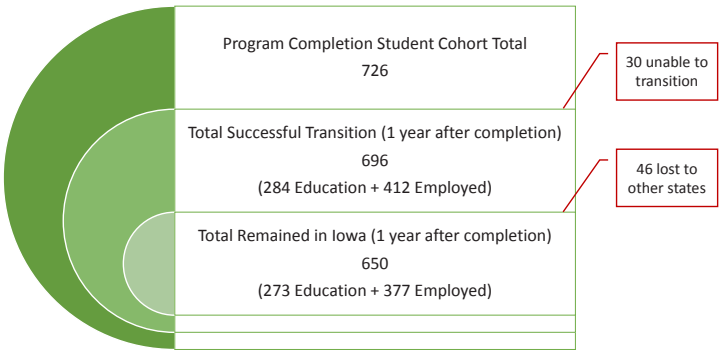
HEALTH SCIENCE

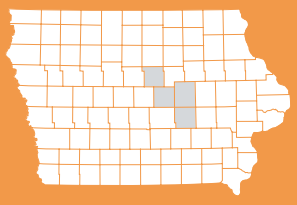


INFORMATION TECHNOLOGY



MANUFACTURING



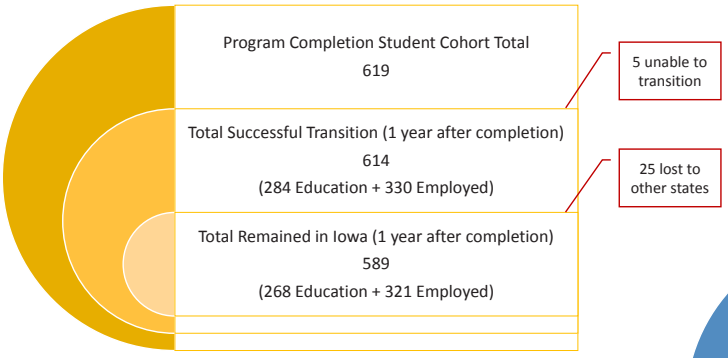


Hardin County | Marshall County | Poweshiek County | Tama County

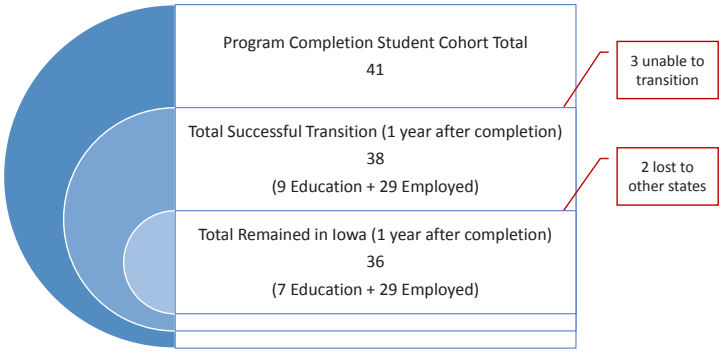
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	619	284	45.9%	94.4%	5.6%	268	330	98.5%	97.3%	2.7%	321	$32,282
Liberal Arts and Sciences/Liberal Studies	1,377	991	72.0%	78.1%	21.9%	774	325	84.2%	89.8%	10.2%	292	$20,477
Business, Management, and Administration	80	14	17.5%	89.5%	10.5%	13	62	93.9%	100.0%	0.0%	62	$17,676
Agriculture, Food, and Natural Resources	119	46	38.7%	77.6%	22.4%	36	62	84.9%	80.6%	19.4%	50	$23,800
Architecture and Construction	64	12	18.8%	100.0%	0.0%	12	47	90.4%	91.5%	8.5%	43	$24,168
Information Technology	41	9	22.0%	83.3%	16.7%	7	29	90.6%	100.0%	0.0%	29	$33,476
Human Services	29	7	24.1%	100.0%	0.0%	7	15	68.2%	100.0%	0.0%	15	$18,583
Finance	16	3	18.8%	100.0%	0.0%	3	12	92.3%	100.0%	0.0%	12	$25,774
Science, Technology, Engineering, and Math	17	4	23.5%	100.0%	0.0%	4	12	92.3%	100.0%	0.0%	12	$40,285
Arts, A/V Technology, and Communications	17	5	29.4%	100.0%	0.0%	5	10	83.3%	100.0%	0.0%	10	$12,459
Manufacturing	125	31	24.8%	97.0%	3.0%	30	85	90.4%	0.0%	100.0%	0	$34,110
Law, Public Safety, and Security	27	4	14.8%	100.0%	0.0%	4	22	95.7%	0.0%	100.0%	0	$26,039
Marketing, Sales, and Service	9	5	55.6%	100.0%	0.0%	5	4	100.0%	0.0%	100.0%	0	$17,276
Transportation, Distribution, and Logistics	17	11	64.7%	100.0%	0.0%	11	5	83.3%	0.0%	100.0%	0	$19,313

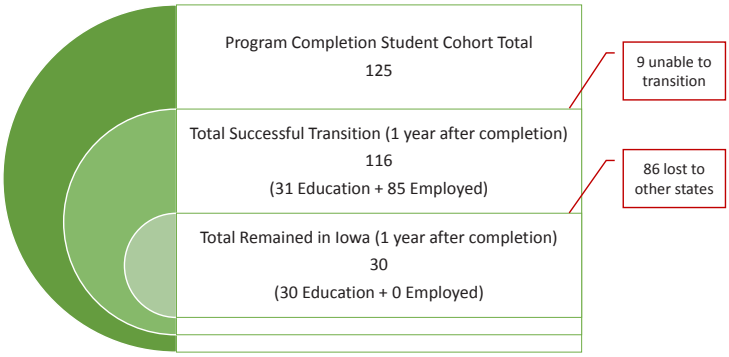
HEALTH SCIENCE

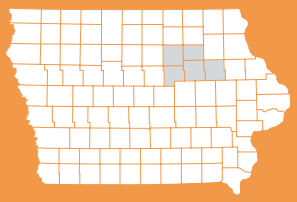


INFORMATION TECHNOLOGY



MANUFACTURING



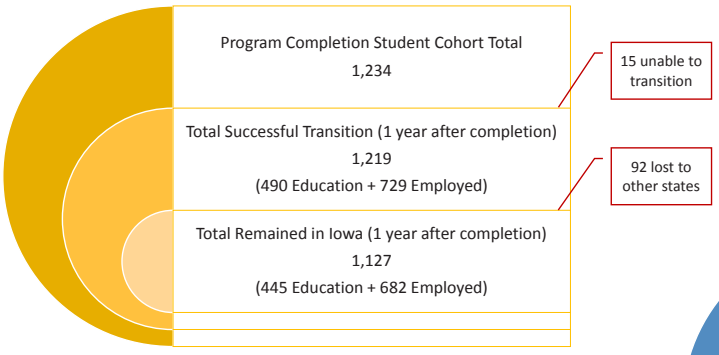


Black Hawk County | Bremer County | Buchanan County | Butler County | Grundy County

