



**CALIFORNIA WORKFORCE INVESTMENT BOARD
MEETING NOTICE**



Tuesday and Wednesday, October 30 and 31, 2012

**Red Lion Hotel Woodlake Conference Center
Meeting Room Edgewater A
500 Leisure Lane
Sacramento, CA 95815
(916) 922-2020**

Edmund G. Brown, Jr.
Governor

Tim Rainey
Executive Director

AGENDA

**October 30, 2012
1:00 pm to 5:00 pm**

- 1. Welcome and Opening Remarks**
- 2. Overview: California's Workforce Investment Board**
 - a) Organizational Structure
 - b) Review of Existing Bylaws
 - c) Review of Orientation Materials
 - d) Administrative Forms Related to Your Appointment
- 3. Presentation: California's Economy**
 - Economic, Labor Market, Demographic Trends
- 4. Discussion: California's Workforce Investment System**
 - a) Role of the California Workforce Investment Board
 - b) Strategic Workforce Plan – Vision, Strategy and Goals
- 5. Other Business**
- 6. Public Comment**

Meeting conclusion time is an estimate; meeting may end earlier subject to completion of agenda items and/or approved motion to adjourn. In order for the State Board to provide an opportunity for interested parties to speak at the public meetings, public comment may be limited. Written comments provided to the Committee must be made available to the public, in compliance with the Bagley-Keene Open Meeting Act, §11125.1, with copies available in sufficient supply. Individuals who require accommodations for their disabilities (including interpreters and alternate formats) are requested to contact the California Workforce Investment Board staff at (916) 324-3425 at least ten days prior to the meeting. TTY line: (916) 324-6523. Please visit the California Workforce Investment Board website at <http://www.cwib.ca.gov> or contact Daniel Patterson for additional information. Meeting materials for the public will be available at the meeting location.



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Governor

Tim Rainey
Executive Director

**AGENDA
October 31, 2012
9:00 am to 3:00 pm**

- 1. Welcome and Opening Remarks**
 - a) Swearing In of New Members
- 2. Business:**
 - a) Approve Proposed Bylaws
 - b) Approve Appointment of Committee Chairs\Members
 - c) Approve State Strategic Workforce Plan
 - d) Approve High Performing Workforce Investment Board Criteria
- 3. Working Lunch**
 - a) Approve Branding of California's One-Stop System
 - b) Approve Meeting Calendar
- 4. Other Business:**
- 5. Public Comment**
- 6. Adjourn**
- 7. Committee Chairs' Meeting to Discuss Career Pathways**

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- a) Role of the California Workforce Investment Board
- b) Strategic Workforce Plan – Vision, Strategy, and Goals

5. Other Business

6. Public Comment

1. Welcome and Opening Remarks

- a) Swearing In of New Members

2. Business:

- a) Approve Proposed Bylaws
- b) Approve Appointment of Committee Chairs/Members
- c) Approve State Strategic Workforce Plan
- d) Approve High Performing Workforce Investment Board Criteria

RECOMMENDATION:

The California Workforce Investment Board (State Board) approve the revised Bylaws as recommended by the Executive Committee.

ISSUE:

The State Board's Bylaws were approved in May 2005. Since that time there have been state legislative mandates that clarify its roles and responsibilities, changed its membership composition and requires specific actions and activities be carried out. In addition, there have been organizational and administrative changes that must be reflected in the Bylaws.

BACKGROUND:

Since their approval in May 2005, there have been changes to state law that affects the role and responsibility of the State Board. These changes must be reflected in its Bylaws. The principal changes are as follows:

- Eliminates the Administrative Committee, which was a Standing Committee.
- Establishes the Executive Committee as a new Standing Committee. The additions also identify the Committee's minimum required membership and its role in support of the State Board
- Adds the Green Collar Jobs Council as a Standing Committee and identifies the California Code Sections that govern its roles and responsibilities and membership requirements.
- Makes minor administrative changes and clarifications.

Recommendation:

The State Board approve the changes to the Bylaws as recommended by the Executive Committee.

CALIFORNIA WORKFORCE INVESTMENT BOARD BYLAWS

ARTICLE 1: NAME

The Workforce Investment Act (WIA) of 1998 requires that each state establish a state workforce investment board to carry out certain responsibilities related to the state's workforce investment system. The *California Workforce Investment Board*, hereinafter referred to as the State Board, was established through Executive Order (D-9-99) and formalized through the enactment of state statutes in 2006.

ARTICLE II: PURPOSE

~~The purpose of the State Board is to assist the Governor in implementing and continuously improving California's workforce investment and One-Stop Career Center systems and in meeting certain federal requirements to ensure the quality and efficiency of the system as required by the WIA.~~ *State Board is the body responsible for assisting the Governor in the development, oversight and continuous improvement of California's workforce investment system.*

ARTICLE III: GOVERNANCE

The State Board shall reside within the California Labor and Workforce Development Agency and shall report *through its Executive Director* to ~~the Governor through the Secretary of the Labor and Workforce Development Agency.~~ following protocols agreed to by the State Board and that Agency.

ARTICLE IV: STATE BOARD MEMBERSHIP

Section 1 – Appointments

The members of the State Board are appointed by the Governor in conformity with ~~Section 111 of the WIA.~~ *Section 14012 of the California Unemployment Insurance Code. In addition, the Senate President Pro Tem shall appoint two legislative members, and the Speaker of the Assembly shall appoint two legislative members. The Governor may add additional members to those required by the California Unemployment Insurance Code.*

Section 2 – Composition

~~The composition of the State Board shall be in conformity with the WIA. A majority of the members of the State Board shall be private sector representatives. At least 15 percent of the membership shall be representatives from organized labor. The Chair of the State Board shall be selected by the Governor from among the private sector representatives. The Senate President Pro Tem appoints two legislative members, and the Speaker of the Assembly appoints the other two legislative members. The Governor may add additional members to those required by the WIA.~~

Section 3 – Designees

Section 7.5 ~~of~~ *in the General Provisions of the California Government Code* allows a Director of a State Department or a Secretary of a State Agency, either of whom is appointed as a member of a State body, to designate a deputy director of that Department or Agency, exempt from State civil service, to act in the Director's or Secretary's place. Each Department Director or Agency Secretary may have a designee, however only one designee may vote on behalf of the Department or Agency at any one meeting. If more than one designee is present for a meeting, the Chair will select which designee can participate in voting for that meeting. State Department

Directors and Agency Secretaries must notify the Chair in writing of the names and titles of their designees prior to the designees' participation on the State Board.

Section 7.6 of *in the General Provisions of the California Government Code* allows a Constitutional Officer to appoint a designee. A designee for a Constitutional Officer must be a deputy who is exempt from State civil service. Section 7.6 also allows a member of the California Legislature to name a designee. In addition, the California Constitution Article 9, Section 2.1, requires that the State Superintendent of Public Instruction designee be an individual from one of the following offices which are exempt from State civil service: the Deputy Superintendent of Public Instruction, or one of the three Associate Superintendents of Public Instruction. The Constitutional Officers must notify the Chair in writing of the names and titles of the designees prior to the designees' participation on the State Board.

Section 4 – Alternates and Proxies

Under no circumstances shall the State Board permit absentee or proxy voting at any of its proceedings.

Section 5 – Conflict of Interest

Members of the State Board are subject to a comprehensive body of state law governing conflict of interest. (*Government Code* §§ 81000-91014). Pursuant to State and federal law, the State Board has adopted and promulgated a Conflict of Interest Code. The State Board members, including designees, are required to file statements of economic interests with the State Board. The State Board staff will maintain copies on file and deliver the original statements of economic interests to the Fair Political Practices Commission. The statements of economic interests are governed by State law and include the specific kinds of financial information members of the State Board must disclose. Upon appointment, Board members are required to file an ~~initial filing~~

“*Assuming Office*” statement within 30 days of their appointment. Thereafter, Board members are required to file annual statements. Board members are also required to file “*Leaving Office*” statements upon ~~leaving~~ *vacating* their position.

