



Agenda Packet

Governor
Edmund G. Brown Jr.

Executive Director
Tim Rainey

Chair
Michael Rossi

Wednesday, February 13, 2013
10:00 a.m.—3:00 p.m.

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



**CALIFORNIA WORKFORCE INVESTMENT BOARD
MEETING NOTICE**



Wednesday, February 13, 2013

Michael Rossi, Chair

**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

1. Presentation\Discussion: 10:00 am to 12:00 pm

Governor's Strategic Workforce Development Plan

Lunch Break: 12:00 pm to 1:00 pm

Business Meeting: 1:00 pm to 3:00 pm

2. Action Items

- a) Approve October 30-31 Meeting Summary
- b) Approve Governor's Strategic Workforce Development Plan
- c) Approve Modification to 25% Rapid Response Additional Assistance Policy

3. Update: Committee Reports

- a) Health Workforce Development Council
- b) Green Collar Jobs Council
- c) Issues and Policies Committee
- d) Advanced Manufacturing Council
- e) Career Pathways and Education Council

4. Information: State Board and Executive Committee Meeting Schedule

5. Open Discussion

6. Other Business

7. 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.

1. Presentation\Discussion

Governor's Strategic Workforce Development Plan

Attachments:

1. State Plan Overview
2. Local Planning Guidance, Appendix H of the Strategic Workforce Development Plan
3. High Performing Local Board Standards, Appendix I of the Strategic Workforce Development Plan
4. State Working Group Roster

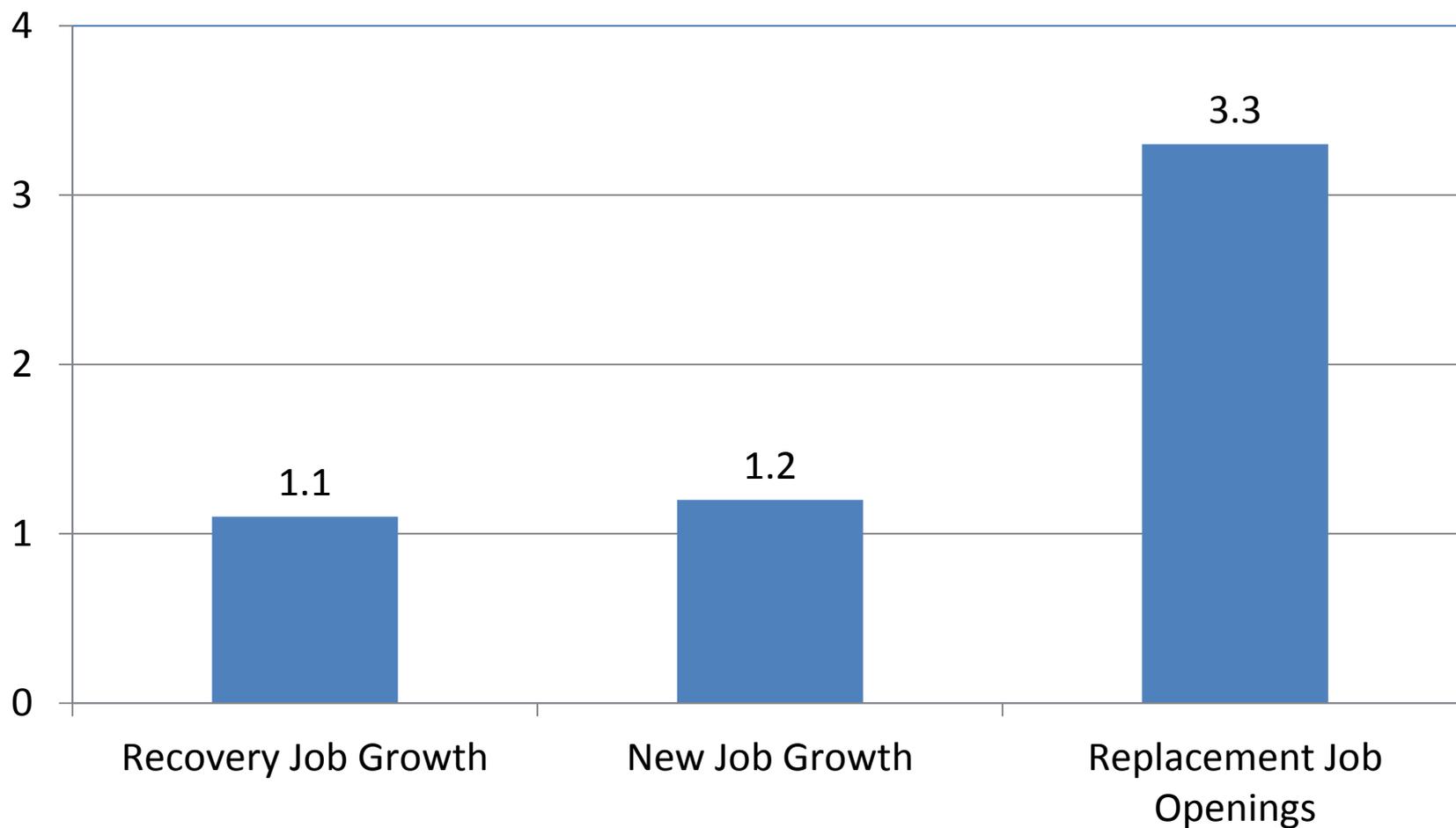
The State Strategic Workforce Development Plan



Baby boomer population reaching retirement age

Almost one-fifth (18.9 percent) of California's labor force is 55 years of age or older

Job openings 2011-2020 (Millions)



Middle-Skill Jobs

Roughly half (49.0 percent) of the jobs in California's labor market are middle-skill jobs – that is, jobs that require some postsecondary education but not a bachelor's degree

Projected Middle-Skill Occupations in CA 2010-2020

Occupational Title	Annual Average Employment		Net Change		Job Openings	Median Earnings 2012
	2010	2020	Number	Percent		
Construction						
Carpenters	94,600	110,400	15,800	16.7	35,900	\$54,685
Construction and Building Inspectors	9,700	11,500	1,800	18.6	4,700	\$72,234
Electricians	47,200	54,600	7,400	15.7	20,100	\$60,216
Operating Engineers & Equipment Operators	22,100	27,200	5,100	23.1	10,200	\$65,711
Painters	52,500	61,800	9,300	17.7	20,800	\$41,139
Plumbers, Pipefitters, and Steamfitters	36,100	42,300	6,200	17.2	16,700	\$53,543
Health Care						
Dental Hygienists	19,900	23,300	3,400	17.1	7,500	\$96,317
Diagnostic Medical Sonographers	5,300	7,300	2,000	37.7	2,800	\$83,540
Licensed Practical and Vocational Nurses	64,500	79,000	14,500	22.5	31,700	\$51,760
Medical and Clinical Laboratory Technicians	16,900	19,400	2,500	14.8	5,800	\$40,799
Radiologic Technologists and Technicians	17,200	21,300	4,100	23.8	6,800	\$69,409
Respiratory Therapists	14,200	17,900	3,700	26.1	6,300	\$70,318
Surgical Technologists	8,900	10,200	1,300	14.6	2,900	\$50,710

Projected Middle-Skill Occupations in CA 2010-2020

Occupational Title	Annual Average Employment		Net Change		Job Openings	Median Earnings 2012
	2010	2020	Number	Percent		
Installation, Maintenance, and Repair						
Aircraft Mechanics and Service Technicians	12,000	12,700	700	5.8	4,300	\$60,218
Automotive Service Technicians and Mechanics	67,000	80,400	13,400	20.0	30,700	\$40,392
Bus and Truck Mechanics and Diesel Specialists	19,000	21,900	2,900	15.3	7,000	\$47,935
Heating and Air Mechanics and Installers	20,700	26,300	5,600	27.1	9,200	\$51,356
Industrial Machinery Mechanics	19,300	24,500	5,200	26.9	8,800	\$55,655
Mobile Heavy Equipment Mechanics	13,500	15,300	1,800	13.3	5,400	\$54,593
Telecommunications Equipment Installers & Repairers	28,800	32,300	3,500	12.2	8,200	\$60,733
Telecommunications Line Installers & Repairers	17,600	19,800	2,200	12.5	5,400	\$59,759
Engineering						
Civil Engineering Technicians	7,100	7,700	600	8.5	2,000	\$61,693
Electrical and Electronics Engineering Technicians	20,400	22,100	1,700	8.3	5,700	\$61,504
Production						
Machinists	30,500	34,500	4,000	13.1	9,500	\$40,242
Welders, Cutters, Solderers, and Brazers	21,700	24,100	2,400	11.1	8,200	\$37,621
Production, Planning, and Expediting Clerks	38,600	42,300	3,700	9.6	13,900	\$48,503

Workforce Investment Act

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.

Vision

Meeting the Jobs
Challenge/Expanding
Opportunity

Skilled Workforce



Vibrant Economy



Shared Prosperity

State Working Group

California Labor and Workforce Development Agency

Brian McMahon, Undersecretary
Kurt Schuparra, Assistant Secretary

Employment Development Department

Pam Harris, Director
Dennis Petrie, Deputy Director,
Workforce Services Branch
Spencer Wong, Interim Director
Labor Market Information Division

California Department of Veteran's Affairs

Mark Lennon, Deputy Secretary,
Administrative Services

California Department of Industrial Relations

Diane Ravnik, Chief
Division of Apprenticeship Standards

California Health and Human Services Agency

Jim Suennen, Associate Secretary
External Affairs

Governor's Office of Business and Economic Development

Panorea Avdis, Chief Deputy Director

California Department of Education

Lupita Cortez Alcalá, Deputy Superintendent
Gordon Jackson, Assistant Superintendent
Diane Hurley, Adult Education Office
Patricia Terry, Adult Education Office
Russ Weikle, Perkins Administrator

California Workforce Investment Board

Tim Rainey, Executive Director

California Community Colleges

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development

California Employment Training Panel

Peter Cooper, Assistant Director

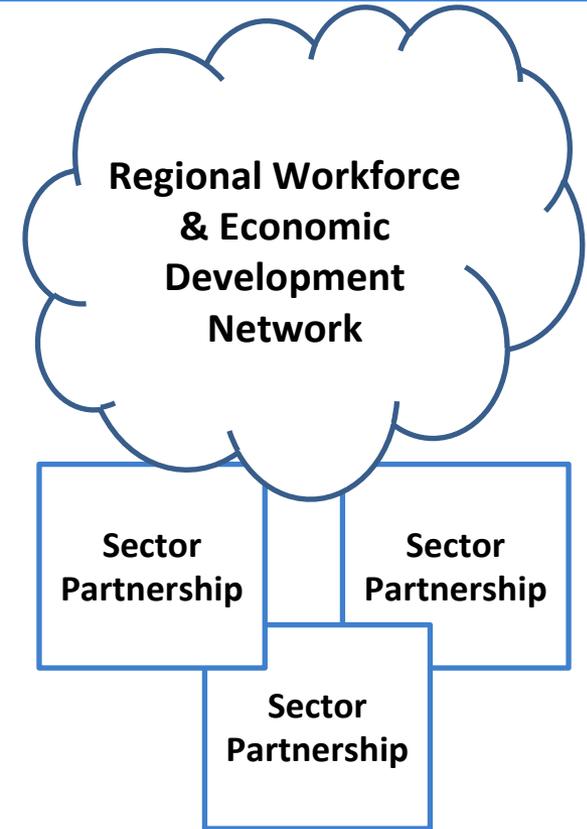
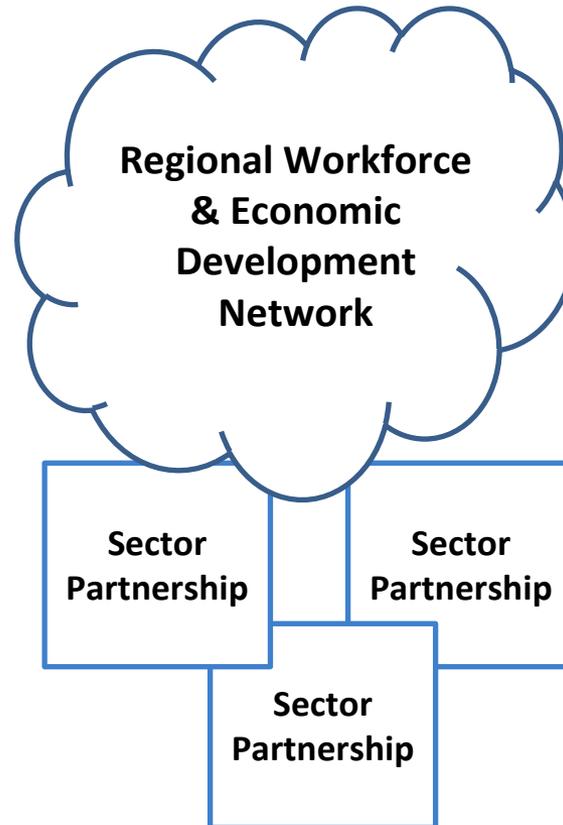
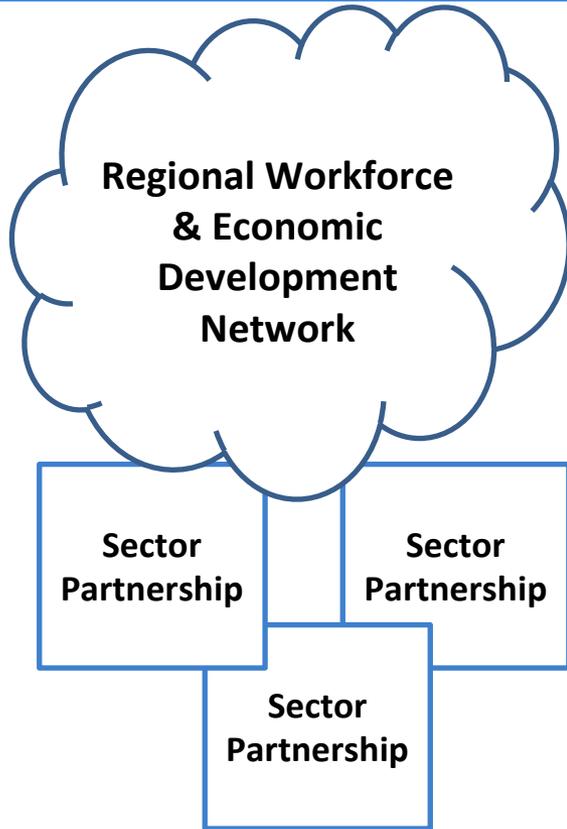
Career Ladders Project