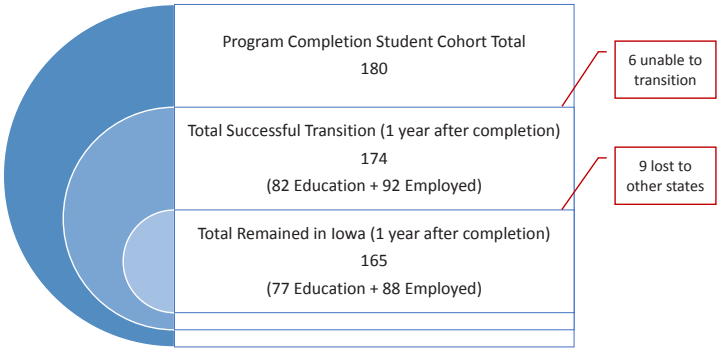
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	1,234	490	39.7%	90.8%	9.2%	445	729	98.0%	93.6%	6.4%	682	$34,384
Liberal Arts and Sciences/Liberal Studies	1,838	1,355	73.7%	95.5%	4.5%	1,294	436	90.3%	92.2%	7.8%	402	$23,050
Manufacturing	888	454	51.1%	98.1%	1.9%	445	415	95.6%	96.6%	3.4%	401	$38,046
Transportation, Distribution, and Logistics	338	45	13.3%	94.5%	5.5%	43	270	92.2%	95.6%	4.4%	258	$28,473
Agriculture, Food, and Natural Resources	538	225	41.8%	95.2%	4.8%	214	266	85.0%	93.6%	6.4%	249	$25,525
Arts, A/V Technology, and Communications	249	38	15.3%	88.9%	11.1%	34	193	91.5%	92.2%	7.8%	178	$17,431
Architecture and Construction	163	23	14.1%	82.8%	17.2%	19	136	97.1%	93.4%	6.6%	127	$30,421
Law, Public Safety, and Security	162	35	21.6%	91.8%	8.2%	32	124	97.6%	96.8%	3.2%	120	$30,003
Information Technology	180	82	45.6%	94.3%	5.7%	77	92	93.9%	95.7%	4.3%	88	$34,628
Human Services	124	50	40.3%	95.4%	4.6%	48	60	81.1%	95.0%	5.0%	57	$13,972
Marketing, Sales, and Service	81	17	21.0%	92.3%	7.7%	16	61	95.3%	93.4%	6.6%	57	$24,910
Business, Management, and Administration	133	40	30.1%	96.2%	3.8%	38	92	98.9%	0.0%	100.0%	0	$24,358
Finance	65	28	43.1%	96.6%	3.4%	27	35	94.6%	0.0%	100.0%	0	$21,454
Science, Technology, Engineering, and Math	3	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	$0

HEALTH SCIENCE



INFORMATION TECHNOLOGY



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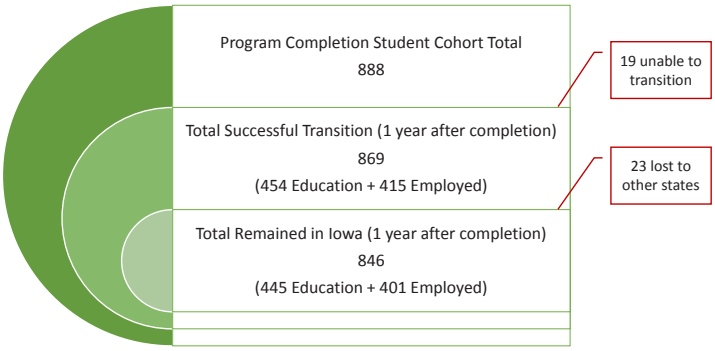
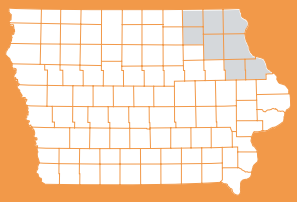


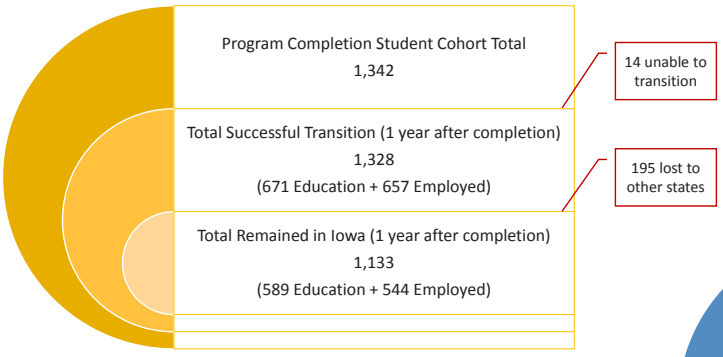


Allamakee County | Chickasaw County | Clayton County | Delaware County | Dubuque County | Fayette County | Howard County | Winneshiek County

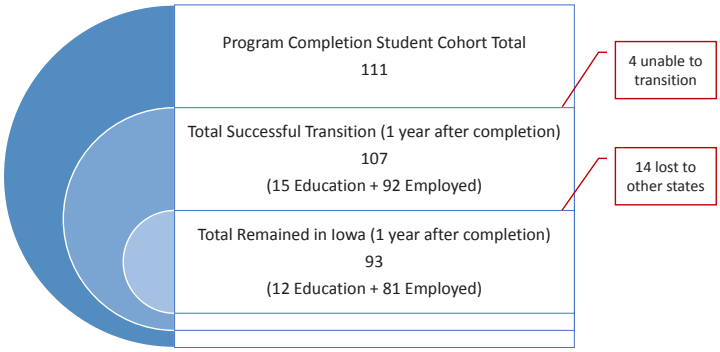
Regional Snapshot: For purposes of this example, a "sector partnership region" has been defined by the counties associated with Iowa's 15 community colleges. As previously mentioned, however, a sector partnership could be defined by any number of metrics as laid out by the members of a sector partnership;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

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	1,342	671	50.0%	87.8%	12.2%	589	657	97.9%	82.8%	17.2%	544	$36,143
Liberal Arts and Sciences/Liberal Studies	966	591	61.2%	84.0%	16.0%	496	347	92.5%	84.7%	15.3%	294	$22,362
Agriculture, Food, and Natural Resources	341	38	11.1%	88.6%	11.4%	34	273	90.1%	70.3%	29.7%	192	$36,238
Business, Management, and Administration	241	52	21.6%	95.5%	4.5%	50	176	93.1%	89.2%	10.8%	157	$24,508
Architecture and Construction	202	35	17.3%	92.7%	7.3%	32	156	93.4%	85.9%	14.1%	134	$31,473
Manufacturing	168	20	11.9%	84.6%	15.4%	17	141	95.3%	89.4%	10.6%	126	$35,903
Information Technology	111	15	13.5%	80.8%	19.2%	12	92	95.8%	88.0%	12.0%	81	$31,166
Transportation, Distribution, and Logistics	100	10	10.0%	92.3%	7.7%	9	84	93.3%	85.7%	14.3%	72	$29,156
Finance	128	41	32.0%	95.8%	4.2%	39	80	92.0%	86.3%	13.8%	69	$22,394
Human Services	114	36	31.6%	91.1%	8.9%	33	67	85.9%	88.1%	11.9%	59	$17,086
Marketing, Sales, and Service	53	11	20.8%	100.0%	0.0%	11	40	95.2%	80.0%	20.0%	32	$22,679
Arts, A/V Technology, and Communications	26	3	11.5%	80.0%	20.0%	2	19	82.6%	0.0%	100.0%	0	$18,959
Law, Public Safety, and Security	3	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	$0
Science, Technology, Engineering, and Math	1	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	$0

HEALTH SCIENCE



INFORMATION TECHNOLOGY



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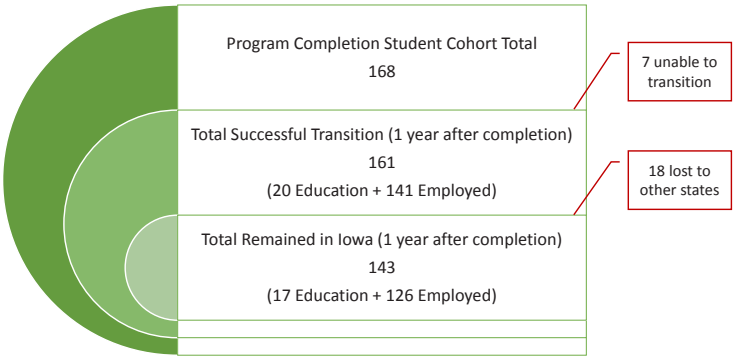
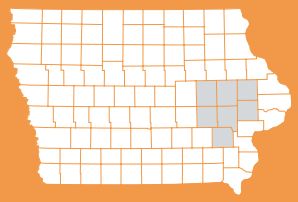


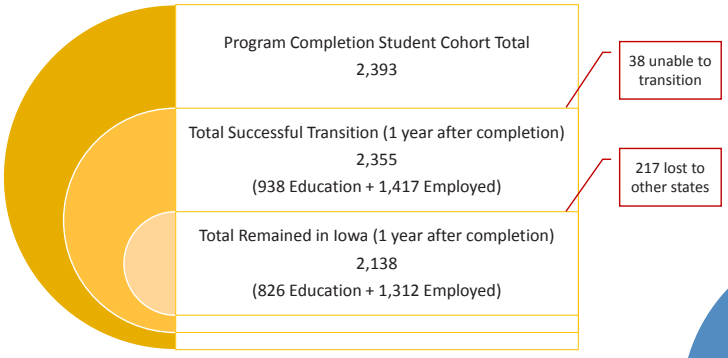


Benton County | Cedar County | Iowa County | Johnson County | Jones County | Linn County | Washington County

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.