Section 6 – Resignation

A member may resign from the State Board by sending a written notice, which includes the effective date of resignation, to the Governor. The member must also send ~~a copy~~ *copies* of that written notice to the Chair *and the Executive Director*.

Section 7 – Removal

The Governor has sole authority to appoint and to remove members of the State Board. The Chair, ~~however,~~ on behalf of the ~~Administrative-Executive~~ Committee, may request the written resignation of any State Board member who fails, without good cause, to attend three consecutive State Board meetings or who otherwise demonstrates an inability or unwillingness to actively participate in the meetings, discussions, activities, and decisions of the State Board. In the event that such a member fails to submit a written resignation, the Chair, on behalf of the ~~Administrative-Executive~~ Committee, may forward a written recommendation for removal to the Governor.

ARTICLE V: OFFICERS

The State Board shall have two officers: the State Board Chair (Chair) and the State Board Vice-Chair (Vice-Chair). ~~Both of these positions~~ *The Chair shall be a member of the private sector* appointed by the Governor and shall *serve at the pleasure of the Governor.*~~be of indeterminate length.~~

~~The Chair and the Vice-Chair shall be members of the private sector.~~ The Chair shall call and preside at all State Board meetings and perform other duties as required by the

State Board. The Vice-Chair shall act as Chair in the Chair's absence and perform other duties as required.

ARTICLE VI: COMMITTEES

Section 1 – Committee Structure

The State Board will operate with a committee structure comprised of standing committees, special committees, and ad hoc committees:

Standing Committees – are constituted to perform continuing functions and are permanent committees of the State Board. A standing committee is comprised of State Board members for purposes of voting. A standing committee shall have a minimum of five members in addition to the chair and the vice chair of the committee. A standing committee is established or discontinued through an amendment to these bylaws. With the exception of the ~~Administrative~~ *Executive Committee*, the Chair shall designate the chair, vice-chair, and members of a standing committee annually, subject to ratification by the full State Board. The committee chair shall be the presiding officer at all committee meetings. The committee vice-chair shall assume the duties of the committee chair in the committee chair's absence.

Special Committees – are ~~appointed~~ *assigned specific tasks and assignments* by the State Board Chair ~~to carry out specified tasks~~. ~~Special committees~~ *Membership* may include State Board members and State and local partners, stakeholders, practitioners, and customers, all as voting members. Unless otherwise specified in the description of the committees adopted as part of these bylaws, the State Board Chair shall designate the chair, vice-chair, and members of each special committee, subject to ratification by the ~~State Board~~ *Executive Committee*. The committee chair shall be the presiding officer at all committee meetings. The committee vice-chair shall assume the duties of the committee chair in the committee chair's absence.

Ad Hoc Committees – are informal workgroups, *task forces, councils and other formal sub-groups* comprised of State Board members, and/or State Board staff, and/or State and local partner, stakeholder, and practitioner staff. Ad hoc committees may be established by the Chair, the Executive Director, or special committee chairs and are not subject to ratification by the full State Board *nor the Executive Committee*. Ad hoc committees are time-limited and task oriented and are formed to develop work products for the State Board. *Each Ad hoc committee shall remain in existence only as long as necessary to fully address the task with which it is charged.*

Section 2 – Standing Committees

There shall be ~~one~~ *two* standing committee of the State Board:

The Administrative Executive Committee – shall be chaired by the State Board Chair and shall consist of the Vice-Chair, the chairs of the special committees, the Secretary of the Labor and Workforce Development Agency (*or the Secretary's designee*), and the Executive Director of the State Board. *The membership of the Executive Committee shall reflect the membership of the full State Board with a minimum of one third private sector, one third labor organizations and one third governmental entities.* The State Board Chair shall have the discretion to appoint additional members to the ~~Administrative-Executive~~ Committee as deemed appropriate.

The ~~Administrative-Executive~~ Committee shall meet at the call of the Chair, as required by State Board meetings, issues, activities, and workflow. It shall provide recommendations to the full State Board regarding standing committee assignments; coordinate the work of standing, special, and ad hoc committees; develop agendas for State Board meetings; and *shall be empowered to take action on behalf of the full State Board* in instances where urgency and time constraints do not permit items to be acted upon by the full State Board. ~~take necessary actions and make necessary commitments~~

~~on behalf of the State Board.~~ All such actions and commitments shall be ~~subject~~ reported to ratification by the full State Board at its next regularly scheduled meeting.

The Green Collar Jobs Council – shall be comprised of appropriate representatives from the State Board’s existing membership and meet at the call of the Chair. The Green Collar Jobs Council (GCJC) shall perform the duties and responsibilities specified in Sections 15002 - 15003 of the California Unemployment Insurance Code and shall report all actions to the full State Board at its next regularly scheduled meeting

ARTICLE VII: MEETINGS

Section 1 – Board Meetings

The State Board shall conduct at least one, full, public meeting each year. It is the goal of the State Board, however, to conduct full State Board meetings three to four times each year and in such locations as will facilitate the work of the State Board and the participation of the public. *Regular attendance at meetings is expected of each Board member.* The meetings will be open and accessible to the public and will be publicly announced. Agendas, minutes of the previous meeting and available supporting materials for State Board meetings will be ~~mailed~~ provided to the members at least ten days prior to the meeting.

Section 2 – Board Quorum

A quorum is defined as a majority of the members appointed to the State Board. If a quorum is not present at a State Board meeting, the State Board may not vote or take action, but members in attendance may continue to meet for the purpose of discussion, including taking public testimony on agenda items.

ARTICLE VIII: CLOSED MEETINGS

A closed session of the State Board may be called to discuss personnel issues, pending litigation, or any other matters appropriate for a closed meeting under Government Code Section 11126. The Chair may call for a closed meeting, or a closed meeting may be called by any member, with a majority vote.

ARTICLE IX: PARLIAMENTARY AUTHORITY

Robert's Rules of Order shall govern the State Board in all cases in which they are applicable and in which they are not inconsistent with these Bylaws, any special rules of order the Board may adopt, or any applicable State and federal laws and regulations.

ARTICLE X: CHANGES IN BY-LAWS

These Bylaws may be amended or replaced and new Bylaws adopted by the approval of a majority vote by those members voting at a *State* Board meeting with a quorum present, provided that the amendment is not in conflict with any State and federal laws and regulations and had been noticed in writing to all State Board members 30 days in advance of any proposed action by the State Board.

Representing	Chairs	Name	Title	Organization
Business				
	Board Chair	Michael Rossi	Senior Jobs Advisor	Office of Governor Brown
	Chair - Health Workforce Development Council	Bob Redlo	VP, Labor Relations & Workforce Development	Doctors Medical Center
	Chair – Manufacturing Committee	Ro Khanna	Attorney/Intellectual Property & Clean Tech	Wilson Sonsini Goodrich & Rosati
		Richard Rubin	President	Richard A. Rubin and Associates
		Richard Rosenberg	Past Chairman and CEO	Bank of America
Labor				
	Board Vice-Chair	Cindy Chavez	Exec Secretary-Treasurer	South Bay Labor Council
	Chair - Issues & Policy Committee	Bill Camp	Exec Secretary-Treasurer	Sacramento Labor Council
		John Brauer	WED Executive Director	California Labor Federation
		Jeremy Smith	Deputy Legislative Director	State Building and Construction Trades Council
Government				
		Marty Morgenstern	Secretary	Labor & Workforce Development Agency
		Pam Harris	Director	Employment Development Department
		Dr. Brice Harris (Van Ton-Quinlivan)	Chancellor	CA Community Colleges
	Chair – Green Collar Jobs Council	Carol Zabin	Director of Research	UC Berkeley Labor Center

RECOMMENDATION:

The California Workforce Investment Board (State Board) approve the Vision, Goals and Strategies portion of the State Plan as recommended by the Executive Committee.

ISSUE:

Section 112 of the WIA requires the Governor of each state to submit a plan to the U.S. Secretary of Labor that outlines a 5-year strategy for the statewide workforce system.

BACKGROUND:

On March 27, 2012, the Department of Labor Employment and Training Administration issued Training and Employment Guidance Letter 21-11, which communicate changes to state planning requirements. The California Unemployment Insurance Code Section 14000 also requires the State Board, in collaboration with state and local partners, to develop a strategic workforce plan to serve as a framework for the development of public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs.