Linda Collins, Executive Director

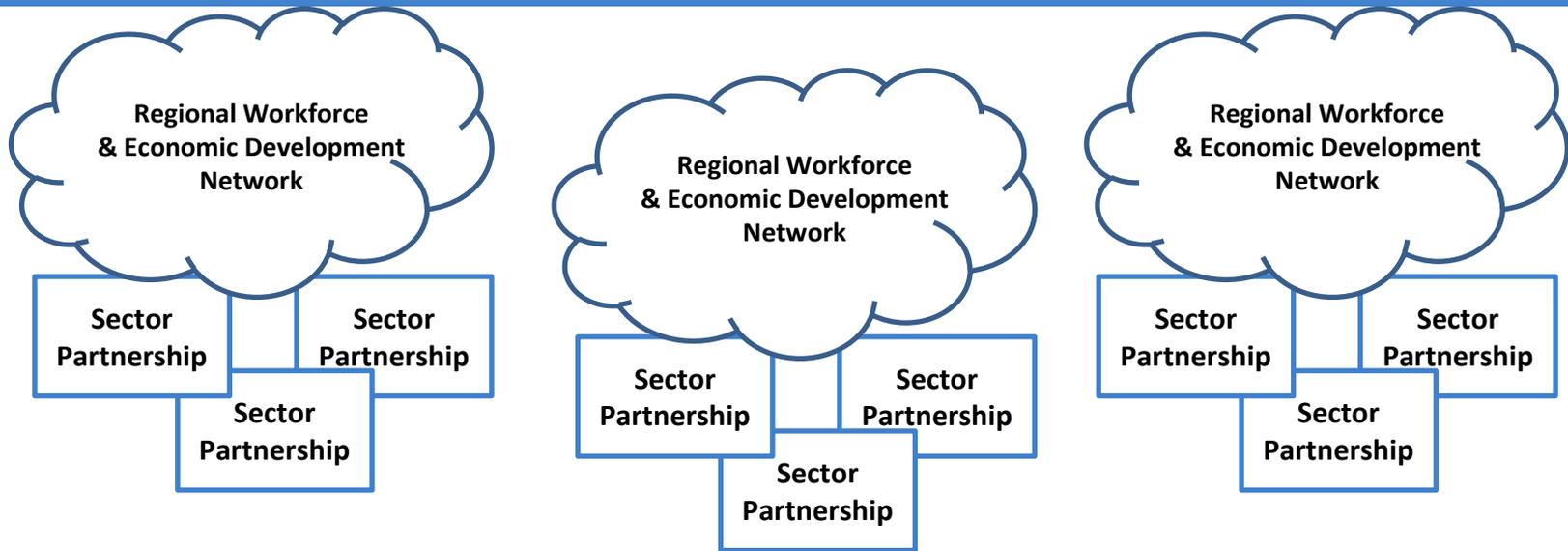
California Department of Social Services

Will Lightbourne, Director
Todd Bland, Deputy Director
Welfare to work Division

Emerging Sectoral Strategy

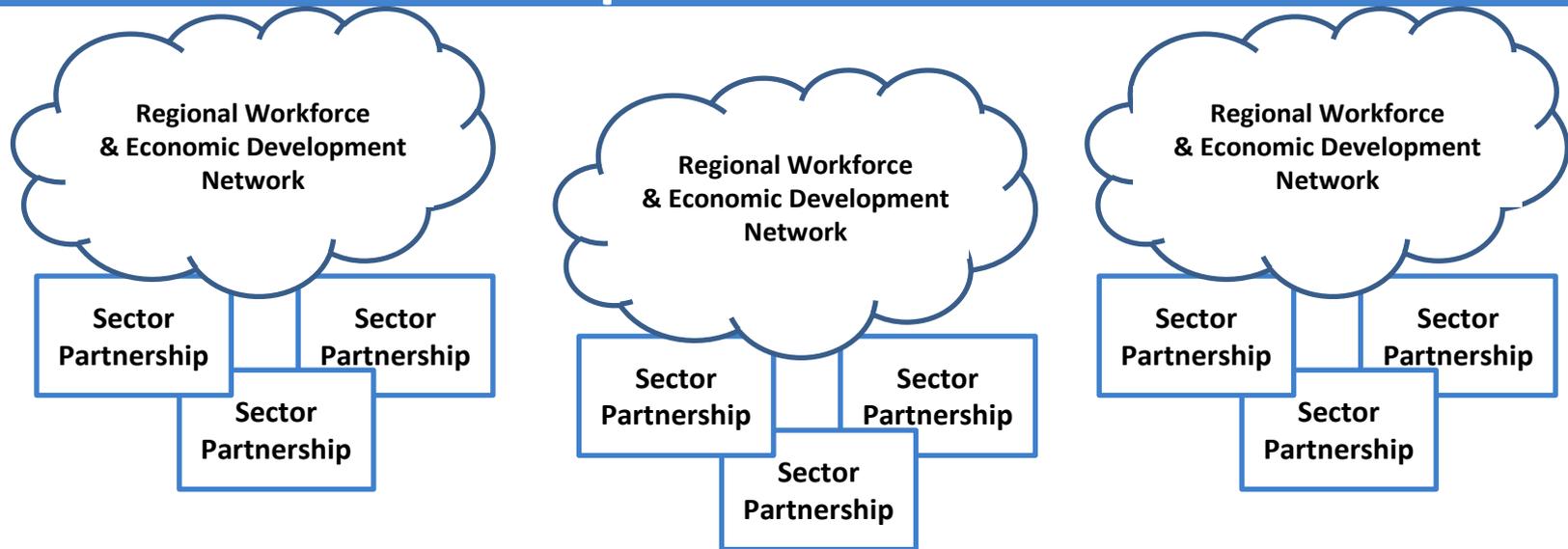


Roles of Sector Partnerships



- Map career paths in the targeted industry;
- Integrate services & resources for career pathway programs aligned with the needs of industry;
- Include on-ramps for underprepared students, use evidence-based practices, provide supportive services, and provide students with industry-valued credentials or degrees;
- Develop other strategies to support industry workforce needs and worker career advancement.

Roles of Regional Workforce & Economic Development Networks



- Identify key competitive and emerging industries in the region;
- Align coordinate, integrate resources and services to support the development of industry-specific career pathways partnerships in those targeted industries;
- Identify and access additional federal, state, private, and philanthropic resources

Shared Strategy

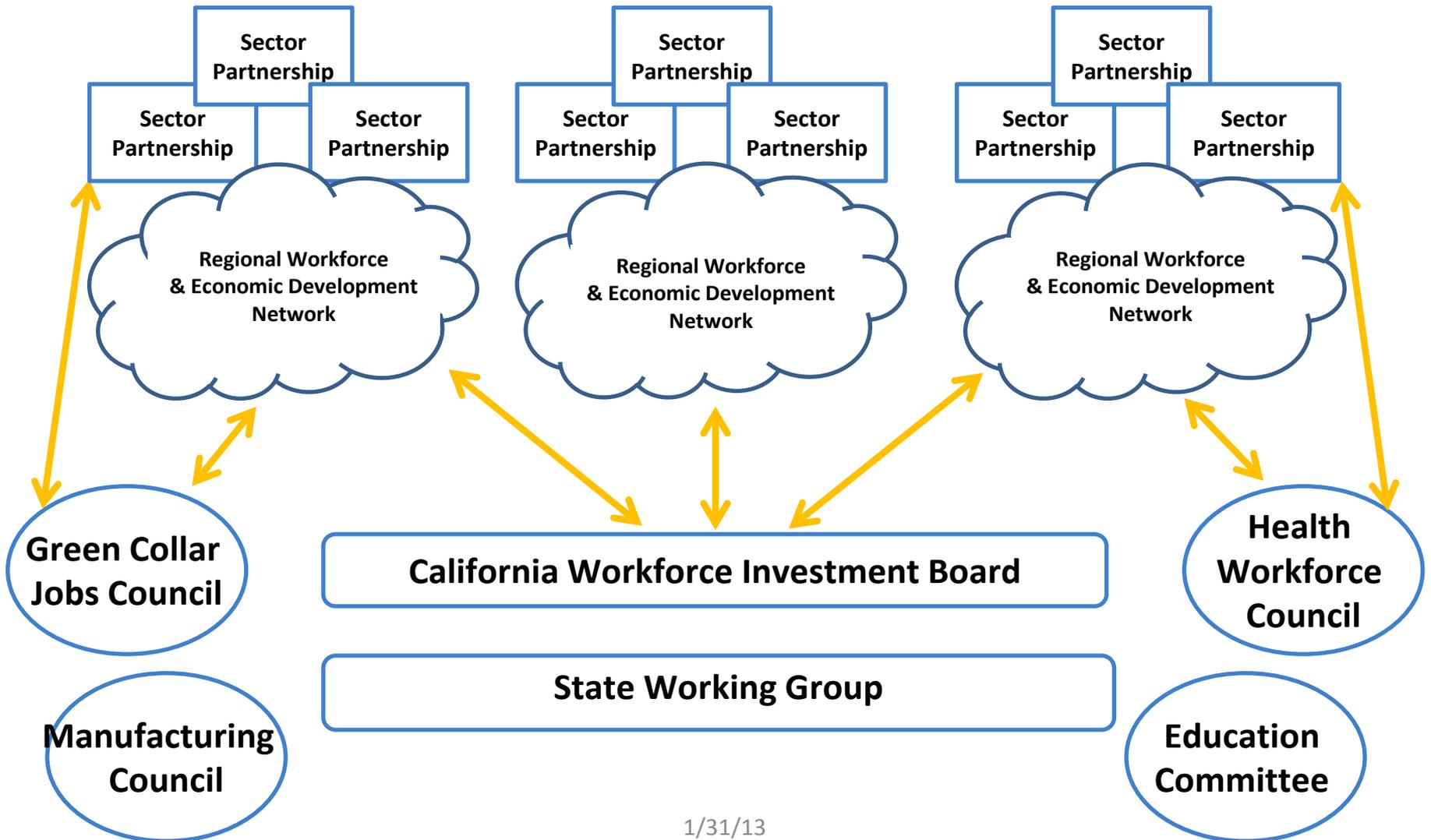
Regional Workforce
& Economic
Development
Networks
and
Sector Partnerships

SHARED STRATEGY

- Align policy goals
- Establish success metrics
- Monitor Progress
- Maximize, leverage and align resources
- Surface competitive and emergent sectors/occupations
- Identify, remove or ease administrative and policy barriers
- Use data to drive change

State
Working
Group

A Sector Pathways Strategy for California



Shared Strategy Goals

BUSINESS AND INDUSTRY

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

ADULTS

Increase the number of Californians who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, veterans, individuals with disabilities, and other at-risk populations.

YOUTH

Increase the number of high school students, with emphasis on at-risk youth and those from low-income communities, who graduate prepared for postsecondary vocational training, further education, and/or a career.

SYSTEM ALIGNMENT AND ACCOUNTABILITY

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

Critical State Legislation

- **SB 293** (Ducheny) – Broader reach for state coordinated plan; Labor on LWIBs
- **AB 554** (Atkins) – Coordination with State Approved Apprenticeship Programs
- **SB 734** (DeSaulnier) – Investment in Skills Training
- **SB 698** (T. Lieu) – High-Performance LWIBs

SB 734 – WIA for Skills Training

Training minimum

Beginning July 1, 2012, at least 25 percent of local WIA Adult and Dislocated Worker funds shall be spent on training

Beginning July 1, 2016, at least 30 percent of local WIA Adult and Dislocated Worker funds shall be spent on training

Definition of training (based on federal WIA)

- Occupational skills training
- On-the-job training (OJT)
- Programs that combine workplace training with related instruction
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training
- Adult education and literacy activities provided in combination with the training services described above
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

SB 734 – WIA for Skills Training

Leveraged Funds

LWIBs receive a credit of up to **10 percent** of their Adult and Dislocated Worker allocation for leveraged funds. Leveraged funds may include:

- Federal Pell Grants
- All programs authorized by WIA
- Trade Adjustment Assistance (TAA)
- DOL National Emergency Grants (NEG)
- Match funds from joint labor-management trusts
- Match funds from employers, industry, and industry associations
- Employment Training Panel grants (ETP)

SB 698 High-Performance LWIB

- Last year, Governor Brown signed SB 698 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 occurs on or before October 1, 2013

High-Performance LWIB

On behalf of the Governor, the State Board must perform three required activities:

- Approve local plans based on adherence to the *State Strategic Workforce Development Plan*
- Biannually recommend LWIB recertification
- Evaluate LWIB performance for biannual “High-Performance” certification

High-Performance LWIB

The High-Performance LWIB standard is the core of local planning:

- LWIBs that meet minimum = local Plan approval and LWIB recertification
- LWIBs that fall below minimum = technical assistance to correct shortfalls
- LWIBs that exceed minimum = High-Performance LWIB

(Goal = all LWIBs receive local plan approval and recertification)

High-Performance LWIB

Five Standards

1. Strategic planning and implementation
2. Business services/partnerships/sector strategies
3. Youth strategies
4. Investing in training/skills development/career pathways
5. Managing the work of the LWIB

High-Performance LWIB

Consistent with the State *Strategic Workforce Development Plan* – encourage LWIBs to:

- Take on strategic community leadership & engage diverse partners
- Adopt and use sector partnerships as a key to service delivery
- Prioritize and invest in worker training
- Continuously improve service delivery

Timeline

- **January- February 2013** – Regional TA sessions on local planning
- **April 1, 2013** – State plan draft submitted to US DOL
- **July 1, 2013** – Local plans due to the State Board
- **July- Sept 2013** – State review and scoring of local plans
- **July-Sept 2013**– State Board/EDD notifies local boards of plan deficiencies & provides TA. 45 days to correct.
- **Oct 1, 2013**– State Board recommends high-perf certifications, local plan approvals, recertifications to Governor Brown

H. Interim Local Plan Guidance

WIA Section 118 and California UI Code Sections 14221-14222 require the Local Boards to submit a comprehensive five-year Local Plan to the State Board. The Local Plan mirrors the State Strategic Workforce Development Plan and identifies the Local Board strategies to achieve the State Strategic Workforce Development Plan goals and actions. The recent amendments to the Workforce Training Act added similar local and regional strategic planning requirements in addition to the WIA Local Plan requirements [UI Code 14200(c)]. As a result, the Local Plan must now support the 4 State Strategic Workforce Development Plan goals and related objectives in addition to the WIA requirements.