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	2,393	938	39.2%	88.1%	11.9%	826	1,417	97.4%	92.6%	7.4%	1,312	$32,919
Liberal Arts and Sciences/Liberal Studies	5,167	3,554	68.8%	90.5%	9.5%	3,216	1,437	89.1%	89.6%	10.4%	1,288	$22,861
Agriculture, Food, and Natural Resources	804	230	28.6%	82.5%	17.5%	190	502	87.5%	88.6%	11.4%	445	$24,964
Business, Management, and Administration	610	231	37.9%	88.9%	11.1%	205	342	90.2%	94.4%	5.6%	323	$29,511
Architecture and Construction	457	90	19.7%	94.5%	5.5%	85	341	92.9%	90.9%	9.1%	310	$30,035
Information Technology	473	171	36.2%	96.7%	3.3%	165	279	92.4%	94.3%	5.7%	263	$35,845
Manufacturing	298	40	13.4%	88.1%	11.9%	35	247	95.7%	92.3%	7.7%	228	$38,019
Hospitality and Tourism	310	56	18.1%	87.0%	13.0%	49	241	94.9%	85.5%	14.5%	206	$22,888
Transportation, Distribution, and Logistics	227	29	12.8%	100.0%	0.0%	29	187	94.4%	96.3%	3.7%	180	$33,939
Finance	173	63	36.4%	93.4%	6.6%	59	99	90.0%	92.9%	7.1%	92	$28,544
Law, Public Safety, and Security	177	69	39.0%	87.2%	12.8%	60	101	93.5%	90.1%	9.9%	91	$32,224
Marketing, Sales, and Service	106	37	34.9%	95.6%	4.4%	35	65	94.2%	92.3%	7.7%	60	$26,167
Arts, A/V Technology, and Communications	96	21	21.9%	93.3%	6.7%	20	67	89.3%	85.1%	14.9%	57	$22,494
Science, Technology, Engineering, and Math	79	16	20.3%	94.4%	5.6%	15	60	95.2%	88.3%	11.7%	53	$42,403
Education and Training	3	1	33.3%	100.0%	0.0%	1	0	0.0%	0.0%	0.0%	0	$0
Human Services	57	14	24.6%	95.2%	4.8%	13	0	0.0%	0.0%	0.0%	0	$0

HEALTH SCIENCE



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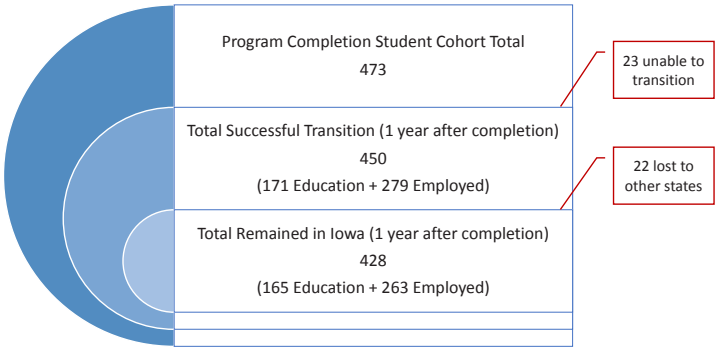
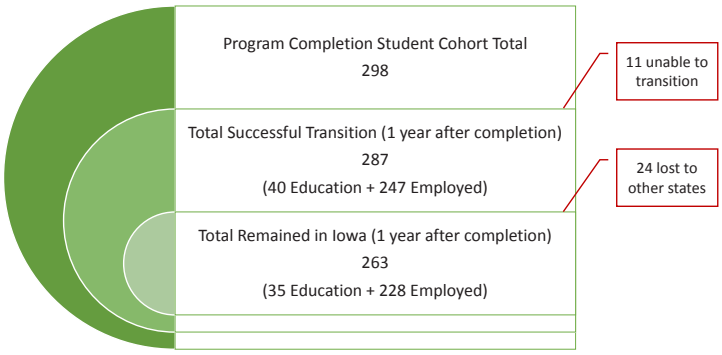
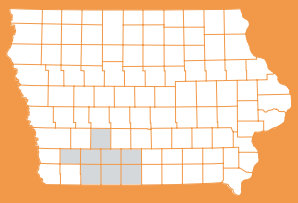


MANUFACTURING





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.

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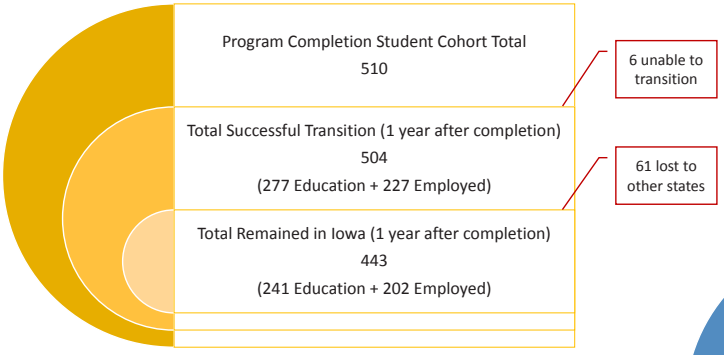
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	510	277	54.3%	87.0%	13.0%	241	227	97.4%	89.0%	11.0%	202	$42,084
Liberal Arts and Sciences/Liberal Studies	563	424	75.3%	71.1%	28.9%	301	120	86.3%	88.3%	11.7%	106	$16,920
Transportation, Distribution, and Logistics	122	56	45.9%	96.5%	3.5%	54	56	84.8%	91.1%	8.9%	51	$22,267
Architecture and Construction	110	48	43.6%	94.1%	5.9%	45	52	83.9%	90.4%	9.6%	47	$22,689
Manufacturing	68	20	29.4%	95.7%	4.3%	19	45	93.8%	84.4%	15.6%	38	$25,385
Arts, A/V Technology, and Communications	27	14	51.9%	46.7%	53.3%	7	12	92.3%	50.0%	50.0%	6	$13,226
Agriculture, Food, and Natural Resources	63	18	28.6%	61.9%	38.1%	11	34	75.6%	0.0%	100.0%	0	$27,640
Business, Management, and Administration	101	35	34.7%	94.3%	5.7%	33	58	87.9%	0.0%	100.0%	0	$21,512
Finance	35	7	20.0%	77.8%	22.2%	5	28	100.0%	0.0%	100.0%	0	$24,964
Information Technology	55	22	40.0%	68.2%	31.8%	15	29	87.9%	0.0%	100.0%	0	$22,435

HEALTH SCIENCE



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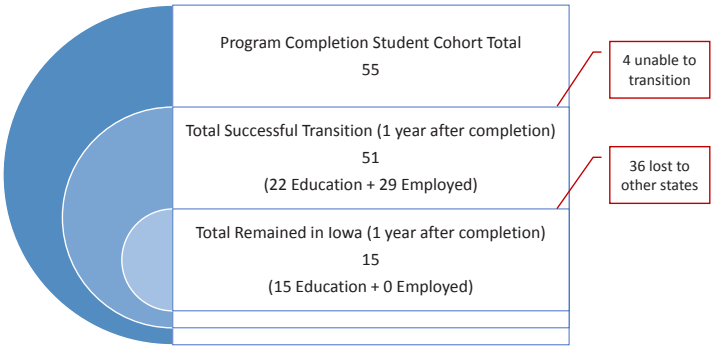

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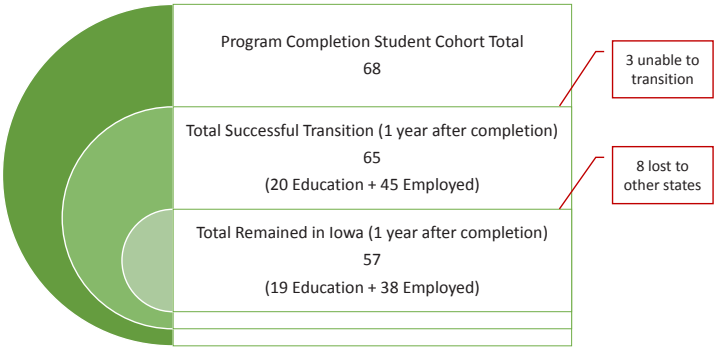