The State Board convened the directors of the state's key workforce departments and agencies to develop a blueprint for action, which committed them to common strategies, goals, and concrete action steps. The draft blueprint was then taken to regional focus groups to validate, revise, and improve.

The California Strategic Workforce Development Plan has a five year time horizon. As such, we see it as a living document that – based on experience and changing conditions – will be reworked over time. However, the core commitments of the Plan will not change. These are to a skilled workforce, vibrant economy, and shared prosperity for all Californians.

Recommendation:

The State Board approve the Vision, Goals and Strategies portion of the State Plan as recommended by the Executive Committee.

I. Introduction

California's economy is finally emerging from the worst recession in a generation. In fact, according to the Labor Day 2012 employment report from California's Employment Development Department, our state is currently leading the nation in job growth. But the impacts of the Great Recession have been serious both for workers and employers. There are still many more jobseekers than jobs. Perhaps even more importantly, today's workers face a very different labor market from their parents, one that is more volatile and rapidly changing. Many of our institutions, both public and private – including education, training, unemployment, and reemployment systems – have failed to keep pace. They were designed for a time when technological change was slower, the labor force was less globalized, and occupations and careers were more stable.

Now, for California to maintain its status as a place of innovation and shared prosperity, those institutions must support a "retraining economy." All workers must be learners who can dexterously traverse a labor market landscape that is less about "jobs" and more about a set of marketable skills broadly relevant to industry sectors within regional economies. Through the implementation of California's Strategic Workforce Development Plan, Governor Brown and the California Workforce Investment Board are committed to making the retraining economy a reality by:

- aligning the state's workforce institutions and programs around the needs of regional growth sectors; and thereby
- increasing the number of Californians, including those from underrepresented demographic groups, who are able to access and succeed in postsecondary education and training programs.

Regions will carry out and lead most of this work, but the state also has key roles to play. These include working with regions to forge a shared vision, as well as coordinating the activities of state institutions to support that vision and removing barriers to implementation.

The development of California's Strategic Workforce Development Plan was the first step. The California Workforce Investment Board convened the directors of the state's key workforce departments and agencies to develop a blueprint for action, which committed them to common strategies, goals, and concrete action steps. The draft blueprint was then taken to regional focus groups to validate, revise, and improve. Essential elements of the plan include:

- Regional workforce and economic development networks that can engage employers, labor, education and workforce training providers, economic

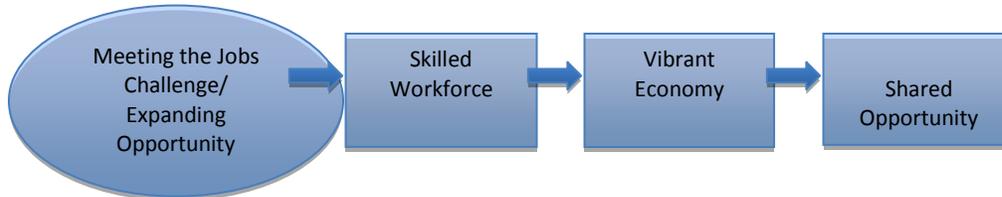
developers, and other community partners to address a region's education and training priorities; and

- Industry sector partnerships with deep employer engagement that develop career pathway programs that support jobseekers and workers to acquire and enhance industry-relevant skills over the course of their lifetimes.

Within this framework, local Workforce Investment Boards are expected to play multiple roles: convening, supporting, and participating in regional efforts; working with partners to build new kinds of integrated programs, including career pathway programs; engaging employers; and providing feedback to state institutions, the Legislature, and the Governor about what works and what doesn't. Community colleges, adult education programs, apprenticeship programs, and economic development programs are also expected to play some of these as well as other roles that contribute to attaining our shared goals. Employers and employer organizations, labor unions, and community-based organizations will have to be deeply engaged for the strategies to be successful.

The California Strategic Workforce Development Plan has a five year time horizon. As such, we see it as a living document that – based on experience and changing conditions – will be reworked over time. However, the core commitments of the Plan will not change. These are to a skilled workforce, vibrant economy, and shared prosperity for all Californians.

II. Governor's Vision Shared Strategy for Shared Prosperity



The Challenge

California workers face multiple serious challenges over the next decade including an increasingly globalizing and rapidly changing economy accompanied by unprecedented volatility and labor market churn. Workers who lose their jobs lose ground, often permanently.

At the same time, the pressure on workers to gain higher levels of skill continues to grow. To quote the White House's Education Blueprint:

Earning a post-secondary degree or credential is no longer just a pathway to opportunity for a talented few; rather, it is a prerequisite for the growing jobs of the new economy. Over this decade, employment in jobs requiring education beyond a high school diploma will grow more rapidly than employment in jobs that do not; of the 30 fastest growing occupations, more than half require postsecondary education.

In California as in the rest of the nation, many of these are "middle skill" jobs, that is, they require less than a bachelor's degree but some postsecondary training through a community college, adult school career technical program, state-approved apprenticeship, or other training provider. Nonetheless, without a change in direction, California faces a looming skills gap fueled by dramatic demographic shifts. By 2020, approximately 60 percent of the state's prime age workforce will be from populations with historically low levels of educational attainment.

California workers, then, need more education and training. But that skills attainment also must be an ongoing process over the course of a lifetime that permits individuals to re-tool their skills in response to the needs of regional economies. This is the overarching goal of California's Strategic Workforce Development Plan: reorientation and realignment of California's workforce programs and institutions to support a dynamic and globally successful state economy that offers all residents – including the most vulnerable – a high quality of life.

Our vision calls for a state strategy based on ongoing skills attainment focused on regional growth industry sectors and clusters. By braiding education, training, and employment services together to support these sectors, we can both effectively address employers' needs for a high quality, appropriately skilled workforce and support workers needs for well-paid, steady work. This strategy draws on lessons from the traditional apprenticeship model -- providing workers maximum employment outcomes through mobility among multiple employers within an industry sector or cluster.

Pieces of this approach are being implemented by communities and regions throughout California, but real barriers stand in their way. These include:

- *California's workforce system is not aligned to key regional industry sectors and employers committed to providing jobs.* As a result, limited resources are not well targeted.
- *California's workforce institutions and programs are siloed.* Poor articulation, fiscal restrictions, and conflicting policies make it difficult to scale effective practices across workforce programs. Data collection is also particularly fractured in California, making it almost impossible to measure the results from workforce investments meaningfully.
- *Too few jobseekers – including displaced workers and veterans – are provided access to high quality career technical education (CTE) programs.* The current fiscal crisis threatens to exacerbate this problem.
- *CTE programs are not linked into coherent career pathways and too few have implemented evidence-based practices.* Research suggests that California CTE programs do not place enough priority on sequencing lower-to-higher credentials within a field, impeding student progress to high levels of education. Too few integrate practices that improve student success such as contextualized remediation, cohort-based instruction, and accelerated learning.
- *Basic skills deficiencies are a critical barrier to most individuals accessing high quality career technical education, yet California's system of basic skills education is failing most students.* One of every 4 working age adults in California possesses very low basic skills, and few overcome that gap, blocking them from most good paying jobs. The Adult Education and non-credit programs of the California Community Colleges (CCCs) transition very few students into postsecondary education and training; just one in five basic skills students in the CCCs achieve a certificate, degree, or transfer, and it takes on average one to two years longer to obtain credentials as compared to their peers.

- *Workforce and education programs, community-based organizations, and others fail to coordinate effectively to provide individuals in training the range of supportive services they need to succeed.*

California's Strategic Workforce Development Plan

California's strategic workforce development plan builds on emerging work by local workforce investment boards, community colleges, adult education providers, community-based and economic development organizations, unions, and employers to address these and other critical challenges. The plan begins with the articulation of broadly shared goals.