In order for Local Boards to have as much time as possible to draft their Local Plan and obtain CLEO approval by the July 1, 2013 submission deadline, the State Board is providing this interim instruction and guidance for development of the five-year Local Plan. The State Board and EDD-WSB will issue a formal EDD Directive with detailed final guidance by February 2013. Local Boards are encouraged to begin their local planning as soon as possible using this interim guidance.

The State Board and EDD-WSB Regional Advisors will provide technical assistance to LWIA administrators and staff responsible for developing the Local Plan. The State Board will conduct a series of regional technical assistance forums throughout the state in fall/winter 2012/2013. The EDD-WSB Regional Advisors will assist the State Board in the review and approval of the Local Plans as well as with negotiations of Local Board performance level targets.

PROPOSED TIMELINE FOR LOCAL PLAN REVIEW, LWIB RE-CERTIFICATION and HIGH PERFORMANCE LWIB CERTIFICATION

As stated in Chapter IX, in 2013 the State Board will concurrently perform three statutorily required activities in order to maximize efficiency and minimize administrative workload of the Local Boards and state staff. These activities are:

1. Approval of new five-year Local Plans;
2. Evaluation of Local Board performance to recommend full or conditional Local Board recertification to the Governor; and
3. Evaluation of Local Board performance for “high-performance” certification.

PROPOSED TIMELINE

February 14-28, 2013	State Strategic Workforce Development Plan and Interim Local Plan and high-performance criteria released for second round of public comment.
January-February 2013	State Board, ETP and EDD-WSB Regional Advisors conduct Local Plan training and technical assistance forums throughout California.
June 2013	DOLETA approves State Strategic Workforce Development Plan and statewide WIA Common Measure performance targets.
January-March 2013	Local Boards negotiate WIA Common Measure performance targets with State Board and EDD-WSB.
July 1, 2013	Local Plans and requests for high-performance certification submitted to State Board.
July-September 2013	State review team reviews Local Plans and determines minimum and high-performance using the evaluation rubric in Appendix I.
July-September 2013	State Board and EDD-WSB notifies Local Boards of Local Plan deficiencies and provides technical assistance.
By October 1, 2013	State Board notifies CLEO of approved Local Plan, full or conditional Local Board recertification, and if requested, high-performance certification.
October 1, 2013	State Board recommends to the Governor the withholding of WIA formula funds to LWIA’s that have not submitted or do not have an approved Local Plan.

The State Strategic Workforce Development Plan promotes a regional approach to the identification of priority sectors and clusters of opportunity, the prioritization of employer needs, the coordination of resources, and the sustainability of the targeted investments. In order to minimize duplication of effort, Local Boards are encouraged to pool their resources to share the cost and workload of their strategic planning regionally.

Prior to approval, the State Board will review each Local Plan to ensure that they contain key required elements such as:

- WIA Local Plan elements required by DOLETA and UI Code Section 14221, such as:
 - Locally negotiated performance levels;
 - Updated MOUs;
 - Budget plans;
 - Participant summaries; and
- State requirements and strategies related to the Workforce Training Act [UI Code Section 14220(c)].

The following pages provide the outline and the content of the Local Plan. The outline is structured so that the Local Plan supports the four State Strategic Workforce Development Plan goals and related objectives.

SECTION 1 VISION

The Governor’s 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, the workforce system 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 learned from the traditional apprenticeship model -- providing workers maximum employment outcomes through mobility among multiple employers within an industry sector or cluster.

Business and Industry Goal:

Meet the workforce needs of high demand sectors of the regional economy.

- Describe the Chief Local Elected Official (CLEO)/Local Board vision for bringing together key stakeholders in workforce development, including business and industry employers, organized labor, economic development specialists and education experts to continuously identify workforce challenges facing the Local Area or region and also to develop innovative strategies and solutions that effectively leverage resources to address regional workforce challenges.
- Include in your response actions that support the following State priorities:
 - Preparing skilled workers for employment in competitive and emergent regional industry sectors and to fill skill gaps created by retirements.
 - Supporting the development of regional workforce and economic development networks that address workforce education and training priorities.
- Based on the regional economic and workforce information analysis, identify the industry sectors and occupational clusters within the region that are high-growth , high-demand, projecting skills shortages (due to replacements and/or growth), and/or vital to the regional economy. The Local Board may want to consider:
 - Industries projected to add a substantial number of new jobs to the regional economy;
 - Industries that have a significant impact and/or multiplier effect on the overall economy;

- Industries that are being transformed by technology and innovation that require new skill sets for workers;
- Industries that are new and emerging and are expected to grow;
- Industries that are experiencing or projecting significant job openings or skills gaps due to retirements or labor market volatility/churn.

DRAFT

SECTION 2 ECONOMIC and WORKFORCE INFORMATION ANALYSIS

The Governor’s vision of an effective workforce system committed to sector strategies will be advanced through data-driven decision-making, policy development, strategic planning, and investment. In collaboration with state-level partners, regional and local partnerships must perform data-driven analyses to provide the most relevant economic information, labor-market analysis, and industry projections for their regions.

System Alignment and Accountability Goal:

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

Action: *Coordinate and develop high quality, actionable labor market information (LMI) data that assesses regional industry and occupational trends and needs and include a “skills gap” analysis¹.*

The local plan must include the following information consistent with WIA Section 118(b) and the Workforce Training Act. Perform and provide a detailed analysis of the local/regional economy. Include a description of the data gathered and the method of analysis and review. A copy of the economic and workforce information analysis must be included in the Plan. If you have a recent economic analysis (less than 12 months old) that answers and is responsive to the areas below, please provide a copy of that report with your submittal.

Local economic and workforce information analysis should include the following elements:

- A description of the data gathered and the method of analysis and review;
- An assessment of the current economic situation and projected trends of the local area economy, industries and occupations, including major economic regions and industrial and occupational sectors;
- An assessment of the required workforce skills and knowledge individuals need in order to find employment in the priority sectors identified in the local area economic and workforce information analysis;
- A description of the characteristics and employment-related needs of the local area population and diverse sub-populations, including those from target populations such as

¹ “Skills Gap” analysis is defined as identifying the specific skills that the local area workforce must have in order to obtain employment in the industry sectors and clusters of focus in the economic analysis. The identified skills gaps would then be targeted in the Local Plan

racial, ethnic, linguistic groups, older persons, youth, veterans, individuals with disabilities, native Americans, etc.;

- Based on the local area economic and workforce information above, an analysis of the skill and education gaps for all individuals in priority sectors within the local area or region;
- Based on the local area economic and workforce information above, an evaluation of underemployment and jobs that can provide economic security or “self-sufficiency.”
- An analysis of the challenges associated with the local area population attaining the education, skills, and training needed to obtain employment; and
- A discussion of the ability of the local area’s workforce programs to meet the skill needs of priority sector employers in the local area or region and close any identified skill gaps.

Local Boards are encouraged to partner with neighboring Local Boards to conduct the economic and workforce information analysis regionally as appropriate. Recent (less than 12 months old) economic and workforce information that answers and is responsive to the bullets above can be used to satisfy this requirement.

SECTION 3 BUSINESS SERVICE PLAN

The Governor believes that by building an industry-responsive, well-coordinated workforce development system, California will maximize the return on its limited resources and make its education and training programs work for California’s employers and working families. The Governor also recognizes the importance of targeting workforce investment resources in support of priority sectors and clusters that will create a vibrant economy and shared prosperity. The Governor believes California must build on and strengthen private sector partnerships so its training systems are nimble enough to adapt to the changing needs of the 21st century economy.

Business and Industry Goal:

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

Consistent with the Workforce Training Act, the CLEO and their Local Board shall establish a Business Service Plan that integrates local business involvement with workforce initiatives. This Business Service Plan at a minimum shall include the following:

- Description of a sub-committee of the Local Board that develops recommendations for the Business Service Plan to the Local Board in an effort to increase employer involvement in the activities of the Local Board. The sub-committee members should be comprised of business representatives on the Local Board who represent both the leading industries and employers in the relevant regional economy and emerging sectors that have significant potential to contribute to job growth and openings in the local area or regional economy. If such a sub-committee does not currently exist, describe the steps the Local Board will take to establish this sub-committee and include its formation in the Local Board’s bylaws [UI Code Section 14200(c)(9)(C)];
- Description of the types of services the Local Board offers to businesses, including a description of how the CLEO and Local Board intend to:
 - Determine the employer needs in the local or regional area;
 - Integrate business services, including W-P Act services, to employers through the One-Stop delivery system; and
 - Leverage and braid other resources through education, economic development and industry associations to support OJT and other customized training ventures.

- Describe how the CLEO/Local Board intend to accomplish the following:
 - Identify training and educational barriers that hinder job creation in the regional economy;
 - Identify skill gaps in the available labor force that contribute to the lack of local business competitiveness; and
 - Identify priority sectors that would likely contribute to job growth in the local area or regional economy if investments were made for training and educational programs.

- Describe how the CLEO/Local Board will accomplish the following:
 - Partner with priority-sector employers to develop potential OJT and other customized training strategies;
 - Encourage business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training;
 - Work collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations in high-growth, high-demand industries and to ensure they are being identified as a critical pipeline of workers;
 - Foster collaboration between community colleges and DIR-DAS approved/Registered apprenticeship programs, through MOUs or other formal mechanisms. Explain how services funded by WIA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by the DIR-DAS for the occupation and geographic area (UI Code Section 14230(3));
 - Use innovative training strategies to fill skills gaps [include the Local Board's efforts to leverage additional resources to maximize the use of Individual Training Accounts through partnerships with business, education (in particular, community and technical colleges), economic development agencies, and industry associations, and how business and industry involvement is used to drive this strategy];

- Promote Rapid Response as a proactive intermediary for priority industry sectors (rather than as a reactive service only for layoff response); and
- Identify how Rapid Response will develop effective early layoff warning systems and layoff aversion strategies;
- Identify how Rapid Response assistance and appropriate core and intensive services are made available to those covered by the TAA program.

DRAFT

SECTION 4 ADULT STRATEGIES

By utilizing shared strategies, California’s statewide workforce investment system will focus on helping students and workers obtain industry-recognized certificates, credentials and degrees in priority sectors to fill critical labor market skills gaps, strengthen key industry sectors, and achieve economic growth and shared prosperity.

Adults Goal:

Increase the number of Californians who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, veterans, individuals with disabilities, and other at-risk populations.

- Describe the CLEO/Local Board’s vision for alignment of the regional education system to develop career pathways and meet the educational needs of workers and priority-sector employers in the local area or regional economy. Include detailed actions to address the following state priorities:
 - Increase the number of career pathway programs in demand industries;
 - 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;
 - Increase the number of underprepared job seekers and displaced workers who enter and successfully complete education and training programs in demand industries and occupations;
 - Develop and implement a strategic layoff aversion strategy that helps retain workers in their current jobs and provides rapid transitions to new employment minimizing periods of unemployment; and
 - Expand the availability of and participation in “Earn and Learn” models such as apprenticeships, OJT and other customized training where workers can build skills while working.

SECTION 5 YOUTH STRATEGIES

The Governor believes California must have a well-educated and highly-skilled workforce in order to remain prosperous and competitive in the 21st century global economy.

Youth Goal:

Increase the number of high school students, with emphasis on at-risk youth and those from low-income communities, who graduate prepared for postsecondary vocational training, further education, and/or a career.

- Describe the CLEO/Local Board vision for increasing the educational, training and career attainment of youth, consistent with the following state priorities:
 - 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, “Earn and Learn” training through apprenticeships, OJT, etc., and other postsecondary training; and
 - Increase opportunities for high school students and disconnected youth to transition into postsecondary education and careers.

Include the following:

- Description of the local area or region’s eligible youth population and any special or specific needs they may face which are unique to the local area or region;
- Youth activities available in the local area or region (Identify successful providers such as Job Corps);
- Description of the CLEO/Local Board strategies to promote collaboration between the workforce investment system, education, human services, juvenile justice, Job Corps, and other systems to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment;
- Organizations or bodies such as the youth council designed to guide and inform an integrated vision for serving youth in the regional economy within the context of workforce investment, social services, juvenile justice, and

education (describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth);

- Description of the use and development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills;
- Practices used to ensure continuous quality improvement in the youth program; and
- The CLEO/Local Board’s strategy, goals and objectives for ensuring that every youth has the opportunity for developing and achieving career goals through education and/or workforce training (including but not limited to: the youth most in need of assistance, such as out-of-school youth; homeless youth; youth in foster care; youth aging out of foster care; youth offenders; children of incarcerated parents; migrant and seasonal farmworker youth; youth with disabilities, and other at-risk youth).