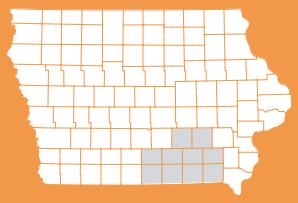

Appanoose County | Davis County | Jefferson County | Keokuk County | Lucas County | Mahaska County | Monroe County | Van Buren County | Wapello County | Wayne County

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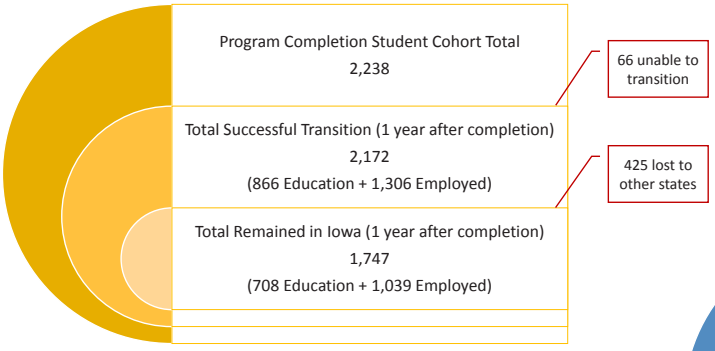
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	2,238	866	38.7%	81.8%	18.2%	708	1,306	95.2%	79.6%	20.4%	1,039	$32,585
Liberal Arts and Sciences/Liberal Studies	1,851	1,288	69.6%	84.5%	15.5%	1,088	470	83.5%	87.0%	13.0%	409	$19,281
Manufacturing	527	114	21.6%	90.1%	9.9%	103	382	92.5%	76.4%	23.6%	292	$38,379
Transportation, Distribution, and Logistics	422	63	14.9%	84.1%	15.9%	53	321	89.4%	89.1%	10.9%	286	$27,145
Information Technology	251	63	25.1%	75.3%	24.7%	47	173	92.0%	91.9%	8.1%	159	$34,939
Business, Management, and Administration	109	30	27.5%	90.6%	9.4%	27	69	87.3%	95.7%	4.3%	66	$18,624
Law, Public Safety, and Security	94	27	28.7%	92.9%	7.1%	25	67	100.0%	94.0%	6.0%	63	$26,550
Architecture and Construction	123	42	34.1%	95.0%	5.0%	40	68	84.0%	85.3%	14.7%	58	$24,761
Hospitality and Tourism	58	9	15.5%	85.7%	14.3%	8	46	93.9%	76.1%	23.9%	35	$24,033
Agriculture, Food, and Natural Resources	43	8	18.6%	62.5%	37.5%	5	27	77.1%	85.2%	14.8%	23	$29,766
Arts, A/V Technology, and Communications	8	1	12.5%	100.0%	0.0%	1	6	85.7%	0.0%	100.0%	0	$19,087
Finance	64	28	43.8%	93.3%	6.7%	26	28	77.8%	0.0%	100.0%	0	$20,452
Human Services	88	53	60.2%	98.2%	1.8%	52	30	85.7%	0.0%	100.0%	0	$16,484
Science, Technology, Engineering, and Math	17	5	29.4%	100.0%	0.0%	5	11	91.7%	0.0%	100.0%	0	$35,345

HEALTH SCIENCE



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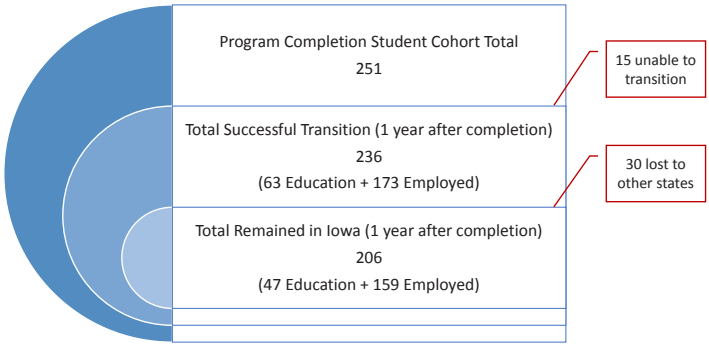
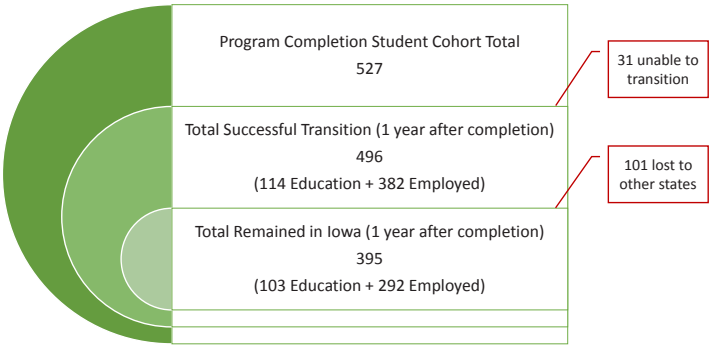
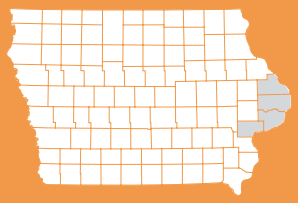


MANUFACTURING



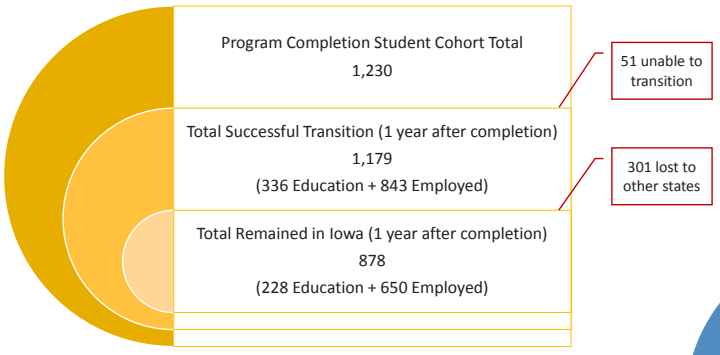


Henry County, IL | Mercer County, IL | Rock Island County, IL | Clinton County | Jackson County | Muscatine County | Scott County

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.

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	1,230	336	27.3%	67.9%	32.1%	228	843	94.3%	77.1%	22.9%	650	$34,480
Liberal Arts and Sciences/Liberal Studies	2,485	1,704	68.6%	70.7%	29.3%	1,205	679	86.9%	79.1%	20.9%	537	$21,419
Transportation, Distribution, and Logistics	434	116	26.7%	87.8%	12.2%	102	269	84.6%	69.9%	30.1%	188	$25,711
Business, Management, and Administration	435	176	40.5%	91.4%	8.6%	161	221	85.3%	80.1%	19.9%	177	$21,220
Manufacturing	306	97	31.7%	90.6%	9.4%	88	191	91.4%	77.5%	22.5%	148	$30,783
Architecture and Construction	164	58	35.4%	84.8%	15.2%	49	99	93.4%	74.7%	25.3%	74	$30,905
Information Technology	141	49	34.8%	61.5%	38.5%	30	81	88.0%	82.7%	17.3%	67	$31,607
Agriculture, Food, and Natural Resources	128	46	35.9%	60.7%	39.3%	28	65	79.3%	70.8%	29.2%	46	$34,393
Human Services	116	56	48.3%	87.1%	12.9%	49	49	81.7%	87.8%	12.2%	43	$18,027
Hospitality and Tourism	91	30	33.0%	82.9%	17.1%	25	54	88.5%	66.7%	33.3%	36	$20,022
Finance	51	13	25.5%	81.3%	18.8%	11	32	84.2%	78.1%	21.9%	25	$21,935
Science, Technology, Engineering, and Math	39	5	12.8%	80.0%	20.0%	4	15	44.1%	80.0%	20.0%	12	$65,324
Arts, A/V Technology, and Communications	28	11	39.3%	75.0%	25.0%	8	14	82.4%	78.6%	21.4%	11	$14,420
Education and Training	14	3	21.4%	14.3%	85.7%	0	0	0.0%	0.0%	0.0%	0	$0
Law, Public Safety, and Security	1	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	$0