Goals

State and regional stakeholders identified goals in four key areas to guide the activities of the workforce system over the next five years:

- **Business and industry.** *Meet the workforce needs of regional economies and high demand industry sectors with the best potential for new jobs.*
- **Adults.** *Increase the number of Californians, including from underrepresented demographic groups, who complete at least one year of postsecondary education with a marketable credential or degree, with a special emphasis on veterans, disabled individuals, disconnected youth, formerly incarcerated, and other at-risk populations.*
- **Youth.** *Increase the number of high school students, including those from underrepresented demographic groups, who graduate prepared for postsecondary education and/or a career.*
- **System alignment and accountability.** *Support system alignment, service integration, and continuous improvement through shared data, common participant tracking, and evidence-based policymaking.*

Strategy

To support these goals, state and regional stakeholders agreed on an overarching strategy designed to address regional economic needs and promote skill development. State stakeholders also committed to a set of specific short-range (within 18 months or less) and longer term activities.

Regional Sectoral Strategy

California's regional sectoral strategy builds on regional workforce and economic development networks and industry-specific sector partnerships, often with

career pathway programs at their center, that have begun to develop over the past decade in regions throughout the state. The Los Angeles Workforce Systems Collaborative (LAWSC) is a good example of a regional network. LAWSC is a coalition of business associations, labor, community organizations, economic development, community colleges, local WIBs, and philanthropy focused on directing resources toward the region's growth industries. Examples of industry sector partnerships include some formed around manufacturing and goods movement in the East Bay and LA regions; healthcare and biotechnology in San Diego and the Bay Area; high technology in Silicon Valley; food production in the Central Valley; and entertainment and hospitality in Los Angeles.

Regional workforce and economic development networks. Existing regional networks were formed for different purposes with a variety of organizations in leadership. The California Strategic Workforce Development Plan envisions continued diversity but encourages regions to bring together all major stakeholders, guided and sustained by a "backbone" organization that has the trust of all partners. One key purpose of the regional networks is to develop and support industry-specific partnerships and career pathways. Roles of the regional network include:

- Identifying key competitive and emerging industries in the region;
- Aligning, coordinating, and integrating a region's resources to support the development of industry-specific partnerships in those targeted industries
- Removing local policy and administrative barriers to the alignment of multiple public programs and funding streams; and
- Identifying and accessing additional federal, state, private and philanthropic resources to sustain the network, invest in specific programs, and to seed sector partnerships.

Industry sector partnerships. In industry sector partnerships, workforce practitioners work closely with employers and labor organizations to develop education and training curriculum and programs to meet business demands for skilled labor. Partnerships include the range of stakeholders needed to address employers' pipeline needs and build robust career pathways. The geographic reach of a sector partnership is typically regional, with the specifics driven by how labor markets operate within a given industry. Lead organizations may be a local workforce investment board, industry association, formal labor-management partnership, regional non-profit, or community college. In the Sacramento Valley, for example, Valley Vision – a regional non-profit – leads the Green Capital Alliance (GCA). GCA is a broad partnership of business, academic, workforce, economic development, sustainability, and clean tech organizations working to support the region's clean tech economy. In Los Angeles, the Hospitality Training Academy grew out of a labor-management partnership of UNITE-HERE Local 11 and several hotel properties. The Academy is now the flagship hospitality sector

project of the Los Angeles City WIB and the Los Angeles Community College District.

The roles played by effective industry sector partnerships include:

- Identifying and articulating current and anticipated skill needs within the industry;
- Mapping out and establishing career pathways in the targeted industry sector;
- Integrating programs and “braiding” funding streams along career pathways, and providing supportive services for underprepared students and workers;
- Developing training curriculum and/or adjusting existing curriculum;
- Developing common systems to track participant success;
- Providing students and workers with industry valued skills certifications, credentials, and degrees at multiple points along career pathways; and
- Developing other strategies to support industry workforce needs and worker career advancement.

State Role. California’s Strategic Workforce Development Plan provides new support for these efforts at the state level. The California Workforce Investment Board and its committees – including the State Working Group of department directors that developed the blueprint for the state plan – are committed to scaling up existing regional network and industry sector partnerships and spreading the model to new regions. State institutions and programs will direct resources to this work and support it by:

- Aligning their policy goals;
- Establishing common success metrics;
- Maximizing, leveraging, and aligning resources;
- Identifying, removing or erasing administrative or policy barriers.

Specific Strategic Opportunities

More specifically, the state partners identified short- and longer-term activities to achieve identified goals. Specific goals and sub-goals and identified strategic opportunities and activities are detailed below.

III. Goals, Objectives, Actions

Business and Industry Goal

Meet the workforce needs of high demand sectors of the state and regional economies.

Objective 1: Prepare skilled workers for employment in competitive and emergent regional industry sectors.

ACTIONS TO GET US THERE

1. Coordinate and develop high quality, actionable LMI data that assesses regional industry and occupational trends and needs; annually publish sector and regional profiles that include a “skills gap” analysis.
2. Work with local workforce investment boards to collaborate with their local school districts and community colleges to share regional workforce and economic analysis and to identify priority industry sectors and clusters.
3. Increase the share of state and local Career Technical Education (CTE) and other training funds invested in competitive and emergent sectors with a focus on science, technology, engineering and math (STEM) disciplines and entrepreneurial skills.
4. Prioritize, invest and braid community college economic and workforce development funding streams to focus on competitive and emergent industries.
5. Focus more incumbent worker funding on multi-employer (sectoral) training that meets regionally identified needs and, when appropriate, articulate with community college career pathways.
6. Work with business, industry, and industry associations to identify and develop industry recognized readiness and skill standards.

Objective 2: Support the development of regional workforce and economic development networks in California regions to address workforce education and training priorities.

ACTIONS TO GET US THERE

1. Create and align sector-focused efforts among state level partners to guide regions in their sector work. The State Board to establish sector-focused subcommittees to guide multi-region efforts to develop career

- pathways. The CCCCO to utilize system navigators to guide multi-region efforts to develop career pathways that respond to key industry needs.
2. Promote the expansion, connection, and replication of regional networks around major regional priority sector partnerships by engaging employers, labor, education and workforce training providers, local elected officials, community advocates and other community partners; identify and to the extent available provide seed/incentive funding for regional workforce and economic development networks and sector partnerships.
 3. Identify, develop, expand, replicate and promote industry-specific career pathway sector partnerships with employer engagement and leadership to improve outreach to employers and involve them in identifying skill standards and training needs as well as creating workplace-learning opportunities.

Adults Goal

Increase the number of Californians, including from underrepresented demographic groups, who complete at least one year of postsecondary education with a marketable credential or degree, with a special emphasis on veterans, disabled individuals, disconnected youth, and other at-risk populations.

Objective 1: Increase the capacity of career technical education.

ACTIONS TO GET US THERE

1. Advocate for more Career Technical Education (CTE) courses at the community colleges.
2. Identify and remove barriers to investments of local job training funds in CTE programs.
3. Create and distribute model curriculums for high demand occupations.
4. Develop a campaign to increase public/private investments in instructional equipment.

Objective 2: Increase the number of career pathway programs in demand industries.

ACTIONS TO GET US THERE

1. Improve linkages and pathways between high schools, Adult Education, and community colleges by aligning programs to high demand occupations in target industry sectors.
2. Support the development of stackable credentials, basic skills on-ramps, and bridge programs that provide for interim achievement with multiple entry and exit points, support services and employability along a career pathway.
3. Prioritize the investment of categorical funding streams on high demand CTE and contextualized basic skills approaches.
4. Align curricula within pathways to growing and emergent industry sectors.
5. Provide guidance, strategies and incentives to local partners to support a package of support programs for students in career pathway programs.

Objective 3: Increase the number of adult basic education students who successfully transition to postsecondary education/training or employment, and reduce the time students spend in remediation.

ACTIONS TO GET US THERE

1. Identify, test, and implement evidence-based models and best practices that build partnerships between adult schools, community colleges, and local workforce investment boards, and reduce the time students spend in remediation.
2. Improve articulation of basic skills education between high schools, Adult Education programs, community colleges, four-year institutions and local workforce investment boards.
3. Provide professional development support for Adult Education and community college faculty on contextualized instruction and other evidence-based practices that accelerate basic skills students' transition to, and success in, postsecondary education or employment.
4. Develop partnerships among community colleges, One-Stops, Adult Education programs, community-based organizations and others to provide support services to basic skills students.