DRAFT

SECTION 6 ADMINISTRATION

System alignment and Accountability Goal:

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

- Describe how the Local Board is a community leader on workforce issues compared with other organizations;
- Describe how the local planning process considered the regional training and education pipeline, including but not limited to K-12 education, CTE and vocational education, the community college system, other postsecondary institutions, and other LWIAs;
- Describe how the local planning process engaged key stakeholders, including the major priority-sector employers in the relevant regional economy and organized labor (include written documentation of stakeholder involvement);
- Describe the Local Board public comment process, including comment by representatives of businesses and organized labor and input into the development of the Local Plan prior to submission of the plan. Include any comments that represent disagreement with the plan;
- Identify the entity responsible for the disbursement of grant funds. Provide a description of the competitive process used to award the grants and contracts in the LWIA for activities carried out under this plan;
- Describe the LWIA One-Stop system. Include as an attachment a list of the One-Stop locations in the LWIA;
- Describe the LWIA’s process for designation and certification of One-Stop operators;
- Provide a comprehensive list of services provided in each One-Stop in the LWIA;
- Describe Local Board strategies to ensure that the full range of employment and training services delivered through the local One-Stop system are accessible to, and will meet the needs of, dislocated workers, displaced homemakers, low-income individuals, migrant and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, limited English proficiency individuals, and persons with disabilities);

- Describe the CLEO/Local Board strategies to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the larger economic strategy;
- Describe the strategies in place to ensure that sufficient system resources are being spent to support training of individuals in priority sectors;
- Describe how WIA funds will be used to leverage and braid other federal, state, local government, labor and private resources (how do these coordinated and leveraged resources lead to a more effective local system that expands the involvement of business, employers and individuals?);
- Describe how the Local Board will ensure the continuous improvement of training providers listed on the ETPL and ensure that such providers meet the employment needs of local area employers and participants;
- Describe how the Local Board is serving UI claimants and TAA service recipients;
- Describe how the Local Board recognizes opportunities to prepare workers for “green jobs” as defined by EDD-LMID² related to other sources of federal funding;
- Describe the policies in place to integrate the federal registered and state DAS-approved apprenticeship programs and the Job Corps in the local One-Stop system;
- Provide a copy of the Local Board’s bylaws;
- Describe the process by which the Local Plan will be updated to include new and relevant information;
- Some LWIAs implemented ISD in 2008-2009. Describe the extent to which the LWIA integrated its service delivery and describe strategies to further integrate service delivery and factors affecting the Local Board’s decision to integrate or not to integrate service delivery.

² Green or clean is any activity or service that performs at least one of the following:

Generating and storing renewable energy; Recycling existing materials; Energy efficiency in product manufacturing or distribution or achieved through construction, installation, or maintenance; Education, compliance and awareness; and Natural and sustainable product manufacturing.

SECTION 7 MEMORANDUMS OF UNDERSTANDING

The WIA requires that a MOU between the Local Board and each of the One-Stop partners concerning the operation of the One-Stop delivery system be executed. A copy of each MOU must be included with the Local Plan [WIA Section 118(b)(2)(B)].

If the Local Plan identifies specific services that are delivered by a One-Stop partner, the MOU with that partner shall describe what that relationship is and contain the required elements below. A copy of an executed MOU shall be included for every partner program identified in WIA and all other partners providing services through the One-Stop system.

The MOUs may be developed as a single umbrella document, or as singular agreements between the partners and the Local Board. The MOUs should present in specific terms member contributions and the mutual methodologies used in overseeing the operations of the One-Stop system.

WIA Section 121(c)(1) and (2) and UI Code Section 14230(d) require each MOU to describe:

- The services to be provided through the One-Stop system;
- How the services and operating costs will be funded (include any Resource Sharing Agreements);
- The methods used for referral of individuals between the One-Stop operator and partners;
- The duration of the MOU;
- The processes and procedures for amending the MOU;
- Other provisions as deemed necessary by the Local Board; and
- The Local Board's policy for identifying individuals who should be referred immediately to training services.

SECTION 8 LOCAL WIA COMMON MEASURE PERFORMANCE GOALS

[UI Code 14221(c)]

WIA SECTION 136(b) COMMON MEASURES	2012/13 STATE GOAL	2013/14 LWIA GOAL
<u>ADULT</u>		
Entered Employment	59.0%	
Employment Retention	81.0%	
Average Six-Months Earnings	\$13,700	
<u>DISLOCATED WORKER</u>		
Entered Employment	64.5%	
Employment Retention	84.0%	
Average Six-Months Earnings	\$18,543	
<u>YOUTH COMMON MEASURES</u>		
Placement in Employment or Education	72.0%	
Attainment of a Degree or Certificate	60.0%	
Literacy and Numeracy	54.0%	

Using the 2012/13 State performance goals as a benchmark, Local Boards are asked to propose their 2013/2014 WIA common measure performance goals. The 2013-2014 local performance goals should also include a brief narrative description supporting each proposed goal. This is especially critical for any significant increase or decrease in a proposed goal from the state goal.

The State Board intends to use the 2013/2014 proposed local performance goals in its negotiations with DOLETA on the 2013/14 state performance goals. The State Board will work with DOLETA to make the WIA regression tables available to Local Board staff.

I. Interim High-Performance Local Board Standards and Evaluation Criteria for Local Plans and Local Board Certification

Purpose

On behalf of the Governor, the State Board must concurrently perform three statutorily required activities related to ensuring effective Local Boards. These activities are:

- 1. Approve 5-year Local Plans based on adherence to the *State Strategic Workforce Development Plan*:** Local Boards are required by federal law to submit to the State Board a comprehensive 5-year Local Plan that reflects the vision, strategy, and goals of the State Strategic Workforce Development Plan.
- 2. Recommend Local Board recertification to the Governor:** Federal and state law require the State Board to recommend to the Governor recertification of each Local Board every 2 years. Consideration is based on meeting minimum federal performance measures and compliance with state and federal law and regulations.
- 3. Evaluate Local Board performance for biennial “high-performance” certification:** Last year, Governor Brown signed SB 698 [UI Code 14200(c)] which set the bar higher for Local Board performance. By January 1, 2013, the State Board must implement standards for certifying high-performance Local Boards. The first certification will occur by October 1, 2013.

In order to maximize efficiency and minimize the administrative workload of the Local Boards and state staff, the State Board is combining the three above activities into a single evaluation process.

The high-performance Local Board standards will serve as the core for state guidance to Local Boards for developing their Local Plans. Those Local Boards that comply with the minimum requirements of this guidance will be considered for Local Plan approval as well as Local Board recertification. Those Local Boards that exceed the minimum requirements promulgated in the high-performance standards will be considered for status as a “high-performance” Local Board.

Those Local Boards that do not meet the minimum requirements will receive further technical assistance from the State Board and EDD-WSB to correct shortfalls. The goal is that all Local Boards receive Local Plan approval and full Local Board recertification. Additionally, those Local Boards that do not meet the high-performance standards, but wish to do so, will receive further technical assistance from EDD-WSB and the State Board.

High-performance certification is a voluntary process. A Local Board must request high-performance certification at the time its Local Plan is submitted to the State Board. It is expected that this certification will provide a Local Board increased recognition, credibility and visibility for its work.

The initial 2013 high-performance certification is a baseline stage of a continuous improvement process primarily based on the Local Board's commitment in their Local Plan to the Strategic Workforce Development Plan goals and strategies. In 2015, the State Board will revise the high-performance standards 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 Local Board standards and evaluation criteria are intended to:

- **Be meaningful** – They should be credible to all stakeholders and defensible in their correlation to whether a Local Board is “high-performance” or not.
- **Incentivize the implementation of the State Strategic Workforce Development Plan goals and objectives** – The standards should encourage Local Boards 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 and replicable** -- The standards should be a “fair game” that strong Local Boards can pass with realistic metrics. These standards should help identify Local Boards that are “high-performance”, and should 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

Local Boards will be assessed against 5 standards. These standards coincide with the State Strategic Workforce Development Plan and each of its 4 goals. Each standard contains 4 criteria for a total of 20. Four of the 20 criteria are required elements contained in WIA and state law

and will be scored as pass/fail. The other 16 criteria will be worth 2 points each for a maximum of 32 possible points.

For Local Board recertification, Local Boards that fail any of the 4 required pass/fail elements and/or fail to meet the minimum requirements for any of the 16 other criteria will receive a “conditional” certification and will be required to submit a corrective action plan to the State Board within 45 days that addresses those areas that did not meet the minimum requirements. Local Boards that pass the 4 required pass/fail elements and meet the minimum requirements for each of the 16 other criteria will receive full certification.

Local Boards that seek to be considered for “high-performance” certification must pass the 4 required pass/fail elements and meet or exceed the minimum requirements for each of the 16 other criteria and obtain 26 of 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, 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 Local Plan provides evidence that a regional partnership is being or has been formed (that includes education, business, labor, and other workforce entities) that support the goals and the strategies in the Local Plan. The Local Plan leverages resources of the partnership. Local Board officials were actively engaged in the planning process and participate as champions for the workforce system.

Tips for Local Boards requesting “high-performance” certification as part of their Local Plan submission

- **Focus on the standards and the criterions.** Review of the Local Plan will center on the Local Board’s demonstrated performance against each standard, and the four criteria that are being used to operationalize the standard.

- **Treat the detail under each criterion as examples, not the only required points of response.** The State Board recognizes that different Local Boards 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 review team are interested in Local Boards telling their story succinctly.

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STANDARD 1 **VISION, ECONOMIC AND WORKFORCE ANALYSIS, STRATEGIC PLANNING
AND IMPLEMENTATION**

Expectation: In support of the State Strategic Workforce Development Plan, the Local Board 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 in UI Code 14200(c) (SB 698).
(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, and policy priorities of the Strategic Workforce Development Plan.
- The Local Plan contains measurable goals that support the goals and objectives in Chapter IV of the State Strategic Workforce Development 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 the workforce needs of the priority industry sectors in the local and regional economy derived from a detailed economic and workforce analysis.
- The goals and strategies of the Local Plan address the workforce needs of the identified priority industry 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 industry 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 industry sectors.

- The Local Plan articulates how the Local Board 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 Local Plan goals and objectives.

3. The Local Plan's goals and objectives are evidence-based. (Maximum 2 points possible)

Examples of evidence:

- The Local Plan is informed by and based upon data from a detailed economic and workforce 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 Local Board is prepared to regularly assess progress against those strategies, including a game plan for collecting and analyzing needed information.
- The Local Board 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 priority industry sectors in the LWIA or regional economy were actively engaged in the planning process and continue to be during implementation.
- Local Board members 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, CTE, community colleges, and universities were actively involved in the planning process and continue to be during implementation.

- CBOs representing target populations of job-seekers were actively engaged in the planning process and continue to be during implementation.
- The Local Board collaborated regionally with other Local Boards 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 industry sectors.
- The Local Plan is a living document, which the Local Board and community partners modify and update as needs and economic conditions change.

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STANDARD 2 BUSINESS SERVICE PLAN, PARTNERSHIPS AND SECTOR STRATEGIES

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

Criteria:

- 1. The Local Board 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 Local Board collaborates with businesses to identify skill gaps that are reducing the competitiveness of local businesses within relevant regional economies.
- How the Local Board effectively engages employers, including representatives from priority industry sectors, as members of the Local Board and in development of the Business Services Plan.
- What regional or joint approaches with other Local Boards and other partners are being undertaken to align services to employers.
- What metrics will the Local Board use to gauge the effectiveness of services provided to business.

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

Examples of evidence:

- Regional workforce and economic development networks include employers from priority industry sectors and other partners such as educators, workforce developers and others the partnership deems important. An industry-credible convener facilitates the work of each network.
- Regional workforce and economic development networks focus on identifying and meeting the skill needs of the priority industry sectors, while industry sector partnerships focus on developing career pathways that contain entry points for low-skilled workers for each cluster within a priority industry sector.

- Regional workforce and economic development networks operate at the regional geographic scale appropriate to the labor markets for the relevant priority industry sectors.

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

Example of evidence:

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

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

Examples of evidence:

- The Local Board embeds regional workforce and economic development networks into its use of formula WIA funds and other funds it manages.
- The Local Board works with regional workforce and economic development networks to develop and implement sustainability strategies, leveraging or braiding combinations of public and private funding.
- The Local Board 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 Local Plan.

**STANDARD 3 ADULT INVESTMENTS IN TRAINING, SKILLS DEVELOPMENT AND CAREER
 PATHWAYS**

Expectation: The Local Board views as a priority the increasing of worker skills and workplace competencies and the development and use of career pathways that connect skills to good jobs that can provide economic security.

Criteria:

- 1. The Local Board ensures pre-apprenticeship and apprenticeship training is coordinated with one or more apprenticeship programs registered by the DOLETA and/or approved by the Division of Apprenticeship Standards for the occupation and geographic area. (Mandatory, Pass/Fail scoring)**

Example of evidence:

- The Local Board has clearly articulated goals and strategies for fostering collaboration between community colleges and DOLETA-registered and DIR/DAS-approved apprenticeship programs, through MOUs or other formal mechanisms, in the geographic area to provide pre-apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the registered/approved apprenticeship, as required by the Workforce Training Act [UI Code Section 14230 (AB 554)].

- 2. The Local Board prioritizes training for occupations in priority industry sectors in the local or regional economy resulting in completion and attainment of a degree and/or other credentials valued and used by priority industry sector employers within the region. (Maximum 2 points possible)**

Examples of evidence:

- The Local Board requires training funds be used to prepare workers for occupations in priority industry sectors for which demand can be articulated or projected through their detailed economic and workforce analysis.
- The Local Board engages priority industry sector employers to ascertain what degrees and credentials are of value to them.
- The Local Board 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 Code Section 14211 (SB 734)].

- The Local Board sets training completion as an ETPL eligibility requirement and performance expectation for continued eligibility of its training providers.
- The Local Board identifies high-quality training providers based on credentials attained and relevant employment outcomes for graduates.
- The Local Board sets the attainment of industry-recognized degrees, credentials or certificates in the priority industry sectors identified in its detailed economic and workforce analysis as a measurable expectation in its training investments.
- The Local Board emphasizes sustainable-wage jobs and economic security, including utilization of “self-sufficiency” measures that reflect local conditions.

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

4. The Local Board continuously partners with employers, educators, and other stakeholders to identify funding to support worker training and education that results in improved skills, degree, credential and certificate attainment, and employment. (Maximum 2 points possible)

Example of evidence:

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

STANDARD 4 YOUTH STRATEGIES

Expectation: The Local Board 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 or region's labor market.

Criteria:

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

Examples of evidence:

- The Local Board works to engage local school districts to 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 Local Board works to partner with local school districts in setting metrics for dropout rate reduction and in engaging employers, parents, and other stakeholders in meeting those goals.

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

Examples of evidence:

- The Local Board 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 Local Board collaborates with those partners to fund the re-engagement of disconnected youth in education and employment.
- The Local Board works with its partners to set metrics for success rates in youth re-engagement and to make those results visible to the community.
- The Local Board has developed new and innovative strategies and partnerships, which have resulted in increased employment opportunities for youth in the local area or region.

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

Examples of evidence:

- The Local Board partners in developing career pathway information and tools that will work effectively with youth.
- The Local Board connects youth employment strategies within career pathways by, for example, blending occupational skills training with academic learning.