HEALTH SCIENCE



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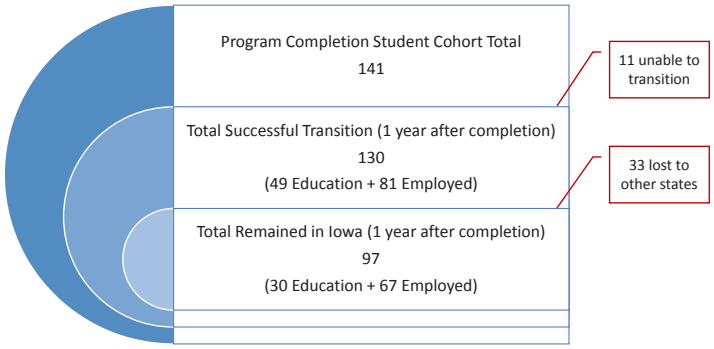

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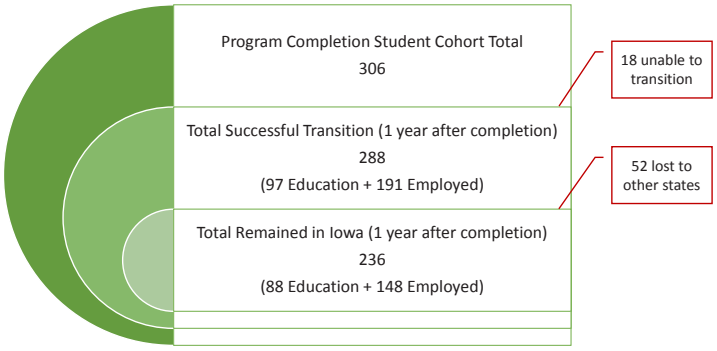
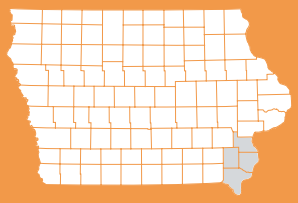


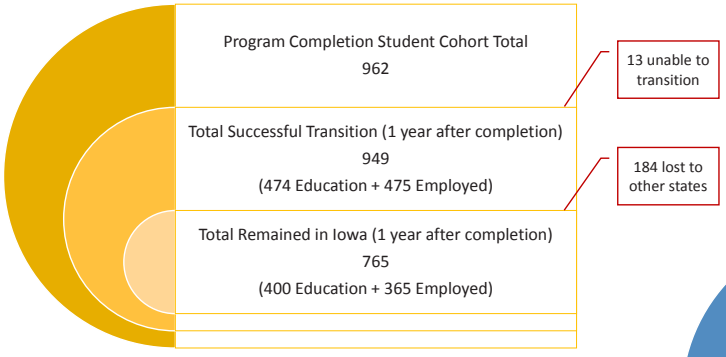


Des Moines County | Henry County | Lee County | Louisa County

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.

Industry Cluster Title	# in Cohort	Matched to Enroll.		Migration Continued Ed.		Enrolled in Iowa	Matched to Emp.		Migration Employed		Employed in Iowa	Adj. Median Wage (2016)
		#	%	% In	% Out		#	%	% In	% Out		
Health Science	962	474	49.3%	84.4%	15.6%	400	475	97.3%	76.8%	23.2%	365	$38,889
Liberal Arts and Sciences/Liberal Studies	1,275	869	68.2%	61.9%	38.1%	538	360	88.7%	84.2%	15.8%	303	$19,160
Manufacturing	203	86	42.4%	93.5%	6.5%	80	115	98.3%	89.6%	10.4%	103	$36,685
Business, Management, and Administration	134	30	22.4%	81.1%	18.9%	24	96	92.3%	84.4%	15.6%	81	$20,871
Transportation, Distribution, and Logistics	115	51	44.3%	96.1%	3.9%	49	55	85.9%	89.1%	10.9%	49	$24,232
Law, Public Safety, and Security	75	26	34.7%	65.4%	34.6%	17	45	91.8%	86.7%	13.3%	39	$23,231
Agriculture, Food, and Natural Resources	38	12	31.6%	84.6%	15.4%	10	14	53.8%	50.0%	50.0%	7	$18,478
Information Technology	45	13	28.9%	57.1%	42.9%	7	29	90.6%	0.0%	100.0%	0	$24,703
Architecture and Construction	52	12	23.1%	93.8%	6.2%	11	37	92.5%	0.0%	100.0%	0	$25,804
Arts, A/V Technology, and Communications	43	11	25.6%	46.2%	53.8%	5	29	90.6%	0.0%	100.0%	0	$14,810
Finance	51	18	35.3%	81.0%	19.0%	15	30	90.9%	0.0%	100.0%	0	$23,974
Human Services	20	9	45.0%	70.0%	30.0%	6	10	90.9%	0.0%	100.0%	0	$29,311
Science, Technology, Engineering, and Math	7	0	0.0%	0.0%	100.0%	0	6	85.7%	0.0%	100.0%	0	$77,583

HEALTH SCIENCE



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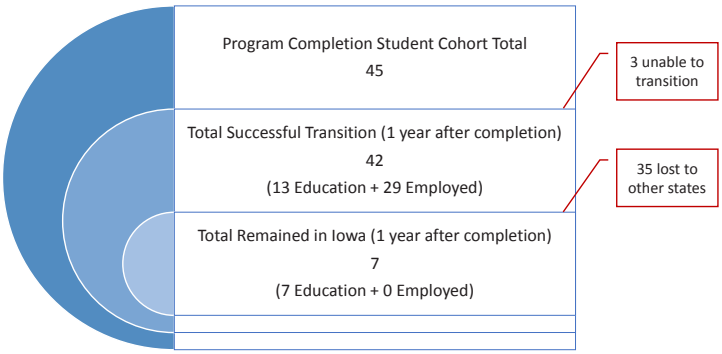

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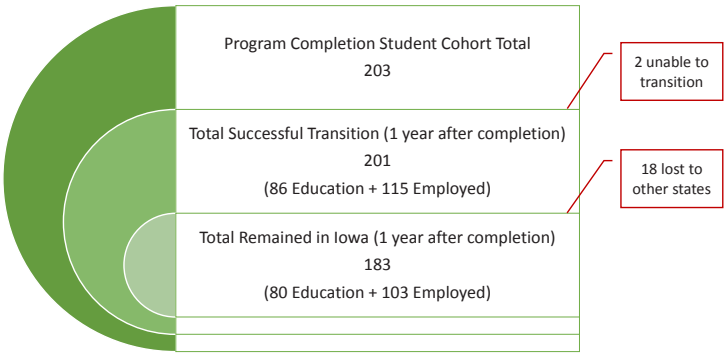

SUSTAINING STAGE | RECAP & SELF ASSESSMENT

This toolkit was intended to assist in guiding sector partnerships through the long-term management and sustainment of the group's initiatives and programs. 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 to ensure the continued success and impact of local sector partnership programs.