Objective 4: Increase the number of underprepared job seekers and dislocated workers who enter and successfully complete education and training programs in demand industries and occupations.

ACTIONS TO GET US THERE

1. Ensure that all accredited career education programs (community college, Adult Education, regional occupation centers/programs, and apprenticeship) are automatically on the state's Eligible Training Provider List (ETPL).
2. Strive for the consistent adoption of a process for community colleges to recognize and grant credit to veterans for educational training completed in the armed forces.
3. Replicate/bring to scale the best practices of the Adult Entry Points of Entry initiative that promote the development of career pathways and transition programs targeted to incarcerated adults, ex-offenders and low-skilled adults (those with basic skills in the 6th-8th grade level range).

Objective 5: Develop and implement a strategic layoff aversion strategy that helps retain workers in their current jobs and/or provides rapid transitions to new employment, minimizing periods of unemployment.

ACTIONS TO GET US THERE

1. Connect regional Rapid Response coordinators and Employment Training Panel regional staff to regional workforce and economic development networks to develop proactive activities to respond to regional needs.
2. Ensure that the WIA 25% Dislocated Worker policy (both Additional Assistance and Rapid Response) addresses layoff aversion in targeted industry sectors.
3. Market the Work Sharing Unemployment Insurance program with regional workforce and economic development networks and industry associations.
4. Redefine regional Rapid Response activities around layoff aversion.
5. Explore how to effectively mine UI claimant data, mass layoff data, and WARN data to identify industry trends and inform layoff aversion efforts in order to develop a focused strategy on re-employment of laid off workers in key sectors.

Objective 6: Expand availability of and participation in “Learn and Earn” models such as apprenticeships, where students and workers can build skills while working.

ACTIONS TO GET US THERE

1. Create credit-bearing linkages between approved apprenticeship programs, community colleges, and adult education programs.
2. Develop a campaign to promote the value of approved apprenticeship and “Learn and Earn” models of training, and increase investments in these models.
3. Expand formal apprenticeship programs in key regional priority sectors and occupations.
4. Implement AB 554 that requires the State Board and local workforce investment boards to ensure that WIA training funds targeted to apprentice-able occupations, including pre-apprenticeships, are coordinated with DAS-approved apprenticeship programs.

Youth Goal

Increase the number of high school students, including those from underrepresented demographic groups, who graduate prepared for postsecondary education and/or a career.

Objective 1: Increase the number of high school students who complete a challenging education including math gateway coursework and industry-themed pathways that prepare them for college, approved apprenticeship, and other postsecondary training.

ACTIONS TO GET US THERE

1. Identify and promote best practices on articulation, integration, and collaboration of K-12 and adult education CTE programs to community college pathways, programs and workforce/employment offerings.
2. Revise and disseminate CTE standards aligned with the Common Core.
3. Promote and increase the use of and enrollment in CTE programs, career-based academies, and industry-themed high schools as a viable pathway to career readiness.
4. Align, promote and increase the use of career exploration resources such as CA Career Zone, CA Career Center, EDD/LMI, Community College Career Café.

Objective 2: Increase opportunities for disconnected youth to transition into postsecondary education and careers.

ACTIONS TO GET US THERE

1. Encourage (in collaboration with the higher education segments) successful concurrent enrollment practices among school districts and colleges; share best practices statewide and examine barriers to the use of concurrent enrollment and early college programs.
2. Align supportive services for disconnected youth to ensure successful transition into the workforce and postsecondary education.
3. Expand high school dropout intervention and credit recovery programs.
4. Work with local workforce investment boards to identify strategies to engage youth councils, local school districts, and community colleges to increase the number of high school graduates in CTE and career pathways, particularly within groups that now have higher than average non-completion rates.

System Alignment and Accountability Goal

Support system alignment, service integration, and continuous improvement using data to support evidence-based policymaking.

Objective 1: Develop and sustain a state level leadership team to improve state and regional communication, better align state level efforts, and more effectively respond to barriers and obstacles faced by regions.

ACTIONS TO GET US THERE

1. Develop a statewide education and outreach plan that promotes a common vision, goals and language; clarifies roles and responsibilities of state and local workforce partners; and works to identify, access and target additional resources into the system.
2. Align multiple agency state plans to address statewide goals and priorities, and identify and resolve inconsistencies in program measures, goals, and rules to improve program alignment and outcomes.
3. Create a process to receive input on specific obstacles brought to the State Working Group to get interagency cooperation on addressing problem issues.
4. Provide technical assistance to local workforce investment boards on developing their local plans and complying with state and federal legislation and regulations.

5. Ensure WIA state discretionary investments (including WIA 5%, WIA 25%, WPA 10%) are consistent with California's Strategic Workforce Development Plan.
6. Promote implementation of Integrated Service Delivery (ISD) based on the recommendations put forward by the CSU Northridge evaluation (2011).
7. Work with local workforce investment boards to identify strategies for One-Stop that ensure appropriate services for individuals with disabilities and the elderly; align services for veterans with veterans services organizations, EDD, California Department of Veterans Affairs, and businesses in priority industry sectors; and coordinate services with WIA 166 Indian/Native Americans Programs and WIA 167 Migrant Seasonal Farmworker Programs.
8. Work with and support local workforce investment boards considering voluntary consolidation and re-designation of Local Workforce Investment Areas (LWIAs), especially where the regional labor market analysis supports shared governance and where duplicative administrative services could be eliminated without adversely affecting consumer service delivery.
9. Participate in US Department of Labor Employment and Training Administration's effort to institute a national branding of the WIA and WPA program and work with EDD to establish eligibility criteria for the local workforce investment boards and affiliated One-Stops to be identified as an "American Jobs Center of California."

Objective 2: Develop a common workforce accountability system.

ACTIONS TO GET US THERE

1. Develop common cross-system metrics, align performance outcome measures, monitor and report annually on progress towards goals.
2. Develop use of data (including EDD base wage file data) to track participants across programs and institutions and into the labor market.
3. Develop standards for certifications of high performing local workforce investment boards and a policy for allocation of any WIA Governor's discretionary funds to high performance local workforce investment boards pursuant to the SB 698.

4. Create a reporting mechanism that counts community college CTE for fewer than 12 units.
5. Work with the US Department of Labor to develop WIA performance measures and outcomes consistent with the goals of California's Strategic Workforce Development Plan.
6. Identify WIA Service Record Data (WIASRD) fields consistent with California's Strategic Workforce Development Plan Goals and Actions in order to collect accurate data to track performance. Work with EDD/WSB and local workforce investment boards to ensure those fields are completed.
7. Establish clear policy and a transparent process for local workforce investment board recertification based on criteria consistent with California's Strategic Workforce Development Plan and compliance with state and federal law, regulation, and policy. Ensure a clear process for notification of substandard performance and technical assistance, and allow sufficient time to improve performance.

RECOMMENDATION:

The California Workforce Investment Board (State Board) approve the evaluation criteria and rubric developed for implementation of the High Performing local board standard as recommended by the Executive Committee.

ISSUE:

In September 2011 Governor Brown signed legislation (Senate Bill 698), which requires the State Board, in partnership with stakeholders, to develop criteria to designate a local board as “high performing.” WIA Section 117 also requires the Governor to certify a local board for each of the forty nine local workforce investment areas. Both of these certifications are required every two years. The State Board is undertaking a process of continuous improvement and consolidating these two requirements into a single policy.

BACKGROUND:

A workgroup was formed, including representatives from the Legislature, Employment Development Department, State Board and local board directors. A consultant was also employed to aid in the effort.

The high performance standards assume the following:

- The criteria must be meaningful
- Incentivize the desired behaviors
- Be achievable/replicable
- Be easily understood

The stakeholder group also identified five performance areas for evaluation.

1. Strategic planning and implementation
2. Business Services/Partnerships/Sector Strategies
3. Youth Strategies
4. Investment in training/skills development/career pathways
5. Managing the work of the local board

Local boards that seek the High Performance designation must meet the baseline criteria, the minimum requirements for each criterion and obtain 26 of 32 possible points. To achieve the WIA Section 117 certification, the local boards must meet the baseline requirements for each criterion.