4. The Local Board encourages youth to focus on attainment of postsecondary degrees and other credentials important to priority industry sector employers in the local or regional labor market. (Maximum 2 points possible)

Examples of evidence:

- The One-Stop system is youth-friendly and provides information on jobs in priority industry sectors with career pathways leading to economic security in the local area or region; access to postsecondary education that provides credentials, certificates and degrees in priority sectors; and financial assistance and scholarship programs and opportunities.
- The Local Board publicizes information and research that shows the connections of various kinds of postsecondary credential, certificate or degree attainment with employment rates and wages.
- The Local Board informs young people about the market value of CTE, “Earn and Learn” training options such as apprenticeships, OJT, etc., and industry-valued credentials and certificates that require less time than a 2 or 4 year degree.

STANDARD 5 ADMINISTRATION OF THE LOCAL BOARD

Expectation: The Local Board consists of a strong, engaged membership that represents the community; measures its effectiveness in meeting both federal and state legal requirements and its own local goals; has a process for continuous review and improvement of performance; and shares its results.

Criteria:

1. The Local Board membership meets all legal requirements (WIA, SB293) and is representative of the community. (Mandatory, Pass/Fail)

Evidence must include:

- Recruitment of new membership including a majority of business (businesses that represent the Local Plan's targeted industry sectors of focus are desired but not required).
- The Local Board membership includes at least 15 percent of members representing labor organizations and this requirement is incorporated into their bylaws.

NOTE: A Local Board with a participation level of 10-15 percent may receive a passing score *only if* 1) there is a letter from its central labor council(s) stating that the central labor council(s) has reached an agreement with the Local Board to that lower participation level or 2) the Local Board can document its unsuccessful attempts to solicit appointments from its central labor council(s) (in compliance with Directive [WIAD06-21](#)).

2. The Local Board meets other required elements (WIA, SB698). (Mandatory, Pass\Fail)

Evidence must include:

- The Local Board has established and provided a copy of the MOUs with all the mandatory partners identified in the WIA, as well as other local partners supporting One-Stop service operations.
- Through a public procurement process or other means, the Local Board has established at least one comprehensive One-Stop in their LWIA.
- The Local Board has established a sub-committee of the Local Board that further develops and makes recommendations for the Business Service Plan to the Local

Board in an effort to increase employer involvement in the activities of the Local Board and this requirement is incorporated into their bylaws.

- The Local Board has an active and engaged Youth Council.
- The Local Board has met the 30 percent expenditure requirement for out-of-school youth.
- The Local Board has an approved Corrective Action Plan for all audit findings.
- The Local Board has achieved at least 80 percent of its negotiated WIA Common Measure performance goals in the past year.

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

Examples of evidence:

- The Local Board uses a performance dashboard that tracks key metrics about the results from its programs and initiatives (If the Local Board has established additional matrices to track unique local programs and initiatives outside of the WIASRD, these should also be included).
- The Local Board seeks and receives feedback from its customers and partners and has a strategy for responding to their identified issues and for improving customer satisfaction.
- The Local Board engages the public, through a public comment process, in the analysis of community workforce information and subsequent strategic planning.
- The Local Board has a mechanism for determining return on investment.
- The Local Board works with its partners and/or other Local Boards to reduce administrative costs by streamlining paper processes, improving efficiencies, reducing duplication, etc.

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

Examples of evidence:

- Local Board meeting summaries clearly articulate and demonstrate progress towards achieving the Local Plan goals.

- The Local Board publishes and widely disseminates a performance dashboard containing program and initiative results.
- The Local Board communicates the success of its programs to employers and job seekers.

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State Working Group of Key Public Workforce Development Institutions

California Labor and Workforce Development Agency

Brian McMahon, Undersecretary
Kurt Schuparra, Assistant Secretary

Employment Development Department

Pam Harris, Director
Dennis Petrie, Deputy Director,
Workforce Services Branch
Spencer Wong, Interim Director
Labor Market Information Division

California Department of Veteran's Affairs

Mark Lennon, Deputy Secretary,
Administrative Services

California Department of Industrial Relations

Diane Ravnik, Chief
Division of Apprenticeship Standards

California Health and Human Services Agency

Jim Suennen, Associate Secretary
External Affairs

California Department of Social Services

Will Lightbourne, Director
Todd Bland, Deputy Director
Welfare to Work Division

Governor's Office of Business and Economic Development

Panorea Avdis, Chief Deputy Director

California Department of Education

Lupita Cortez Alcalá, Deputy Superintendent
Gordon Jackson, Assistant Superintendent
Diane Hurley, Adult Education Office
Patricia Terry, Adult Education Office
Russ Weikle, Perkins Administrator

California Workforce Investment Board

Tim Rainey, Executive Director

California Community Colleges

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development

California Employment Training Panel

Peter Cooper, Assistant Director

Career Ladders Project

Linda Collins, Executive Director

Item 2: Approval

Item 2a. October 30-31 State Board Meeting Summary

Item 2b. State Strategic Workforce Development Plan

Chapters I-XI are provided in the agenda. The remaining appendices are listed below and can be found on the State Board website at http://www.cwib.ca.gov/Goals_2012.htm

- A Program Designees and Governor's Signature
- B Glossary
- C California's Economy Attachments
- D WIA Waiver Requests
- E State Board Member Roster
- F Local Workforce Investment Area Roster
- G State working Group Roster
- J Section 166 Grantees
- K Section 167 Grantees
- L Wagner-Peyser Agricultural Outreach Plan
- M Senior Community Service Employment Program State Plan
- N Joint Letter to Local Boards on Apprenticeship
- O Public Comments and Responses

Item 2c. Approve a revision to the 25% Rapid Response Additional Assistance policy for grants to Local Workforce Investment Boards

California Workforce Investment Board Meeting
October 30-31, 2012
Red Lion Hotel
Sacramento California

Meeting Summary

October 30, 2012

Members Present:

Patrick Ainsworth for Superintendent Torlakson	Jim Mangia
Monica Blanco-Etheridge	Marty Morgenstern
John Brauer	Lisa Mortenson
Ken Burt	Nathan Nayman
Jerry Butkiewicz	Honorable Henry Perea
Suanne Buggy for Diana Dooley	Alma Perez for Senator Ted Lieu
Bill Camp	Tim Rainey
Cindy Chavez	Diane Ravnik
Jamil Dada	Bob Redlo
Stan Diorio for Senator Roderick Wright	Michael Rossi
John DiStasio	Richard Rubin
Ben Ebbink for Assemblymember Sandré Swanson	Alma Salazar
Shannon Eddy	Hermelinda Sapien
Diane Factor	Jeremy Smith
Allen Fernandez-Smith	Annette Smith-Dohring
Louis Franchimon	Abby Snay
Larry Frank	Bruce Stenslie
Mike Gallo	Van Ton-Quinlivan for Chancellor Brice Harris
Pam Harris	Joseph Williams
Ro Khanna	Carol Zabin
Steve Levy	

1. Welcome and Opening Remarks

Vice-chair Cindy Chavez brought the meeting to order at 1:20PM. The members signed their Oath of Office and administrative forms so that their appointments can be finalized.

Vice-chair Chavez provided some opening remarks and welcomed members. Public comment will be at 4:45.

2. Overview of the California Workforce Investment Board

Executive Director Tim Rainey provided the members with an overview of the administrative structure, bylaws, orientation materials and necessary forms for processing member payment.

3. Presentation: California's Economy

Dr. Chris Benner, Associate Professor of Community and Regional Development at UC Davis, was introduced and provided a presentation on California's economy and the challenges we face with the ongoing economic crisis.

4. Discussion: California's Workforce Investment System

Four presentations were provided to the members:

1. Executive Director Rainey provided an overview of California's Workforce system and the State Strategic Workforce Development Plan.
2. Bruce Stenslie discussed his involvement in a manufacturing sector initiative in Ventura County.
3. Larry Frank and Alma Salazar spoke about their work with the Workforce Systems Collaborative in Los Angeles.
4. Bob Redlo, Chair of the Health Workforce Development Council (HWDC), provided an overview of the work of the HWDC and its goals for 2013.

All the presentation materials are available on the State Boards website at http://www.cwib.ca.gov/archived_meetings_cwib.htm#2012

5. Other Business

No other business

6. Public Comment

Floyd Trammel, Executive Director of West Bay Economic Development Corporation, asked the Board to create programs in public housing sites to give people self-initiative and improved morale to seek employment. This effort will require specific outreach efforts to gain the participation of the family members in these locations.

Vice-chair Chavez recessed the meeting at 4:55PM to be resumed at 9:00AM on October 31.

October 31, 2012

Chair Rossi brought the meeting to order at 9:07AM, and a quorum was present.

1. Welcome and Opening Remarks

Chair Rossi welcomed all the new members and thanked them for coming. He outlined his expectations of the Board and its members:

- The work of the Board will be done primarily through its committees and encouraged members to get involved with a committee.
- The Board will meet regularly, will have goals and objectives, and will work towards getting things done.
- The Board will not spend time on presentations and will instead spend time answering members' questions and moving forward.

Secretary Morgenstern also welcomed the new members and thanked them for serving on the Board on behalf of Governor Brown, adding that the Governor is focused on getting people good paying jobs.

Chair Rossi provided a quick summary of the two Executive Committee meetings that were held in September 25 and October 18.

Business Items:

Chair Rossi asked for the action items to be moved in bloc. Bill Camp motioned and John Brauer seconded.

a) Approve Proposed Bylaws:

There was a question regarding the composition of the Executive Committee. Executive Director Rainey mentioned that the Executive Committee's membership is representative of the diversity of the membership of the State Board. One third of its members represent labor organizations, 1/3 represent state workforce entities and the remaining 1/3 are representatives of business.

b) Approve Appointment of Committee Chairs and Vice-chairs:

There were no questions from members.

c) Approve State Strategic Workforce Development Plan:

The members were provided with the first three chapters of the Strategic Workforce Development Plan. The following questions were asked and responses provided in *italics*.

Does the State Plan address the issue of service to the long-term unemployed?

Yes. There are many targeted populations called out in the State Plan.

How will the State Board communicate the progress towards achieving the goals and actions?

The committees will be tasked with measuring the progress and success. The Employment Development Department (EDD) works closely with the State Board, and as performance measures and policies are established, EDD will develop and implement policies and procedures for the local workforce investment boards (local boards) to comply with.

Will a draft of the full State Plan be posted for public comment? Receiving input from local boards is critical and will not be just a rubber stamp on this plan.

Yes. Receiving public comment on the State Plan was a critical component of the plan development, and a copy of the full plan will be available for public comment immediately after the Board meeting.

Alma Salazar asked to add to page 12 -- connecting linked learning efforts and stressing the importance of youth employment opportunities.

Additional Comments:

Members were asked to attend local board meetings and advocate for the policies and strategic goals of the State Board. The staff will work on gathering that information and provide the meeting dates and locations of local boards.

Nathan Nayman urged the staff to make sure we are using the State Board's website to the fullest extent instead of emailing things out to members.

Annette Smith-Dohring encouraged the Executive Committee to address the role of state licensing agencies.

d) Approve High-Performance Local Workforce Investment Board Standards and Criteria:

The following questions were asked and answers provided in *italics*.

Are there other incentives for high performing boards given the fact that federal discretionary funding has been reduced and if the evaluation criteria will be revisited in the future?

There are currently no other resources available at this time to provide incentive to local boards, but we understand many of the local boards are interesting in applying for the high performing certification.

The first certification is based largely on the level of detail and activities outlined in the local plans. In 2015 the evaluation criteria will be changed and will be performance based.

Chair Rossi asked for a vote on items A-D with the suggested amendments accepted. The items were unanimously approved.

Working Lunch Items

a) Branding of the One-Stop System.

Pam Harris briefed the members regarding the longstanding effort to develop and implement a state brand that associates all 49 local boards and their One-Stop Career Centers under a single, recognizable brand.

The following questions were asked and answers provided in *italics*.

How will the branding be funded, including the signage on buildings?

The EDD would provide some initial materials such as window stickers and templates for electronic letterheads and will look to carve out some funds if any exist. Local boards will have to look for creative ways to implement the brand as cheaply as possible. U.S. Department of Labor Secretary Hilda Solis also proposed to make available \$15 million to support the implementation nationwide of the national brand.

Did local boards provide input?

Yes. Local boards were represented on the subcommittee. Director Harris added that this is also a federal initiative.

Does this brand coexist with local branding?

Co-branding will be taken up in the Issues and Policies Committee to work out those details.

Will there be an expectation of business and job seekers, and what will be the impact to the local boards?

The state portal will provide business and customers a single entry point and will connect this brand to WIA funding.

Bill Camp motioned to approve this item and Jamil Dada provided a second. It was unanimously approved.

b) Approve Meeting Calendar

Jamil Dada motioned to approve the 2013 meeting calendar and Bill Camp provided a second. It was unanimously approved.

4. Other Business

Bill Camp announced that the Issues and Policies Special Committee will have its first meeting on November 13, 1012.

Carol Zabin, Chair of the Green Collar Jobs Council asked for brainstorming session after the meeting.

Diane Ravnik asked if there is a particular procedure for members to express desire to participate on committees? Executive Director Rainey said everyone is welcome to join a committee and asked members to volunteer. Diane Factor stated she does not quite understand her role and authority as a board member and asked for a walk-through. Chair Rossi deferred the walkthrough to the committee work. Executive Director Rainey stated board members could join the staff at regional local planning visits. Bill Camp asked that the expectations and roles be made clear in regards to tracking federal funding and tracking of California's interests at the federal level.

Alma Salazar mentioned sequestration and consolidation of workforce training programs at the federal level and asked if it is being discussed in the committees? Executive Director Rainey said no decisions have been made yet but noted that many members sit on national associations and are having conversations in those associations. In terms of State Board advocacy, related to sequestration, it must be done appropriately.

Mike Gallo advocated for a youth committee/committee on education with some tangible outcomes for engaging the K-20 system as it relates to credentialing.

Larry Frank proposed an idea that other states are currently doing, a healthy assessment of the unemployed and who they are? Mr. Frank asked if the State Board could recommend to EDD an assessment process to identify these people and what would the process of requesting that look like? Executive Director Rainey stated the State Board has to take this on; that it would result in an ad hoc committee that would make recommendations through the State Board to EDD and the Labor Market Information Division (LMID). Executive Director Rainey also stated other data sources should also be included. Pam Harris stated LMID is open to the possibility. She also stated there is a lot of research out there from universities and non-profits.