LEARNING OBJECTIVE	CONFIDENT
Build and maintain excitement for and an understanding of the value of sector partnerships as a means to continuously secure employers and support partners, as well as to create community buy-in.	☐
Develop, implement, and track long-term performance metrics, including plans to modify or customize programs as needed to ensure continued success and growth.	☐
Cultivate a process of consistent examination and evaluation of program goals, strategies, and membership to ensure the continued advancement and attainment of the collective mission.	☐
Identify and secure a wide array of sustainable financial and technical resources to establish and expand sector partnerships, including the blending and braiding of support streams.	☐
Create a professional brand and group identity that will be easily recognized, understood, and supported by members of the community at large.	☐
Develop a unified communications strategy to positively and consistently represent the group when interacting with members of the public and media, including through social media tools.	☐
Understand the current sector partnership landscape and overall strategies of groups across the state, including those used to connect, engage, and collaborate with one another.	☐
Attain, analyze, and employ various sources of workforce, education, and market-based data sources necessary for continued sustainment and process improvement.	☐

1. "Future Ready Iowa Factsheet," State of Iowa — Office of the Governor
governor.iowa.gov/sites/default/files/documents/FutureReadyIowa-FactSheet.pdf

2. "Sector Strategies Implementation Framework," U.S. Department of Labor — Employment and Training Administration (WorkforceGPS), 2016
https://businessengagement.workforcegps.org/~/media/WorkforceGPS/rapidresponse/Files/Sector%20Strategies/etas_sector_strategies_framework_201503015_final.pdf

3. Page 4 adapted from "Green Lights and Red Flags," Collaborative Economics and The Woosley Group, 2015
static1.squarespace.com/static/57ebae4d5016e1191947196b/t/5894dae2e3df2846e5d40f53/1486150370287/Green%2BLights%2B-%2BRed%2BFlags.pdf

4. "Get the Facts on Apprenticeship," U.S. Department of Labor
www.dol.gov/featured/apprenticeship/shareables

5. Pages 15 and 16 adapted from "Steps to a Successful Nonprofit Social Media Strategy," J Campbell Social Marketing, 2016
www.thebalance.com/nonprofit-social-media-steps-2502531

6. "The New American Heartland: Renewing the Middle Class by Revitalizing Middle America," The Center for Opportunity Urbanism, 2017
www.bradleyfdn.org/Portals/0/pdfs/New%20American%20Heartland-3.6.17-f.pdf

7. "Engaging Workforce Development: A Framework for Meeting CRA Obligations," The Federal Reserve Bank of Dallas and the Federal Reserve Bank of Kansas, 2017
www.dallasfed.org/en/cd/EconDev/workforce/2017/workforceCRA.aspx

8. Page 22 and 23 adapted from "Blending and Braiding Toolkit," Spark Policy Institute, 2017
tools.sparkpolicy.com/overview-blending-braiding/

9. "2016 Colorado Sector Partnership Key Performance Indicator Results," Colorado Workforce Development, 2017
www.sectorssummit.com/2016-colorado-sector-partnership-key-performance-indicator-results/

ADDITIONAL RESOURCES

National Skills Coalition (NSC)

www.nationalskillscoalition.org/state-policy/sector-partnerships

The National Skills Coalition was founded in 1998 as a broad-based coalition working toward a vision of an America that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper. They engage in organizing, advocacy, and communications to advance state and federal policies that support these goals, including reports, studies, and other materials regarding sector partnerships and career pathways. An annual 50-State Scan report outlines strategies and practices implemented across the US to help states better collaborate and learn from one another. The NSC is governed by a Board of Directors drawn from the ranks of business, labor, community colleges, community-based organizations, and the public workforce system. More than 3,200 members, representing more than 1,400 organizations in over 43 states, comprise the broad-based membership of National Skills Coalition.

Colorado Workforce Development Council (CWDC)

www.sectorssummit.com/creating-and-sustaining-a-sector-partnership/

The Colorado Workforce Development Council (CWDC) offers a wide range of resources, advice, and industry-tested strategies surrounding workforce development, sector partnerships, and career pathways. Colorado has been launching and growing sector partnerships for over 11 years through a framework that fosters industry-driven alignment across economic development, workforce development and education. The state has invested in regional, public-private partnerships targeting key industries that are vital to their regional economies. Important work is done throughout the state at the industry-led, public partner supported shared tables. Similar to the strategy of the Iowa Department of Education, technical assistance and print materials are offered to assist in the planning, launch, and implementation of sector partnerships.

APPENDIX A: IOWA SECTOR PARTNERSHIP INDEX

INDUSTRY/SECTOR OF FOCUS	STATUS	NAME OF SECTOR PARTNERSHIP	CONVENER INSTITUTION/ ORGANIZATION	CONTACT PERSON
Advanced Manufacturing	Active	Advanced Manufacturing Sector Partnership	Union County Economic Development	Wayne Pantini
Advanced Manufacturing	Active	Manufacturing Sector Partnership	Southeast Regional Planning Commission	Mike Norris
Advanced Manufacturing	Active	Southwest Iowa Advanced Manufacturing Sector Board	Iowa Western Community College	Mark Stanley
Advanced Manufacturing	Active	Advanced Manufacturing Sector Partnership	Ames Economic Development Commission	Brenda Dryer
Advanced Manufacturing	Active	Advanced Manufacturing Sector Board	Eastern Iowa Community College	Ellen Kabat Lensch
Advanced Manufacturing	Active	Advanced Manufacturing Sector Partnership	Hawkeye Community College	Darcia Krouse and Pam Wright
Advanced Manufacturing	Active	Advanced Manufacturing Sector Partnership	Iowa Valley Community College District	Jacque Goodman and Sandy Supianoski
Advanced Manufacturing	Active	Advanced Manufacturing	North Iowa Area Community College	Heather Wright and others
Advanced Manufacturing	Active	Manufacturing Education Partnership	Iowa Lakes Corridor Development Corporation	Kiley Miller
Advanced Manufacturing	Active	Fairfield Manufacturing Association	Fairfield Economic Development	Joshua Laraby
Advanced Manufacturing	Active	Advanced Manufacturing Sector Board	Kirkwood Community College	Kim Becicka
Advanced Manufacturing	Active	Industrial Technology Advisory Board	Clarke County Development Corporation	William Trickey
Advanced Manufacturing	Active	Northwest Iowa Metals Manufacturing Sector Board	Rosenboom	Lary Rosenboom
Advanced Manufacturing	Forming	Advanced Manufacturing Sector Partnership	Indian Hills Community College & IowaWORKS	Jennifer Erdmann
Advanced Manufacturing	Forming	Manufacturing Sector Board	Iowa Lakes Community College	Jolene Rogers
Advanced Manufacturing	Inactive	Central Iowa Careers in Advanced Manufacturing	Central Iowa Works	Pat Steele
Agriculture	Active	Agriculture Sector Partnership	Iowa Lakes Community College	Jolene Rogers
Agriculture	Active	Agriculture Sector Partnership	Iowa Valley Community College District	Jacque Goodman and Sandy Supianoski
Agriculture	Forming	Organic and Natural Food	Iowa City Area Development Group	Tom Banta
Agriculture, Construction, & Engineering	Active	Architecture, Construction & Engineering (ACE) Sector Board	Kirkwood Community College	Amy Lasack
Business Services	Active	Financial Service Industry Sector Board	Kirkwood Community College	Kim Becicka
Business Services	Forming	Business Sector Board	Iowa Lakes Community College	Jolene Rogers
Construction	Active	Central Iowa Careers in Construction	Central Iowa Works	Pat Steele
Construction	Active	Construction Sector Board	Northeast Iowa Community College	Wendy Mihm-Herold
Construction	Forming	Construction Sector Partnership	Iowa Valley Community College District	Jacque Goodman
Energy & Utilities	Active	Energy Sector Board	Iowa Lakes Community College	Jolene Rogers
Energy & Utilities	Active	Iowa Energy Workforce Consortium	Center for Energy Workforce Development	Beth Britt
Financial services	Active	Central Iowa Careers in Financial Services	Central Iowa Works	Pat Steele
Healthcare	Active	Central Iowa Careers in Healthcare	Central Iowa Works	Pat Steele
Healthcare	Active	Calmar Long-Term Care Sector Board	Northeast Iowa Community College	Wendy Mihm-Herold
Healthcare	Active	Healthcare Sector Board	Iowa Western Community College	Mary Warren
Healthcare	Active	Allied Health Sector Board	Eastern Iowa Community College	Ellen Kabat Lensch
Healthcare	Active	Healthcare Collaborative Sector Board	Hawkeye Community College & IowaWORKS	Darcia Krouse
Healthcare	Active	Healthcare Sector Partnership	Iowa Valley Community College District	Jacque Goodman and Sandy Supianoski
Healthcare	Active	Health Care Sector Partnership	NIACC	Kristy Molencamp
Healthcare	Active	Health Care Industry Sector Board	Kirkwood Community College	Kim Becicka
Healthcare	Forming	Healthcare Technology	Iowa City Area Development Group	Tom Banta
Healthcare	Inactive	Health Care Sector Board	Northwest Iowa Community College	Dr. John Hartog
Healthcare	Active	Dubuque Long-Term Care Sector Board	Northeast Iowa Community College	Wendy Mihm-Herold
Information Technology	Active	Information Technology Sector Board	Northeast Iowa Community College	Wendy Mihm-Herald
Information Technology	Active	IT Industry Partnership	Des Moines Area Community College	Karen Stiles
Information Technology	Active	Information Technology Sector Board	Iowa Western Community College	Mark Stanley
Information Technology	Active	Information Technology Sector Board	Eastern Iowa Community College	Ellen Kabat Lensch
Information Technology	Active	Information Technology Industry Sector Board	Kirkwood Community College	Kim Becicha
Information Technology	Forming	Information Technology Sector Partnership	Hawkeye Community College	Keri Kono
IT - Augmented/Virtual Reality	Forming	Augmented/Virtual Reality	Iowa City Area Development Group	Tom Banta
IT - Automated Vehicles	Forming	Automated Vehicles	Iowa City Area Development Group	Tom Banta
IT - Education	Forming	Education Assessment & Technology	Iowa City Area Development Group	Tom Banta
IT - Wearable Technology	Forming	Wearable Technology	Iowa City Area Development Group	Tom Banta
Skilled Trades	Active	Manufacturing Sector Board	Northeast Iowa Community College	Wendy Mihm-Herold
Transportation & Logistics	Active	Central Iowa Careers in Transportation, Distribution, & Logistics	Central Iowa Works	Pat Steele
Transportation & Logistics	Active	Transportation CDL Sector Board	Northeast Iowa Community College	Wendy Mihm-Herold
Transportation & Logistics	Active	Transportation/Logistics Sector Board	Eastern Iowa Community College	Ellen Kabat Lensch
Transportation & Logistics	Active	Transportation & Logistics Sector Board	Kirkwood Community College	Amy Lasack
Various	Active	Waukon Community Board	Northeast Iowa Community College	Wendy Mihm-Herold
Various	Active	Oelwein Community Board	Northeast Iowa Community College	Wendy Mihm-Herold
Various	Active	Clayton County Community Board	Northeast Iowa Community College	Wendy Mihm-Herold
Various	Active	Cresco Community Board	Northeast Iowa Community College	Wendy Mihm-Herold
Various	Active	New Hampton Community Board	Northeast Iowa Community College	Wendy Mihm-Herold
Various	Active	Manchester Community Board	Northeast Iowa Community College	Wendy Mihm-Herold