RECOMMENDATION:

The State Board approve the evaluation criteria and rubric developed for implementation of the High Performing local board standard as recommended by the Executive Committee.

		Maximum Points	Section 117 Certification
I	Strategic planning and implementation		
1	The Plan Meets the Local Planning Requirements in SB 698	Pass\Fail	Pass
2	The Plan's Scope of Vision is Strategic and Comprehensive.	2	1
3	Key Stakeholders are Actively Engaged both in the Planning and Implementation.	2	1
4	The Plan's Goals and Strategies are Evidence-Based.	2	1
II	Business Services/Partnerships/Sector Strategies		
1	The LWIB has adopted a business services plan, consistent with its Strategic Plan, that integrates local business involvement with workforce initiatives.	2	1
2	The LWIB partners with employers in key industries and educators in developing and operating industry sector partnerships as a primary strategy.	2	1
3	The LWIB facilitates and/or participates in unified workforce services support to employers within their labor market, integrating with other relevant LWIBs, educators, and other partners.	2	1
4	The LWIB leads in identifying and obtaining resources to sustain operation of industry sector partnerships over time.	2	1
III	Youth Strategies		
1	The LWIB is a partner with K-12 education and others on strategies that reduce high school dropout rates.	2	1
2	The LWIB is a partner in strategies to re-engage disconnected youth.	2	1
3	The LWIB partners with employers, educators and others to help youth understand career pathway options.	2	1
4	The LWIB encourages youth to focus on attainment of post-secondary degrees and other credentials important to employers in the LWIB's labor market.	2	1
IV	Investing in training/skills development/career pathways		
1	The LWIB ensures pre-apprenticeship and apprenticeship training is coordinated with in one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.	Pass\Fail	Pass
2	The LWIB prioritizes training for occupations in demand in the local economy resulting in completion and attainment of a degree and/or other credentials valued and used by industries within the region.	2	1

3	The LWIB emphasizes career pathways as a framework through which learners can connect their skills and interests with viable career options.	2	1
4	The LWIB partners with employers, educators, and other stakeholders continually to identify funding to support worker training and education that results in improved skills, credentials, and employment.	2	1

V Managing the work of the WIB

1	The LWIB membership meets all legal requirements and is representative of the community.	Pass\Fail	Pass
2	The LWIB meets WIA requirements.	Pass\Fail	Pass
3	The LWIB continuously reviews performance of both programs and LWIB initiatives, and has a strategy for encouraging and ensuring ongoing improvement.	2	1
4	The LWIB transparently communicates the results of its efforts within the community.	2	1

Scoring Criteria

0 = did not meet minimum requirements

1 = met minimum requirements

2 = exceeded minimum requirements

Total Maximum Points Available

Minimum Score for WIA Section 117 Certification	<u>16</u>
Minimum Score for High Performing Certification	<u>26</u>

High-Performance Local Workforce Investment Boards DRAFT Standards and Certification Criteria

Purpose

On behalf of the Governor, the State Board must concurrently perform three statutorily required activities related to ensuring effective local Workforce Investment Boards (LWIBs). These activities are:

1. **Approve of Local Strategic Plans based on adherence to the *State Strategic Workforce Development Plan*:** LWIBs are required by federal law to submit to the State Board local strategic plans that reflect the vision, strategy, and goals of the State Strategic Workforce Development Plan.
2. **Biannually recommend LWIB recertification to the Governor:** Federal and State law require the State Board to biannually recommend to the Governor recertification of each LWIB. Consideration is based on meeting minimum federal performance measures and compliance with State and federal law and regulations.
3. **Evaluate LWIB performance for biannual “High-Performance” certification:** Last year, Governor Brown signed SB 698 [UI Code 14200(c)] to set the bar higher for LWIB performance. By January 1, 2013, the State Board must implement standards for certifying high-performing LWIBs. The first certification must occur on or before July 1, 2013.

In order to maximize efficiency and minimize the administrative workload of the LWIBs and State staff, the State Board is combining the three above activities to be evaluated concurrently.

The High-Performance LWIB standard will serve as the core for State guidance to LWIBs for developing their Local Plans. Those LWIBs that comply with the minimum requirements of this guidance will be considered for Local Plan approval as well as LWIB recertification. Those LWIBs that exceed the minimum requirements promulgated in the High-Performance standard will be considered for status as a High-Performance.

Those LWIBs that do not meet the minimum standard will receive further technical assistance from the State Board and EDD to correct shortfalls. The goal is that all LWIBs receive Local Plan approval and recertification. Additionally, those LWIBs that do not meet the level of High-Performance, but wish to do so, will receive further technical assistance from EDD and the State Board.

High-Performance certification is a voluntary process. An LWIB must request consideration of High-Performance certification at the time its Local Plan is submitted to the State Board. It is expected that this certification will provide an LWIB increased recognition, credibility and visibility for its work.

The initial 2013 High-Performance certification will primarily be based on LWIB commitment in the Local Plan to the *State Strategic Workforce Development Plan*. In 2015, the State Board will revise the High-Performance standard and evaluation criteria to place more emphasis on measurable data related to specific employment and education outcomes for workers and job seekers.

Assumptions

The High-Performance LWIB standards are intended to:

- **Be Meaningful** – They should be credible to all stakeholders and defensible in their correlation to whether a LWIB is “high-performance” or not.
- **Incentivize commitment to the *State Strategic Workforce Development Plan*** – The standards should encourage LWIBs to:
 - Take on strategic community leadership roles that engage diverse partners and stakeholders;
 - Prioritize and invest in worker training;
 - Adopt and use sector partnerships as a key part of service delivery;
 - Publicize workforce successes; and
 - Continuously improve service delivery.
- **Be Achievable/Replicable** -- The standards should be a “fair game” that strong LWIBs can pass with realistic metrics. These standards should help identify LWIBs that are “high-performance,” and neither be set so low that all variants of practice pass, nor so high that no one can pass.
- **Be easily understood** – The standards should be clear and easily understood and not result in additional administrative burden.

Scoring

LWIBs will be assessed against five standards. These standards coincide with the *State Strategic Workforce Development Plan* strategy and goals. Each standard contains four criteria for a total of twenty. Four of the twenty criteria are required elements contained in WIA and state law and will be scored as pass/fail. The other sixteen criteria will be worth 2 points each for a maximum of 32 possible points.

LWIBs that fail any of the four required elements and/or fail to meet the minimum requirements for each of the sixteen other criteria will receive a “conditional” certification and will be required to submit a corrective action plan to address those areas that did not meet the minimum requirements.

LWIBs that pass the four required elements and meet the minimum requirements for each of the sixteen other criteria will receive full certification.

LWIBs that seek to be considered for High-Performance certification must pass the four required elements and meet or exceed the minimum requirements for each of the sixteen other criteria and obtain at least 26 of the 32 possible points.

Scoring Definitions:

0 Points:

The Local Plan element contains *insufficient* detail and *does not* meet minimum requirements.

1 Point:

The Local Plan element contains the required analysis and identifies goals and strategies for achieving the desired outcomes in sufficient detail to meet minimum requirements.

2 Points:

The Local Plan element contains detailed analysis and clearly identified goals and strategies for achieving the desired outcomes and *EXCEEDS* minimum requirements. The plan provides evidence that a regional partnership is\has formed (that includes education, business, labor, and other workforce entities) that supports the goals and the strategies in the plan. The plan leverages resources of the partnership. Local elected officials were actively engaged in the planning process and participate as champions for the workforce system.

Tips for LWIBs requesting High-Performance certification as part of their Local Plan submission:

- **Focus on the standards and the criteria.** Review of the Local Plan will center on the LWIB's demonstrated performance against each standard and the four criterion that are being used to operationalize the standard.
- **Treat the detail under each criterion as examples, not required points of response.** The State Board recognizes that different LWIBs bring different strengths and approaches to these expectations. Use whatever combination of the topics included as examples of proof with others that are locally relevant to make your case.
- **Be clear and concise.** Applicants won't get additional points for volume of detail provided. The State Board and the reviewers are interested in LWIBs telling their story succinctly.

