

Lehigh Carbon Community College S STEM Program Researcher (NSF grant) – By awarding scholarships to low-income students, the Lehigh Carbon Community College (LCCC) ensures that they receive ample opportunity to earn STEM (science, technology, engineering, and mathematics) degrees. The Institute is serving as the project researcher developing assessments, conducting analytics, and reporting findings on data (student grades, attendance, and mindset) for the LCCC’s Start SMART – Self-Motivated, Academic, Reflective, Talented – scholarship program. The research will become part of NSF’s data library and The Institute will work with LCCC to publish the studies and present at conferences.



Penn’s Northeast, February 2019 – The Institute prepared a Talent Report partially supported by Penn’s Northeast, a regional economic development firm. The report offers a comprehensive overview of the workforce in Lackawanna, Luzerne, Pike, Wayne, Monroe, and Schuylkill Counties. More specifically, it highlights the top sectors and occupations in each area.

Weinberg Foundation, February 2018 – An analysis of the workforce development environment in the six-county region allowed The Institute to assess the scope of existing programs and identify service gaps and challenges. Data consists of the types of education available in the area, the demographics of clients served, and outcomes-related details. Projections pertaining to future trends were outlined and recommendations for further development were provided.

Geisinger Commonwealth School of Medicine – Behavioral Health Study, December 2017 – All types of behavioral health professionals are in short supply, and they serve a growing population. The Institute analyzed occupations (including recruitment, retention, and wage issues) and growth projections (i.e. increasing demand for services and effective adaptation by service delivery organizations).

Wayne Pike Workforce Alliance, April 2015 – An assessment of the education and training needs of parents, students, recent graduates, and business and industry in Wayne and Pike Counties was completed and synthesized with existing resources and opportunities. The information was used to create a comprehensive plan to be applied throughout the county.

Workforce Wayne CTC Curriculum/Economic Development Analysis, September 2012 – The Institute developed a curriculum program tied to the region’s economic development plan to meet businesses attraction industry goals – including retention and expansion to satisfy workforce needs.

Workforce Wayne CTC Impact Study, April 2012 – This study explored the potential impact of CTC formation for Wayne and Pike Counties. Outcomes would likely include positive changes in economic, educational, innovation, and social indicators. They would also offer regional competitive advantages through broader economic and workforce development, as well as one-time (construction) and ongoing (operations) increased economic activity.

Luzerne/Schuylkill Workforce Investment Agency Youth Asset Mapping, April 2010/February 2012 (update) – A youth asset mapping for Luzerne and Schuylkill Counties was conducted by completing an inventory of programs in Science, Technology, Engineering, and Math (STEM), as well as career preparedness programs and literacy programs in school districts, nonprofit organizations, and institutions of higher education. A gap analysis was carried out to provide information on assets and overlap in programming for youth at the pre-kindergarten level through age 22 years. The analysis also identified successful programs throughout the U.S. that could be replicated in northeast Pennsylvania.



Pennsylvania Economy League Student Assessments, July 2008 – The research team summarized the performance and progress of schools in 10 Pennsylvania counties since 2002 – when the No Child Left Behind Act was implemented. Data from the Pennsylvania Department of Education PSSA test reports were used, because they detail each county and school district’s performance on an annual basis. These assessments measure the academic abilities of students in grades five, eight, and 11. The Institute updates some county reports on an annual basis.