ADDRESS	EMAIL ADDRESS	PHONE NUMBER	YEAR ESTABLISHED	NUMBER OF INDUSTRY PARTNERS	NUMBER OF SUPPORT PARTNERS	MATURITY LEVEL	MEETING FREQUENCY
208 West Taylor Street, Creston, IA, 50801	info@unioncountyiowa.com	641-782-2003	2015	16 or more	5 - 9	Emerging	Quarterly
211 N. Gear Ave, Ste 100, West Burlington, IA, 52655	mnorris@seirpc.com	319-753-4310	2016	11 - 15	10 or more	Planning	Bi-monthly
2700 College Road, Council Bluffs, IA, 51503	mstanley@iwcc.edu	712.325.3408	2013	11 - 15	5 - 9	Emerging	Quarterly
304 Main Street, Ames, IA, 50010	brenda@ameschamber.com	515-232-2310	2017	Unknown	1 - 4	Planning	Monthly
306 West River Dr., Davenport , IA, 52801	ekabatlensch@eicc.edu	563-336-3304	2013	11 - 15	1 - 4	Emerging	Quarterly
3420 University Ave., Waterloo, IA, 50613	darcia.krouse@hawkeyecollege.edu	319-296-2329 x3009	2014	6 - 10	1 - 4	Planning	Bi-monthly
3702 S Center Street, Marshalltown, IA, 50158	Jacque.goodman@iavalley.edu	641-844-5640	2012	11 - 15	1 - 4	Emerging	Twice a year
500 College Drive, Mason City, IA, 50401	heather.wright@niacc.edu	641-422-4312	2015	6 - 10	5 - 9	Emerging	Monthly
520 2nd Ave East, Ste. 2, Spencer, IA, 51301	kmiller@lakescorridor.com	712-264-3474	2015	11 - 15	1 - 4	Emerging	Twice a year
605 S 23rd St, Ste 102, Fairfield, IA, 52556	reachjoshualaraby@gmail.com	920-309-0126	1987	16 or more	1 - 4	Planning	Quarterly or bi-
6301 Kirkwood Blvd. SW, Cedar Rapids, IA, 52404	kim.becicka@kirkwood.edu	319-398-5525	2010	11 - 15	5 - 9	Mature	Monthly
PO Box 265, Osceola, IA, 50213	wmtrickey@clarkecountyiowa.com	641-414-1884	2017	6 - 10	1 - 4	Emerging	Monthly
PO Box 280, Sheldon, IA, 51201	bhenningsen@smartsolutionsgroup.net	712-324-4854	2015	Less than 5	1 - 4	Emerging	Monthly
15260 Truman Street, Ottumwa, IA, 52501	jennifer.erdmann@iwd.iowa.gov	641-684-5401 x40042	2017	Unknown	Unknown	Planning	Quarterly
19 S 7th St, Estherville, IA, 51334	jrogers@iowalakes.edu	712-362-0431	2017	16 or more	None	Planning	TBD
1111 9th Street, Des Moines, IA, 50314	pat@centraliowaworks.org	515-243-2130	2011	Less than 5	1 - 4	Mature	Monthly
19 S 7th St, Estherville, IA, 51334	jrogers@iowalakes.edu	712-362-0431	2014	6 - 10	None	Planning	Twice a year
3702 S Center Street, Marshalltown, IA, 50158	jacque.goodman@iavalley.edu	641-844-5640	2016	6 - 10	1 - 4	Emerging	Twice a year
136 S. Dubuque St., Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
6301 Kirkwood Blvd. SW, Cedar Rapids, IA, 52404	amy.lasack@kirkwood.edu	319-398-5435	2016	6 - 10	1 - 4	Emerging	Monthly
6301 Kirkwood Blvd. SW, Cedar Rapids, IA, 52404	kim.becicka@kirkwood.edu	319-398-5525	2014	16 or more	10 or more	Mature	Monthly
19 S 7th St, Estherville, IA, 51334	jrogers@iowalakes.edu	712-362-0431	2017	Unknown	Unknown	Planning	TBD
1111 9th Street, Des Moines, IA, 50314	pat@centraliowaworks.org	515-243-2130	2009	Less than 5	10 or more	Mature	Monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	6 - 10	5 - 9	Emerging	Quarterly or bi-monthly
37-2 S Center Street, Marshalltown, IA, 50158	jacque.goodman@iavalley.edu	641-844-5640	2017	6 - 10	1 - 4	Planning	TBD
19 S. 7th St., Estherville, IA, 51334	jrogers@iowalakes.edu	712-362-0431	2015	11 - 15	None	Planning	Twice a year
2600 Grand Ave, Des Moines, IA, 50312	beth@cewd.org	Unknown	2016	11 - 15	10 or more	Emerging	Quarterly
1111 9th Street, Des Moines, IA, 50314	pat@centraliowaworks.org	515-243-2130	2009	6 - 10	10 or more	Mature	Monthly
1111 9th Street, Des Moines, IA, 50314	pat@centraliowaworks.org	515-243-2130	2011	6 - 10	10 or more	Mature	Monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2016	16 or more	1 - 4	Emerging	Quarterly or bi-monthly
2700 College Road, Council Bluffs, IA, 51503	maryw@cox.net	Unknown	2015	6 - 10	5 - 9	Emerging	Quarterly
306 West River Dr., Davenport, IA, 52801	ekabatlensch@eicc.edu	563-336-3304	2014	11 - 15	5 - 9	Planning	Quarterly
3420 University Ave., Waterloo, IA, 50701	darcia.krouse@hawkeyecollege.edu	319-291-2705	2014	16 or more	1 - 4	Planning	Bi-monthly
3702 S Center Street, Marshalltown, IA, 50158	Sandy.Supianoski@iavalley.edu	641-844-5780	2014	6 - 10	5 - 9	Emerging	Twice a year
500 College Drive, Mason City, IA, 50401	kristy.molencamp@niacc.edu	641-422-4078	2016	6 - 10	5 - 9	Emerging	Monthly
6301 Kirkwood Blvd. SW, Cedar Rapids, IA, 52404	kim.becicka@kirkwood.edu	319-398-5525	2015	11 - 15	10 or more	Emerging	Monthly
136 S. Dubuque St., Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
603 W Park St., Sheldon, IA, 51201	jhartog@nwicc.edu	712-324-5061 x309	2016	Unknown	Unknown	Planning	TBD
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2016	11 - 15	5 - 9	Emerging	Quarterly
1625 Hwy 150 S, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2011	16 or more	5 - 9	Emerging	Quarterly
2006 South Ankeny Blvd., Ankeny, IA, 50023	kastiles@dmacc.edu	515-964-6484	2015	16 or more	1 - 4	Mature	Quarterly
2700 College Road, Council Bluffs, IA, 51503	mstanley@iwcc.edu	712.325.3408	2014	16 or more	5 - 9	Emerging	Quarterly
306 West River Dr., Davenport, IA, 52801	ekabatlensch@eicc.edu	563-336-3304	2014	6 - 10	1 - 4	Planning	Quarterly
6301 Kirkwood Blvd., Cedar Rapids, IA, 52404	kim.becicka@kirkwood.edu	319-398-5525	2014	16 or more	5 - 9	Emerging	Monthly
3420 University Ave., Waterloo, IA, 50701	keri.kono@iwd.iowa.gov	319-291-2705 x350	2017	Unknown	Unknown	Planning	TBD
136 S. Dubuque Street, Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
136 S. Dubuque Street, Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
136 S. Dubuque Street, Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
136 S. Dubuque Street, Iowa City, IA, 52245	tbanta@icadgroup.com	319-354-3939	2017	Unknown	Unknown	Planning	Quarterly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2010	16 or more	5 - 9	Mature	Quarterly
1111 9th Street, Des Moines, IA, 50314	pat@centraliowaworks.org	515-243-2130	2014	Less than 5	10 or more	Emerging	Quarterly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	6 - 10	1 - 4	Emerging	Quarterly or bi-monthly
306 West River Drive, Davenport, IA, 52801	ekabatlensch@eicc.edu	563-336-3304	2014	Less than 5	1 - 4	Planning	Quarterly
6301 Kirkwood Blvd. SW, Cedar Rapids, IA, 52404	amy.lasack@kirkwood.edu	319-398-5435	2015	16 or more	5 - 9	Planning	Bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	16 or more	10 or more	Emerging	Quarterly or bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	11 - 15	10 or more	Emerging	Quarterly or bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	16 or more	10 or more	Emerging	Quarterly or bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	16 or more	5 - 9	Emerging	Quarterly or bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	16 or more	5 - 9	Emerging	Quarterly or bi-monthly
1625 Hwy 150 South, Calmar, IA, 52132	mihm-heroldw@nicc.edu	563-562-3263 x221	2015	16 or more	Unknown	Emerging	Quarterly or bi-monthly