Nathan Nayman expressed concern about the creation of so many committees in that they could create siloed activity. He suggested it might be more effective to create a taskforce that might create action and task completion.

Diane Ravnik advocated Mike Gallo's thought on an education subcommittee to counter the drumbeat that a 4 year college degree is the only route to employment, especially since we are focused on jobs. Ms. Ravnik would like a committee to examine Career Technical Education and secondary apprenticeship models that focuses on K-12. Secretary Morgenstern stated that the Governor strongly agrees with Diane Ravnik in that it needs to prepare the non-college bound. Alma Salazar recommended we look at recent legislation around the community colleges so that we are incorporating it into our solutions.

Patrick Ainsworth stated that the whole notion of career readiness is permeating education from the president on down. Everyone believes that students who exit the education system at all levels need to be prepared to be economically productive.

Annette Smith-Dohring stated a strategic plan is great but performance metrics are needed. Who decides on what those measures are? Chair Rossi stated the committee chairs will make the first attempt at identifying the performance metrics.

Joseph Williams expressed his support for a committee on youth and mentioned his membership on the California Committee for the Employment of Persons with Disabilities.

Diane Factor stated there is some urgency around healthcare with a special legislative session looming. She asked that the Health Workforce Development Council play a role and participate in some way in the special session on healthcare reform implementation. Abby Snay echoed Ms. Factor's comments and urged the State Board to keep an eye on the growing tech sector and get representation from that sector on the State Board. John DiStasio mentioned the number of replacement jobs needed in the energy sector is huge.

Supervisor Perea asked how the State Board will transmit the broader concept in the state plan to the local boards? Executive Director Rainey stated the strategy is communication between the State Board and local boards. The State Board is responding to innovative regional activities, is listening and learning from these activities.

5. Public Comment

Barbara Halsey-Executive Director, California Workforce Association (CWA)

Ms. Halsey echoed Secretary Morgenstern's comments about getting Californians jobs. She also appreciated Executive Director Rainey's acknowledgement of local board's roles. She also agreed with Chair Rossi that the millions of unemployed need strategies that are well thought out. She stated CWA will provide written comments to the State Board during the public comment period. CWA believes the One-Stop system is not sufficiently represented in the state plan. She mentioned One-stops are required to serve high risk populations. These populations are difficult to place. Many of these people are not looking for training and don't have time for training. The increasing volume of traffic in One-Stops shows a need for more immediate placement and employment. She invited State Board members to attend local board meetings and to visit One-Stops.

Floyd Trammel

Likes the regionalization ideas mentioned yesterday. He suggested using the Issues and Policies Committee to address education, disabilities and youth, along with taskforces. He also suggested the Board create a Yahoo or a Google group to facilitate discussion

6. Adjourn

Chair Rossi adjourned the meeting at 10:56AM.

Item 2b. Approval:

State Strategic Workforce Development Plan Chapters I-XI

The remaining appendices are listed below and can be found on the State Board website at http://www.cwib.ca.gov/Goals_2012.htm

- A Program Designees and Governor's Signature
- B Glossary
- C California's Economy Attachments
- D WIA Waiver Requests
- E State Board Member Roster
- F Local Workforce Investment Area Roster
- G State working Group Roster
- J Section 166 Grantees
- K Section 167 Grantees
- L Wagner-Peyser Agricultural Outreach Plan
- M Senior Community Service Employment Program State Plan
- N Joint Letter to Local Boards on Apprenticeship
- O Public Comments and Responses

**SHARED STRATEGY FOR A
SHARED PROSPERITY**

**CALIFORNIA'S
STRATEGIC WORKFORCE
DEVELOPMENT PLAN:
2013-2017**



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i. Preface

The California Workforce Investment Board (State Board) proudly presents California’s Strategic Workforce Development Plan. This *Shared Strategy for a Shared Prosperity* combines both federal and state planning mandates into a single document:

- The federal Workforce Investment Act (WIA) requires the Governor, via the State Board, to submit a WIA/Wagner-Peyser Act (WPA) State Plan to the United States Department of Labor (DOL). This plan outlines a five-year strategy for the investment of federal workforce training and employment services dollars.
- California state law [SB 293, Statutes of 2005 (Unemployment Insurance (UI) Code Section 14020)] requires the State Board to collaborate with the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce investment boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs.

Chapters II, III and IV primarily address the SB 293 requirement for a comprehensive plan. These chapters also address several WIA State Plan elements such as the Governor’s vision, goals, economic and workforce analysis, strategies, and system-wide outcomes. Much of the rest of the plan, including the High-Performance Local Board Standard and Evaluation Criteria, more directly addresses the WIA/WPA State Plan requirements, the system leadership role of California’s 49 local workforce investment boards (Local Boards), and the important service delivery and coordination role the One-Stops.

The original draft of the State Plan was collaboratively developed and significantly vetted by a range of stakeholders.

As described in the introduction, a State Working Group of partner agencies developed the vision, strategy, and shared goals for the broader workforce system. Starting in March 2012, the State Working Group conducted five regional focus group meetings hosted by Local Boards. These focus groups provided diverse stakeholders with early involvement in plan development.

In September and October 2012, the State Board reviewed and approved the State Plan vision, strategy, and shared goals. Immediately following the October 31, 2012 State Board meeting, a draft of the complete plan was posted for public comment.

The Board’s Issues & Policies Committee, at its January 7, 2013 meeting, reviewed, edited, and approved the Local Plan Guidance and the High-Performance Local Board Standard and Evaluation Criteria (Appendices H and I). The State Board then scheduled eight (8) local technical assistance forums hosted by Local Boards. The purpose of these forums is to provide hands-on guidance to Local Boards on local strategic workforce plan development (Local Plan). The first forum was held on January 8, 2013 and all will be completed by February 25, 2013. Subsequent adjustments to both Appendix H and I have been made resulting from Local Board feedback at the forums.

This current complete draft of the State Strategic Workforce Development Plan is scheduled for review and approval by the State Board at its February 13, 2013 meeting. A final round of stakeholder and public comment will then commence before submission to the DOL by April 1, 2013.

I. Introduction

California’s economy is finally emerging from the worst recession in a generation. As Governor Edmund G. Brown, Jr. pointed out in his 2013 State of the State Address, “California lost 1.3 million jobs in the Great Recession, but we are coming back at a faster pace than the national average.” The impacts of the Great Recession, however, have been serious both for workers and employers. There are still many more job-seekers 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 re-employment 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.

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 State 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 the 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 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 (Chapters I-III). 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 job-seekers and workers to acquire and enhance industry-relevant skills over the course of their lifetimes.

Within this framework, Local 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.

California’s 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 commitments are to a skilled workforce, a vibrant economy, and shared prosperity for all Californians.

II. California's Economy¹

The demands of California's employers and the needs of its residents together should shape the character of the state's workforce system. At the beginning of the 21st Century, our possibilities are great. The size and diversity of California's economic base positions the state to successfully compete globally and thrive locally. But California also faces serious challenges. These include the lingering effects of the worst economic downturn in a generation, the globalization of markets, changes in technology, economic volatility and uncertainty, and a growing income divide.

California's Workforce

Largest workforce in the nation. As the most populous state in the nation, California has the nation's largest labor force and working-age population. In 2011, the working-age population (civilian, non-institutional, persons age 16 years and over) was 28.6 million, of which 18.4 million were in the labor force – 16.2 million employed and 2.2 million unemployed.

Ethnically and racially diverse. California also enjoys one of the nation's most diverse labor forces. Over one-third (35.9 percent) of our labor force is Hispanic and 13.0 percent is Asian; 5.8 percent of the labor force is African-American.

In 2010, more than one-quarter of Californians aged 5 years and older lived in a household where Spanish was the predominant language spoken at home, compared to 12.5 percent of households nationally. Almost half of these reported that they spoke English less than "very well" (See Table 1 below).

Table 1

English Proficiency by Language Spoken at Home		
Language Spoken	Percent of Population (percent)	Speak English less than "very well" (percent)
English	57.0	--
Spanish	28.5	47.6
Indo-European languages	4.3	32.6
Asian and Pacific Island languages	9.4	49.3

Source: U.S. Census Bureau, American Community Survey (ACS) 2010

¹ Unless otherwise indicated, the data in this section was provided by EDD's Labor Market Information Division. The entire document, *Labor Market and Economic Analysis 2012*, can be found at <http://www.calmis.ca.gov/specialreports/labor-market-economic-analysis.pdf>.

That same year, 17.8 percent of California residents had been born in another state and 27.2 percent had been born abroad.²

Table 2

Demographics of California Labor Force Working-age Population, 2011 (Age 16 and Over, Annual Average)				
Demographic	Population aged 16 and over	Population Share (%)	Labor Force	Labor Force Share (%)
<i>Ethnicity</i>				
Non-Hispanic	18,733,000	65.5	11,636,000	64.1
Hispanic	9,871,000	34.5	6,511,000	35.9
Total	28,604,000	100	18,147,000	100
<i>Race</i>				
White	22,014,000	77.0	14,038,000	77.4
Asian	3,717,000	13.0	2,369,000	13.0
Black	1,811,000	6.3	1,061,000	5.8
All Others	1,063,000	3.7	636,000	3.5
Total	28,604,000	100	18,147,000	100
<i>Age</i>				
16-19	2,138,000	7.5	564,000	3.1
20-24	2,791,000	9.8	1,909,000	10.5
25-34	5,284,000	18.5	4,205,000	23.2
35-44	4,919,000	17.2	3,956,000	21.8
45-54	5,109,000	17.9	4,093,000	22.6
55-64	4,053,000	14.2	2,663,000	14.7
65 and older	4,311,000	15.1	755,000	4.2
Total	28,604,000	100	18,147,000	100

Source: U.S. Bureau of Labor Statistics (BLS), Current Population Survey (CPS)

Younger than average labor force but fewer young people in the labor market. On average, California's workers are slightly younger than that of the nation; 58.6 percent of California's labor force was less than 45 years old in 2011, compared to 56.8 percent of the nation's labor force. At the same time, the labor force participation rates of young Californian's have declined. Labor force participation by those ages 16-19 declined by 19.3 percentage points

² U.S. Census Bureau, American Community Survey (ACS) 2010

since 2000; participation by those ages 20-24 declined by 7.8 percentage points; in comparison, overall participation rates declined by only 3.7 percent (See Table 2 above).

A baby boomer population reaching retirement age. Despite its relative youthfulness, almost one-fifth (18.9 percent) of California's labor force is 55 years of age or older. In contrast to young workers, the labor force participation rates of older workers increased since 2000, by 5.2 percentage points for those ages 55-64 and 5.0 percentage points for those 65 and older.³

Rapidly growing labor force. Rapid growth of the labor force is a major reason California's unemployment rate exceeds that of the nation, even in good times. California's population increase varies dramatically by region. For example, the working-age population is projected to grow more than 25 percent between 2010 and 2025 in much of inland California compared to 13 percent in the state as a whole.⁴

The role of in-migration. Between 2001 and 2010, more people left California for other states than moved into California, and the number of people moving to California from other countries remained relatively stable. During this same period, the natural net increase in population (births over deaths) was about 300,000 a year. The largest losses to domestic migration were in the coastal, highly urban counties where high housing costs are pushing workers to live elsewhere.

California's regional Variation. Given its size and diversity, California is not one economy but many.⁵ For example, in 2010, the health care and social assistance sector ranged from 15.5 percent of all employment in Butte County to 7.0 percent in Monterey County. Manufacturing as a share of employment throughout the state by county ranged from 14.1 percent to 1.5 percent; construction ranged from 10.3 percent to 2.7; professional and technical services ranged from 15.8 to 2.5.⁶

Comparing three California metropolitan statistical areas (MSAs) highlights the differences even more clearly. In the San Francisco-Oakland-Fremont MSA in 2010 the top five industries in terms of total employment were professional and technical services (12.9 percent), health care and social assistance (9.6 percent), retail trade (8.7 percent), accommodation and food services (7.3 percent), and local government (7.1 percent). In the Los Angeles-Long Beach-Santa Ana

³ California Employment Development Department. *Labor Market and Economic Analysis 2012*.

⁴ Bohn, Sarah. *California Economy: Planning for a Better Future* (Public Policy Institute of California, 2012).

⁵ Please note: The grouping of industry sectors and year of the data used in this section on regions differs from the statewide data and therefore should not be compared.

⁶ In some cases, the lowest end of the range may be lower than presented here since data was suppressed or not show to avoid disclosure of confidential information. California Regional Economic Analysis Project, *Industry Structure and Performance: Employment Across Counties and Regions of a Selected Industry*. Downloaded October 8, 2012.

MSA, most workers were employed in health care and social assistance (9.5 percent), retail trade (9.2 percent), professional and technical services (8.5 percent), manufacturing (7.8 percent) and local government (7.8 percent). Predictably, in the more rural Fresno MSA forestry, fishing and related activities (7.0 percent) were much more central than in the urban areas.