Standards

I. STRATEGIC PLANNING AND IMPLEMENTATION

Expectation: In support of the *State Strategic Workforce Development Plan* (State Plan), the LWIB developed and will implement an actionable strategic plan through an inclusive stakeholder process that articulates key workforce issues and prioritized strategies for impacting them, both within the LWIA, regionally, and, where applicable, the overall labor market.

Criteria:

1. The Local Plan Meets the Local Planning Requirements of SB 698 in UI Code 14200(c). (MANDATORY, PASS/FAIL)

Evidence must include:

- The Local Plan is a strategic plan, not just a WIA program plan.
- The Local Plan incorporates and reflects the Governor's vision, goals, actions and policy priorities of the State Plan.
- The Local Plan contains measurable goals that support the "Goals, Objectives, Actions" articulated in section III of the State Plan and includes a well-specified blueprint for attaining the goals with benchmarks, timelines, and action steps that specify who will take action to meet the goals.
- The Local Plan identifies local and regional community stakeholders and includes their input.

2. The Local Plan's Vision is Strategic and Comprehensive. (Maximum 2 points possible)

Examples of evidence:

- The Local Plan demonstrates a good understanding of the labor market and economic analysis and the workforce needs of the key industry sectors in the local and regional economy.
- The goals and strategies of the Local Plan address the workforce needs of the identified priority sectors in the local and regional economy and include career pathway programs to provide upward mobility to unskilled and entry level workers in these priority sectors.
- The Local Plan demonstrates an awareness of the various workforce, education and training services provided in the local and regional economy and their relevance to meeting the labor market needs of the priority sectors.
- The Local Plan articulates how the LWIB and One-Stop delivery system will make use of and coordinate with the various workforce, education and training service delivery organizations and systems in the local and regional economy to achieve the goals and strategies.

3. The Local Plan's Goals and Strategies are Evidence-Based. (Maximum 2 points possible)

Examples of evidence:

- The Local Plan is informed by and based upon data from a comprehensive, regional labor market analysis.
- Strategies chosen are based on evidence drawn from research, evaluation, and promising practices.
- The Local Plan contains clear metrics, both quantitative and qualitative, for each strategy, and the LWIB is prepared to regularly assess progress against those strategies, including a game plan for collecting and analyzing needed information.
- The LWIB regularly receives performance information to enable it to perform its oversight role of the One-Stop operations.

4. Key Stakeholders are Actively Engaged Both in the Planning and Implementation of the Local Plan (Maximum 2 points possible)

Examples of evidence could include describing how:

- Employers from major industry sectors in the LWIA or regional economy were actively engaged in the planning process and continue to be during implementation.
- Local elected officials were actively engaged in the planning process and participate as champions for the workforce system.
- Labor organizations were actively engaged in the planning process and continue to be during implementation.
- Education partners, including K-12, adult education, career-technical education, community colleges, and universities were actively involved in the planning process and continue to be during implementation.
- Community based organizations representing target populations of job seekers were actively engaged in the planning process and continue to be during implementation.
- The LWIB collaborated regionally with other LWIBs who share common labor markets during the planning process and continue to do so during implementation, including aligning resources and investments in support of shared strategies and priority sectors.
- The Local Plan is a living document, which the LWIB and community partners modify and update as needs and economic conditions change.

II. BUSINESS SERVICES/PARTNERSHIPS/SECTOR STRATEGIES

Expectation: The LWIB partners effectively with businesses to identify and resolve skill gaps in priority industry sectors, working in particular through sector partnerships.

Criteria:

- 1. The LWIB has included in its Local Plan a business services plan, which integrates local business involvement with workforce initiatives. (Maximum 2 points possible)**

Examples of content in the business services plan include:

- How the LWIB collaborates with businesses to identify skill gaps reducing the competitiveness of local businesses within relevant regional economies.
- How the LWIB effectively engages employers, including representatives from priority sectors, as members of the LWIB and in development of the business services plan.
- What regional/joint approaches with other LWIBs and other partners, are being undertaken to align services to employers.
- What metrics will the LWIB use to gauge the effectiveness of services provided to business.

- 2. The LWIB partners with priority sector employers and educators in developing and operating regional workforce & economic development networks as a primary strategy. (Maximum 2 points possible)**

Examples of evidence:

- Regional networks include employers from priority sectors and include other partners such as colleges, other LWIBs, philanthropy, community leaders, labor, and others the partnership deems important. An industry-credible convener facilitates the work of each network.
- Regional networks focus on identifying and meeting the skill needs of the priority sectors while sector partnerships focus on developing career pathways that contain entry points for low-skilled workers for each priority sector.
- Regional networks operate at the regional geographic scale appropriate to the labor markets for the relevant priority sectors.

- 3. The LWIB facilitates and/or participates in unified workforce services support to employers within their labor market, integrating with other relevant LWIBs, educators, and other partners. (Maximum 2 points possible)**

Example of evidence:

- The LWIB leads and/or partners in a unified employer services strategy/regional workforce & economic development networks that provides businesses with single points of contact spanning all relevant agencies.

4. The LWIB takes the lead in identifying and obtaining resources to sustain operation of regional workforce & economic development networks over time. (Maximum 2 points possible)

Examples of evidence:

- The LWIB embeds regional networks into its use of formula WIA funds and other funds it manages.
- The LWIB works with regional networks to develop and implement sustainability strategies, leveraging combinations of public and private funding.
- The LWIB seeks out funding opportunities and aligns resources with labor, education, corrections, social services, economic development and other key partners and programs in support of the Strategic Workforce Plan.

III. INVESTMENT IN TRAINING/SKILLS DEVELOPMENT/CAREER PATHWAYS

Expectation: The LWIB prioritizes increasing worker skills and workplace competencies and the development/use of career pathways that connect skills to good jobs that can provide economic security.

Criteria:

1. The LWIB ensures pre-apprenticeship and apprenticeship training is coordinated with one or more apprenticeship programs approved by the Division of Apprenticeship Standards [UI Sec. 14230(e), AB 554] for the occupation and geographic area. (MANDATORY, PASS/FAIL SCORING)

Example of evidence:

- The LWIB has clearly articulated goals and strategies for fostering collaboration between community colleges and approved apprenticeship programs in the geographic area to provide pre-apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the approved apprenticeship.
- 2. The LWIB prioritizes training for occupations in priority sectors in the local economy resulting in completion and attainment of a degree and/or other credentials valued and used by priority sector employers within the region. (Maximum 2 points possible)**

Examples of evidence:

- The LWIB requires training funds be used to prepare workers for occupations in priority sectors for which demand can be articulated or projected through their local workforce and economic analysis.

- The LWIB engages priority sector employers to ascertain what degrees and credentials are of value to them.
- The LWIB has clearly defined strategies to ensure it meets the minimum expenditure levels of their adult and dislocated worker WIA formula allocations on workforce training services, as required by the Workforce Training Act (UI Sec. 14211, SB 734).
- The LWIB sets training completion as an ETPL eligibility requirement and performance expectation for continued eligibility of its training providers.
- The LWIB identifies high quality training providers based on credentials attained and employment outcomes for graduates.
- The LWIB sets the attainment of industry-recognized degrees or certificates in its identified priority sectors as a measurable expectation in its training investments.

3. The LWIB emphasizes career pathways as a framework through which learners can connect their skills and interests with viable career options. (Maximum 2 points possible)

Examples of evidence:

- The LWIB utilizes sector partnerships to collaborate with priority sector employers and local K-12 and post-secondary educators to map career pathways within and across those industries.
- The LWIB collaborates with educators, One-Stop operators and training providers to ensure learners can obtain and make effective use of career pathway information.

4. The LWIB partners with employers, educators, and other stakeholders continually to identify funding to support worker training and education that results in improved skills, credentials, and employment. (Maximum 2 points possible)

Example of evidence:

- There is a regional workforce & economic development network or similar partnership with a written revenue plan, or a similar document, which describes strategies to obtain or leverage resources and includes goals and progress measures aligned to the Local Plan.