APPENDIX B: INTERMEDIARY WORK-BASED LEARNING & EXTERNSHIP INDEX

This section provides a list of active work-based learning and externship programs coordinated through partnerships with the Iowa Department of Education's Regional Intermediary Networks. Additional programs are being developed and will be added or modified on a regular basis. Please contact a program directly for more information and to learn how to take advantage of these great opportunities.

» Cedar Valley Career Connections arranged tours, specialized work-based learning professional development, and college program "behind-the-scenes" for educators in their region. They also conducted ongoing discussions with secondary teachers to ensure the availability of relevant career exploration opportunities tied to curriculum.
www.hawkeyecollege.edu/academics/high-school/career-connections

» Indian Hills Get Connected held two separate four-day workshops called Educators in the Workplace. These events were collaborations between Indian Hills Community College and Opportunity², which is a regional economic development organization composed of seven different counties.
www.indianhills.edu/academics/highschool/connected/workplace.php

» Iowa Central Career Connections collaborated with the Prairie Lakes Area Education Agency to establish an externship program for educators. The program will provide an opportunity for educators to spend time in a business/industry to learn through hands-on experience about practices, skill requirements, and opportunities in the workplace related to their subject. The externship will improve and strengthen their teaching by bringing relevance to student learning.
www.iowacentral.edu/Career_Connections/externships.asp?cs=t

» Southwestern's Workplace Learning Network organized the Real World Teacher Externship program in which educators were able to earn two license renewal credits by completing 40 hours of work in a business or industry relevant to their curriculum.
www.swcciowa.edu/admissions/high-school-students/workplace-learning-network

» North Iowa Area Community College makes connections with businesses and educators by offering an externship program called Educators in the Workplace. This program came about through a partnership of Central Rivers AEA and Iowa Intermediary. NIACC Career Connections and educators have the option to earn one licensure credit for their participation.
www.niacc.edu/career-connections/educators/educator-activities/

» Western Iowa Tech Community College's Educator Externship Program is designed to provide educators an opportunity to engage in the modern workplace to gain a deeper understanding of specific career areas and necessary skills. Educators can take their experiences back to the classroom to improve student learning and engagement in career opportunities. These externships are available for educators in WITCC's region and are approximately 40 hours in length.
www.witcc.edu/win/educators.cfm

» Iowa Western Community College's intermediary has partnered with the greater Omaha Chamber of Commerce, the Council Bluffs Chamber of Commerce, and Metropolitan Community College to offer a paid, 40-hour Summer Educators Internship at a regional business. This experience helps enhance classroom instruction for students while fostering partnerships between school and business.
www.iwcc.edu/highschool/siwc/hse.asp

» Iowa Valley Community College collaborated with Poweshiek Iowa Development, Grinnell AmeriCorps Partnership, Central Rivers AEA, and several local businesses to provide an opportunity called Teaching Employees. Participating educators earned two license renewal credits.
ce.iavalley.edu/student-resources/iowa-valley-intermediary-program/iowa-valley-intermediary-externship-program/

» DMACC Business Resources partners with the regional economic group Opportunity² to provide a four-day experience called Teaching for the Workforce that includes industry tours, presentations, and hands-on experiences that will focus on the skill needs of the changing regional workforce.
www.dmacc.edu/careerdiscovery/Pages/educators.aspx

APPENDIX C: LABOR MARKET INTELLIGENCE SOURCES

Table adapted from *Methodology for Collecting Actionable Labor Market Information* guide available for download at www.educateiowa.gov/documents/sector-partnership/2017/05/methodology-collectin-labor-market-information.

REAL-TIME LABOR MARKET INTELLIGENCE SOURCES

SOURCE	DESCRIPTION
BURNING GLASS	Uses job postings for data on needs of employers, including education, credential, and skill requirements as well as compensation information.
EMSI	Uses job postings for data on occupations, industries, educational programs, and demographics.
LINKEDIN ALUMNI TOOL	Uses LinkedIn to estimate the number of graduates from local institutions who remain in an area following graduation.

TRADITIONAL LABOR MARKET INTELLIGENCE SOURCES

SOURCE	DESCRIPTION	LOCATION UNIT OF MEASURE
BLS Quarterly Census of Employment and Wages (QCEW)	Employment and wage data for nearly all employment activity in the U.S.	Nation State County
BLS Occupational Employment Statistics (OES)	Employment and wage data for specific occupations	Nation State MSA
BLS/US Census Current Population Survey (CPS)	Labor force statistics, including employment, wages, and demographic characteristics	Nation State County MSA City (some)
BLS Employment Projections	Employment projections	Nation
State Labor Market Information Division	Employment and wage data Occupational data Employment projections	State Lower Localities (state specific)
National Center for Education Statistics (NCES)	Data on elementary, secondary, and postsecondary institutions	Nation State College District
NCES Integrated Postsecondary Education Data System (IPEDS)	Postsecondary institution characteristics, prices, admission, enrollment, degree/certificate information, student success and persistence, and outcome measures	Nation State College District
State education agencies	Data on elementary, secondary, and postsecondary institutions within a state	State College District

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