These significant differences in the economic structure of the regions translate into real variation in regional economic health. 2006-2010 ACS county-level data show household income inequality in California varies by region. The state's largest metropolitan areas, like most other heavily populated areas in the nation, have higher levels of income inequality than rural areas.⁷

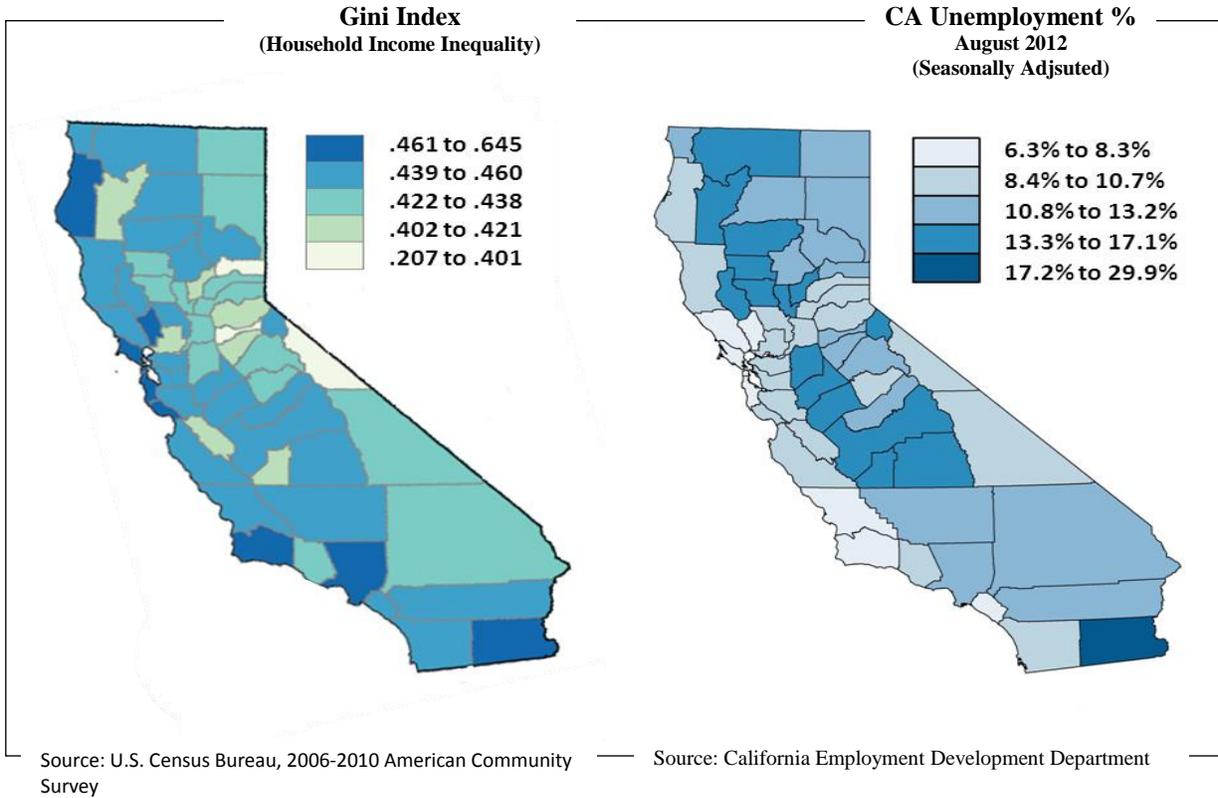
Measures that simply show income inequality, however, may be misleading. Some areas with moderate levels of income equality have disproportionately high levels of unemployment (See Figure 1). For example, the August 2012 unemployment rate in Fresno was 14.0 percent and 14.5 percent in Modesto, two metropolitan areas that are located in counties with moderate levels of income inequality, compared to 7.0 percent unemployment in the greater Bay Area, an area with a higher level of income inequality.⁸ Income inequality is pervasive throughout the state, acutely affecting each region differently, and in some areas, the effects are devastating.

⁷ Bee, Adam. *Household Income Inequality Within U.S. Counties: 2006–2010*. ACS Survey Briefs February 2012. <http://www.census.gov/prod/2012pubs/acsbr10-18.pdf>.

⁸ U.S. Bureau of Labor Statistics, *Economy at a Glance, July 2012*, (www.bls.gov/eag/eag.ca.htm).

Figure 1

California County-by-County Household Income Inequality⁹ and Unemployment Rates



Disparities in income. Like much of the nation, California is experiencing a widening gap in the incomes of its residents. California has the seventh-widest gap between the rich and poor among all the states. Wage gaps have widened less in the U.S. overall, largely because low-wage workers fared better nationally than in California. Between 1979 and 2010, the inflation-adjusted hourly earnings of low-wage U.S. workers rose by 2.3 percent, while earnings of low-waged California workers declined by 9.0 percent. Reasons for the growing wage gap include a declining demand for lower-skilled workers due to new technologies and increased international trade.¹⁰

To bolster the middle class and provide career opportunities for disadvantaged Californians, as well as promote sustainable economic growth for businesses, California needs to tackle the growing problem of income inequality. There continues to be a wealth of research that

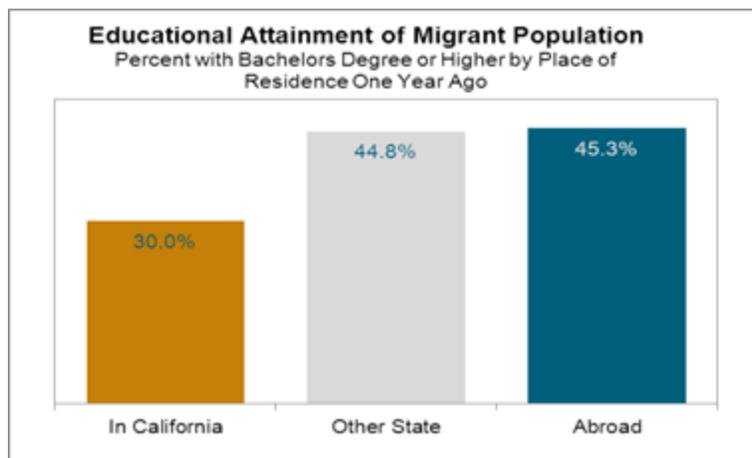
⁹ Gini index: summary measure of income inequality. The Gini index varies between zero and one. A value of one indicates perfect inequality where only one household has any income. A value of zero indicates perfect equality, where all households have equal income.
¹⁰ California Budget Project. *A Generation of Widening Inequality*. November 2011.

examines the linkages between income inequality and poor economic growth. Some authors have even suggested that income inequality was a root cause of the last recession.¹¹ If income inequality persists, Californians may see opportunities for high-wage jobs diminished by sluggish economic growth. Among economists there is a consensus: investments in education and training have the ability to lower income inequality by creating a globally competitive workforce that helps generate long-term economic growth.¹²

Disparities in educational attainment. The share of California workers with a bachelor's degree or higher is slightly above the national average (32.8 percent compared to 32.0 percent) but significantly lower than the leading states; and, at the same time, a much higher share of the state's labor force had not received a high school or general education diploma (GED) in 2011 than in the nation as a whole (14.8 percent compared to 10.3 percent). In addition, younger workers have lower educational levels than baby boomers, largely because they come from communities and population groups traditionally underserved by postsecondary education.

Despite popular conception, new migrants to the state are better educated than those who already call California home. This is particularly true of those who migrate here from abroad. In 2010, on average 45.3 percent of foreign immigrants to California had a bachelor's degree or higher compared to 30 percent of Californians (See Figure 2).

Figure 2



Source: U.S. Census Bureau, American Community Survey 2010

¹¹ Rajan, Raghuram. "How Inequality Fueled the Crisis." Project Syndicate. July 9, 2010. <http://www.project-syndicate.org/commentary/how-inequality-fueled-the-crisis>.

¹² Berg, Andrew G. and Jonathan D. Ostry. Inequality and Unsustainable Growth: Two Sides of the Same Coin? International Monetary Fund. April 8, 2011. <http://www.imf.org/external/pubs/ft/sdn/2011/sdn1108.pdf>.

The value of a postsecondary education has increased considerably over the past three decades. Workers with more education enjoyed high incomes and lower rates of unemployment. Between 1979 and 2010, the inflation-adjusted hourly wage of the typical California worker with at least a four-year degree increased by 19.9 percent; in contrast, the hourly earnings of the typical worker with only a high school diploma declined by 11.4 percent, and the wages of a worker without a high school diploma dropped by 26.5 percent.¹³ Similarly, in 2011, the unemployment rate for workers without a high school diploma was 15.5 percent compared to 12.5 percent for those who had graduated high school and 5.8 percent for those with a bachelor's degree or higher.

The real danger of a decline in the number of workers with college educations also is a concern for the competitiveness of California business, which will increasingly rely on young people from the underserved Latino and black communities to power their enterprises. However, “one in ten Latino and one in six African-American males between 16 and 25 years of age were ‘disconnected’: incarcerated, out of work or out of school.”¹⁴ Disconnected youth from all ethnic and racial categories disproportionately lack basic skills required for employment.

All young Californians, not just disconnected youth, face many barriers to education, such as dwindling public resources and rising student debt. Despite this, California's youth are choosing to stay in school longer.¹⁵ It is difficult to determine the causes for this trend. Is it because there are not enough jobs or because there is a greater need for employable skills? Regardless of the reason, the benefits of at least one-year of postsecondary education increases employment outcomes and provides lifelong opportunities for self-sufficient wage jobs.¹⁶ In a global economy that emphasizes STEM-oriented occupations, California's youth should seek opportunities for continuous education and training throughout their lifetime to stay competitive.

Large numbers of Californians without the basic skills needed to enter quality education and training. Despite the clear advantages of postsecondary education, most Californians lack the Basic English and math skills to enter high-quality education and training programs. Nearly one-

¹³ California Budget Project. *A Generation of Widening Inequality*. November 2011. http://www.cbp.org/pdfs/2011/111101_A_Generation_of_Widening_Inequality.pdf.

¹⁴ California State Assembly Select Committee on Boys and Men of Color. *Final Staff Report and Draft Action Plan*. August 2012. <http://www.policylink.org/atf/cf/%7b97c6d565-bb43-406d-a6d5-eca3bbf35af0%7d/FINAL%20STAFF%20REPORT%20&%20DRAFT%20ACTION%20PLAN.PDF>.

¹⁵ California Employment Development Department, Labor Market Information Division. “Economic Update: Could it Be?” Prepared for the LMID Advisory Group Meeting April 26, 2012. <http://www.calmis.ca.gov/file/Advisory-Group/Handouts/Jan-12/EconomicUpdate.pdf>; see Bohn2012.

¹⁶ Washington State Board for Community and Technical Colleges. “Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study (The “Tipping Point” Research).” April 2005. http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-2_tipping_point.pdf.

third of California's ninth graders drop out before they graduate high school; more than 4.6 million Californians age 25 or older (19.8 percent) lack a high school diploma; and nearly one out of every four California adults age 16 or older cannot read an English-language newspaper. California ranks 48th out of 50 states in the share of adults ages 18 to 64 without a high school diploma or GED. Estimates place the share of students entering the California Community College system who lack college-level math or literacy skills at more than 80 percent.¹⁷

Emerging from the Great Recession

The Great Recession that crippled much of the nation hit California particularly hard. In July 2012, California's jobless rate was 10.7 percent, the 42nd consecutive month it was in double digits. In July 2012, only 56.1 percent of state residents age 16 or older were working, just slightly more than the record low in August 2011¹⁸ (See Figures 3 and 4).

Figure 3

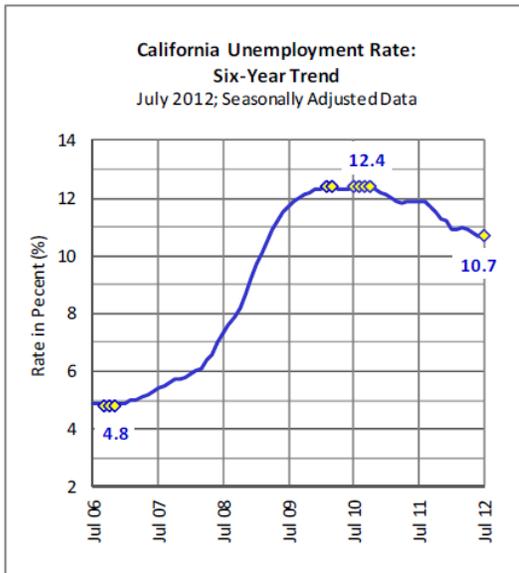
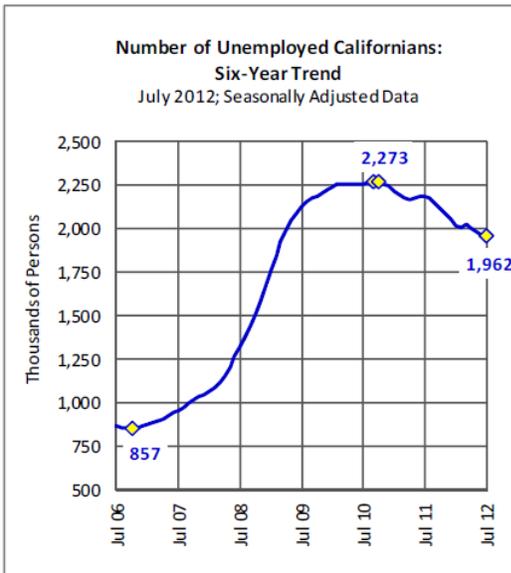


Figure 4



Source: California Employment Development Department

Despite high levels of joblessness however, it is clear a recovery is underway in California. From the low point in the recession in September 2009 through July 2012, California total non-farm payrolls grew by more than half-a-million jobs. Private sector job gains were even stronger. California enjoyed its strongest pace of job growth in 11 years with the year ending in July 2012 and experienced stronger job growth than the nation as a whole and all but a small handful of

¹⁷ California Budget Project. *Gateway to a Better Future: Creating a Basic Skills System for California*. May 2011. http://www.cbpp.org/pdfs/2011/110506_Basic_Skills_Gateway.pdf.