IV. YOUTH STRATEGIES

Expectation: The LWIB is a strategic leader in building partnerships to reduce high school dropout rates; to effectively re-engage disconnected youth in education and work; to help youth understand career pathway options; and to encourage attainment of post-secondary degrees and other credentials valued by industry in the local area/region's labor market.

Criteria:

- 1. The LWIB is a partner with K-12 education and others on strategies that reduce high school dropout rates. (Maximum 2 points possible)**

Examples of evidence:

- The LWIB helps craft strategies that identify students at risk of dropping out and helps execute interventions to work closely with those students to keep them engaged.
- The LWIB partners in setting metrics for dropout rate reduction and in engaging employers, parents, and other stakeholders in meeting those goals.

- 2. The LWIB is a partner in developing and executing strategies to re-engage disconnected youth. (Maximum 2 points possible)**

Examples of evidence:

- The LWIB partners with diverse stakeholders such as education, juvenile justice, human services, faith-based organizations, and others, to develop and deliver a comprehensive set of services designed to re-engage young people who have already dropped out of school and are at risk in education and employment attainment.
- The LWIB collaborates with those partners to fund disconnected youth re-engagement in education and employment.
- The LWIB works with its partners to set metrics for success rates in youth re-engagement and to make those results visible in the community.
- New and innovative strategies and partnerships have resulted in increased employment opportunities for youth in the local area\region.

- 3. The LWIB partners with employers, educators and others to help youth understand career pathway options. (Maximum 2 points possible)**

Examples of evidence:

- The LWIB partners in developing career pathway information and tools that will work effectively with youth.
- The LWIB contextualizes its youth employment strategies within career pathways.

- 4. The LWIB encourages youth to focus on attainment of post-secondary degrees and other credentials important to priority sector employers in the LWIB's local/regional labor market. (Maximum 2 points possible)**

Examples of evidence:

- The One-Stop system is youth-friendly and provides information on jobs in priority sectors with career pathways leading to economic security in the region; access to post-secondary education that provides credentials and degrees in priority sectors; and financial assistance and scholarship programs and opportunities.
- The LWIB publicizes information and research that shows the connections of various kinds of post-secondary attainment with employment rates and wages.
- The LWIB informs young people about the market value of career technical education, apprenticeships and industry-valued credentials that require less time than a two or four year degree.

V. MANAGING THE WORK OF THE LWIB

Expectation: The LWIB has a strong, engaged board that represents the community; measures its effectiveness in meeting legal requirements and both the State and its own local goals; has a process for continuous review and improvement of performance; and shares information about results.

Criteria:

1. The LWIB membership meets all legal requirements (WIA, SB293) and is representative of the community. (MANDATORY, PASS\FAIL)

Evidence must include:

- Membership includes a majority of business members from key industries/priority sectors within the local area/regional labor market.
- The LWIB membership includes at least 15 percent of members representing labor organizations and this requirement is incorporated into its bylaws.
NOTE: A LWIB with a participation level of 10%-15% may receive a passing score only if there is a letter from its local labor council stating that the labor council has reached an agreement with the LWIB to that participation level.

2. The LWIB meets other required elements (WIA, SB698). (MANDATORY, PASS\FAIL)

Evidence must include:

- The LWIB has established and provided a copy of the MOUs with all the mandatory partners identified in WIA, as well as other local partners supporting One-Stop service operations.
- The LWIB has established at least one comprehensive One-Stop in its LWIA.
- The LWIB has established a Business Council or subcommittee and this requirement is incorporated into its bylaws.
- The LWIB has an active and engaged Youth Council.
- The LWIB has met the 30% expenditure requirement for out of school youth.

- The LWIB has an approved Corrective Action Plan for all audit findings.
- The LWIB has achieved at least 80 percent of its negotiated WIA Common Measure performance goals in the past year.

3. The LWIB continuously reviews performance of its programs and initiatives, and has a strategy for encouraging and ensuring ongoing improvement. (Maximum 2 points possible)

Examples of evidence:

- The LWIB uses a performance dashboard to track metrics on the results from its programs and initiatives.
- The LWIB seeks and receives feedback from its customers and partners and has a strategy for responding to customer/partner-identified issues and improving customer satisfaction.
- The LWIB engages local constituencies in the analysis of community workforce information and subsequent strategic planning.
- The LWIB has a mechanism for determining return on investment (ROI).
- The LWIB works with partners and/or other LWIBs to reduce administrative costs by streamlining paper processes, improving efficiencies, reducing duplication, etc.

4. The LWIB transparently communicates the results of its efforts with the community. (Maximum 2 points possible)

Examples of evidence:

- LWIB meeting summaries clearly articulate and demonstrate progress on the Local Plan.
- The LWIB publishes and widely disseminates a performance dashboard containing program and initiative results.
- The LWIB communicates the success of its programs to employers and job seekers.

3. Working Lunch

- a) Approve Branding of California's One-Stop System
- b) Approve Meeting Calendar

4. Other Business

5. Public Comment

6. Adjourn

7. Committee Chairs' Meeting to Discuss Career Pathways

Recommendation

The California Workforce Investment Board (State Board) approve the brand as recommended by the Executive Committee.

Issue

What name should the State Board adopt for the statewide “brand” of the workforce investment system?

Background

A workgroup was formed in 2009 to increase awareness and access to One-Stop Centers throughout the State. It was recognized that 62 different names were being used in local areas, which prevented recognition of the system and/or successful outreach and education efforts.

Surveys were commissioned to determine the level of recognition of this employment and training system by both the business community and the consumer. The survey revealed that amongst employers, 81.5 percent did not know the name and a slightly smaller number were not aware of the business services available. Over half of the respondents expressed interest in obtaining the services of the One-Stop Center. These percentages were closely repeated in the public portion of the survey.

The State Board assigned the Issues and Policy Committee (IPC) the task of developing a recommended brand/logo along with an outreach strategy time table, which was presented to the State Board in November 2011.

Since that time the DOLETA issued TEGL 36-11 dated June 14, 2012. This TEGL announced the “American Job Center Network” as a national brand for of the WIA system. At this time the use of the brand announced in the TEGL is encouraged, though not required.

In June and July of this year, Employment Development Department (EDD) and State Board staff met with both DOL national and regional representatives that resulted in some modification to the national brand but did not address all the concerns expressed by EDD and the State Board.

It is necessary for the State Board to address this e issue as some local areas are already moving to incorporate the national brand into their operations. CWIB and EDD leadership propose the following alternatives for adopting a state brand that incorporates that national brand.

Alternative 1: Adopt National Brand



Note: DOL has agreed to capitalize American and allow states to include state name if desired since the development of the above logo.

Pros:

- Complies with guidance provided by the DOLETA.
- If and when the national brand becomes mandatory, California would already be in compliance.

Cons:

- Use of the term “American” is exclusive, not inclusive. It could be perceived that immigrants, though they have the right to work in this country cannot use the services of the one-stop center.

Alternative 2: Adopt alternative to national brand.



Pros:

- The term “America’s” is an inclusive term which does not exclude or discriminate against immigrants who have the right to work in this country.
- It is visually consistent with the national brand.
- It supports the national effort to brand employment services across the nation while at the same time reaping the benefits of any national outreach and education efforts.

Cons:

- Does not comply in total with the guidance of the DOLETA.

Recommendation

Adopt Alternative 2. It communicates that other than just American citizens are welcomed at the One-Stop Centers as the recommended national brand is advisory only.

RECOMMENDATION:

The California Workforce Investment Board (State Board) approve the meeting calendar as recommended by the Executive Committee.

The State Board is required to provide advice and recommendations to the Governor on topics outlined in the WIA and California Code.

To ensure it can meet those commitments, in coordination with the Chair of the State Board, the following meeting dates are submitted for approval.

- Wednesday February 13, 2013
- Wednesday May 15, 2013
- Tuesday August 13, 2013
- Tuesday November 12, 2013
- Tuesday February 11, 2014
- Tuesday May 13, 2014
- Tuesday August 12, 2014