¹⁸ California Budget Project. *Waiting for Recovery*. Policy Points, September 2012. http://go.cbpp.org/pdfs/2012/1209041_Labor_Day_PP.pdf.

other states. Between July 2011 and July 2012, the number of private sector jobs rose by 2.7 percent in California, compared to 1.8 percent in the nation overall. Seven of ten major sectors experienced strong gains: information (5.0 percent), construction (5.0 percent), professional and business services (4.7 percent), education and health services (3.1 percent), leisure and hospitality (3.1 percent), trade, transportation and utilities (2.0 percent), and financial activities (2.0 percent). Manufacturing and other services sectors both experienced declines. Employment in public administration (state, local, and federal) contracted by 1.5 percent, more than twice as large a loss as in the nation as a whole. Unemployment in California, although still elevated, has fallen steadily (See Figures 5 and 6).¹⁹

Figure 5

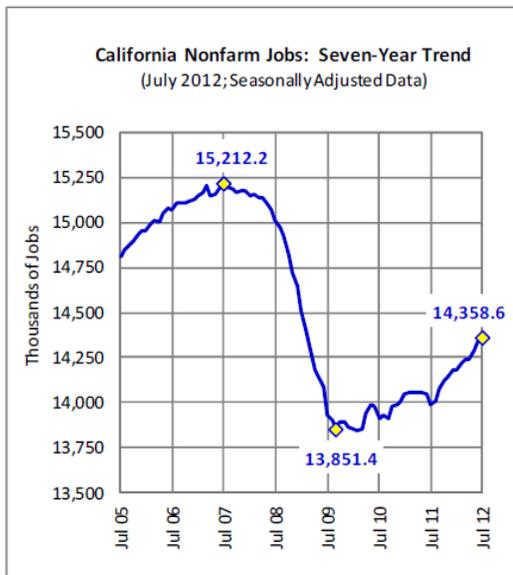
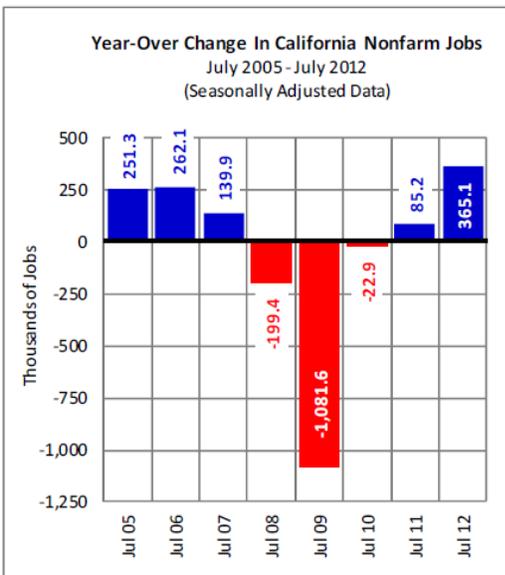


Figure 6



Source: California Employment Development Department

Disparities in the recovery. In the recovery, men have made stronger gains in employment than women, but they also suffered significantly greater job losses during the Great Recession. Between July 2007 and July 2011, the employment rate for prime-working-age men dropped by 7.9 percentage points compared to a decline of 4.7 percentage points for women.²⁰ Latinos, Asians, and Whites made modest employment gains, but Black Californians so far have not shared in the recovery. As a result, a considerably smaller share (61.2 percent) of prime-working-age Blacks had jobs in July 2012 than Asians (75.3 percent), Whites (73.1 percent), and Latinos (70.3 percent).²¹

¹⁹ California Employment Development Department. *A Labor Day Briefing for California*. September 2012. <http://www.calmis.ca.gov/specialreports/Labor-Day-Briefing-2012.pdf>.

²⁰ California Budget Project. *Waiting for Recovery*. Policy Points, September 2012.

²¹ California Budget Project. *Waiting for Recovery*. Policy Points, September 2012.

The Great Recession disproportionately affected those with lower levels of educational attainment. In July 2012, more than 80 percent of college graduates ages 25 to 54 had jobs (81.6 percent). In contrast, only 73.4 percent of prime-working-age adults with some college but no degree were working and just 68.0 percent of prime-working-age adults with a high school diploma and 60.5 percent of those without a high school diploma were working.

New labor market. Even as California's economy regains steam, it is clear that the 21st Century labor market will be markedly different. Globalization has placed some California workers in direct competition with workers in developing nations. New technologies have eliminated some jobs but also have raised the skills of others. Increasingly, as discussed earlier, workers need postsecondary education and training to access well-paying jobs.

Importantly, also, the new labor market provides workers much less predictability and stability. Firms, and even whole industries, now come and go with greater frequency, changing the kinds of occupations and skills in demand in regional labor markets.²²

Every year, roughly 30-40 percent of U.S. workers are hired into a new job or leave their old job, and the state has very few institutions or programs designed to deal with this level of job transition experience.²³ The fundamentals of the labor market have been transformed by volatility, due to the increased globalization and financialization of the economy, and greater economic uncertainty, as the last three U.S. recessions have been "jobless recoveries." The last recession has made a high level of job turnover, or churn, a feature of the new labor market.

The workforce system should be flexible. The new labor market requires both employers and workers to be increasingly flexible. More workers are faced with transitioning to new jobs and even new industries, needing greater assistance than in the past in acquiring new skills and locating new employment. The WIA system has an important role to play and must design or reproduce practices that address increased flexibility. One such practice is the sector-based, multiple employer-sponsored apprenticeship model. Employers also must be able to apply flexible practices, in hiring and updating technology, to remain globally competitive.

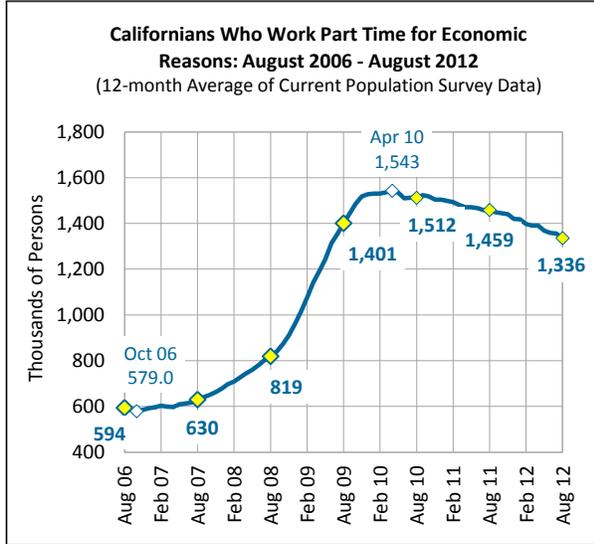
Long-term unemployment and underemployment. Longer periods of unemployment for some workers and greater underemployment for others are among the impacts of this new kind of labor market. In 2011, the average period of unemployment in California reached 37 weeks –

²² Benner, Chris. "Opening the Black Box: Space, Time and the Geography of the Labor Process." September 2011. <http://www.slideshare.net/ChrisBenner/opening-the-black-box-space-time-and-the-geography-of-the-labor-process>.

²³ See Benner, September 2011.

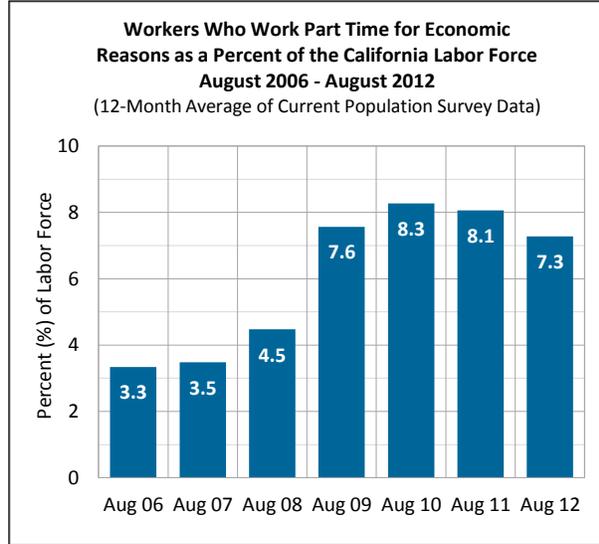
the longest average since 1948, and as Figures 7 and 8 illustrate, more Californians are working part-time for economic reasons.²⁴

Figure



Source: California Employment Development Department

Figure 8



Source: California Employment Development Department

California's Economy of Tomorrow

Sectors with competitive economic advantage. To address the challenge and opportunities mentioned above, California must grow and strengthen industry sectors that are competitive in global markets. Distinguishing between economic base industries and population-serving industries is useful in analyzing competitive economic advantage and importance. Population-serving industries primarily serve local markets in the state and include industries such as retail trade, health care, food services, state and local government, construction, and finance. Population growth typically is the primary driver of job growth in these industries. In contrast, economic base industries typically serve external markets. As a result, firms in economic base industries have more flexibility in deciding where to locate their operations or production facilities. A state or region's ability to attract and retain these firms largely determines how fast a state will grow relative to other states in the nation. In turn, a dynamic economic base spurs income and employment growth in population-serving industries.

California's economic base is comprised of eight industries: professional, technical, scientific, and management services; diversified manufacturing; wholesale trade and transportation; tourism and entertainment; resource-based production activities; high technology

²⁴ California Employment Development Department, Labor Market Information Division. "Economic Update: Could it Be?"; see also Bohn2012.

manufacturing; basic information services; and government (federal only). Table 3 shows the employment levels of the eight economic base industries in 2011.

Table 3

Employment in California's Economic Base Industries, 2011			
<i>(Annual Average Data)</i>			
	Number of Jobs	Share of All Economic Base Industry Jobs (%)	Share of Total Employment (%)
Total Employment, All Industries	14,445,700	--	--
Population-Serving Industries	9,060,100	--	62.7%
Economic Base Industries	5,385,600	100.0%	37.3%
<u>Economic Base Sectors:</u>			
Professional, Technical, Scientific, and Management Services	1,595,600	29.6%	11.0%
Wholesale Trade and Transportation	1,034,900	19.2%	7.2%
Diversified Manufacturing	823,900	15.3%	5.7%
Tourism and Entertainment	591,400	11.0%	4.1%
Resource Based	444,800	8.3%	3.1%
High Tech Manufacturing	390,900	7.3%	2.7%
Federal Government	255,100	4.7%	1.8%
Basic Information Services	249,000	4.6%	1.7%

Source: California Employment Development Department

Employment in California's economic base industries totaled 5,385,600 jobs in 2011, making up 37.3 percent of the state's total employment. The professional, technical, scientific, and management services sector was the largest economic base sector with 1,595,600 jobs, followed by wholesale trade and transportation (1,034,900 jobs). These two sectors accounted for nearly half (48.8 percent) of the jobs in California's economic base, and nearly one-fifth (18.2 percent) of overall employment. The diversified manufacturing sector and the tourism and entertainment sector (including motion pictures and sound recording) were the other sectors that individually comprised more than 10 percent of total jobs in California's economic base. Together, these sectors accounted for just over one-quarter (26.3 percent) of the jobs in the base. The remaining jobs in California's economic base were scattered in the resource-based, high technology manufacturing, federal government, and basic information services sectors.

Table 4 shows the changes in employment in California's economic base and population-serving industries over the two years ending in December 2011.²⁵ The industry sectors have been ranked by percentage change. Population-serving industries have been regrouped into sectors in order to highlight their employment growth potential. These sectors are: private educational services, health care services, consumer industries (retail trade, food services, personal services, rental and repair), finance, social assistance and nonprofit organizations, state and local government (including public education), construction and real estate, and all other population serving industries.

Table 4

Changes in Jobs in California's Economic Base and Population-Serving Industry Sectors: December 2009 - December 2011		
(Not Seasonally Adjusted Data)		
	Change in Number	Change in Percent
Total Employment, All Industries	288,300	2.0%
All Economic Base Sectors	208,100	4.0%
Resource-Based Production	39,600	11.2%
Professional, Technical, Scientific, and Management Services	105,500	6.8%
Wholesale Trade and Transportation	40,000	4.0%
Tourism and Entertainment	17,400	3.0%
High Tech Manufacturing	6,600	1.7%
Federal Government	4,100	1.7%
Basic Information Services	2,200	0.9%
Diversified Manufacturing	-7,300	-0.9%
Total Population-Serving Sectors	80,200	0.9%
Private Educational Services	24,400	7.6%
Health Care Services	46,300	3.7%
Consumer Industries (including rental and repair)	69,300	2.4%
Other Population-Serving Industries	14,200	2.0%
Finance	6,000	1.2%
Social Assistance and Nonprofit Organizations	4,100	1.0%
State and Local Government	-61,300	-2.8%
Construction and Real Estate	-22,800	-3.0%

Source: California Employment Development Department

The data show that California's economic base grew by 208,100 jobs (4.0 percent) over the two years ending in December 2011, and grew at twice the pace of the overall economy and more

²⁵ A two-year comparison was chosen to analyze job growth during the economic expansion because the data are not seasonally adjusted. Comparing data from like months is the most effective way to control for normal seasonal patterns of employment when analyzing unadjusted data.

than four times the rate of population-serving industries. The high-skill professional, technical, scientific, and management services sector grew by 105,500 jobs over the two-year period, accounting for over half of the job growth in California's economic base. The wholesale trade and transportation sector (40,000 jobs) added the second largest number of jobs over the period, followed by the resource-based sector (39,600 jobs), and tourism and entertainment sector (17,400 jobs). These same sectors were California's fastest growing economic base sectors over the last two years, paced by the resource-based sector's 11.2 percent job gain.

Whereas the high-tech manufacturing sector grew by 6,600 jobs over the two years ending in December 2011, the diversified manufacturing sector lost 7,300 jobs and was the only sector in California's economic base to lose jobs over the period. This underscores a longer-term trend in California manufacturing, in which the state has maintained a competitive advantage in more advanced, sophisticated, and knowledge-based manufacturing while more repetitive, less skill-demanding manufacturing functions have moved or been outsourced to other states or abroad, where labor costs are cheaper.

Private educational services and health care services were the fastest growing sectors in the population-serving segment of the economy over the two years ending in December 2011. In sharp contrast, budget-strapped state and local governments, which include public educational services, lost 61,300 jobs over the two-year period even as the rest of the economy was expanding. These losses were concentrated in local public education.

Private educational services and health care services were also the only two sectors in the California economy to expand their employment during the Great Recession. Job growth in health care services has been driven by the health demands of the aging baby boomer generation, and this growth trend should continue well into the foreseeable future. Employment growth in the private educational services sector occurred at the same time that job losses in public education mounted. Given the uncertain budget outlook of state and local governments, this trend will likely continue.

*Emergent industry sectors.*²⁶ California has traditionally been an incubator for emergent industries, particularly in the fields of high technology, information technology, science, and engineering. However, it is inherently difficult to identify and quantify employment in emergent industries. Not only are industry classifications delineated based on past experience, but there is typically a time lag before new establishments are counted and included in the establishment survey on which industry employment estimates are based. Table 5 shows

²⁶ California Employment Development Department. *California Labor Market and Economic Analysis 2012*. May 2, 2012.

California's 16 fastest growing industry subsectors by numeric and percentage growth from December 2009 through December 2011. The table distinguishes between economic base and population-serving subsectors.

Ten of California's fastest growing industry subsectors in terms of absolute jobs growth were economic base subsectors, as were 12 of the fastest growing subsectors in terms of percentage growth. These economic base subsectors signal areas in which California holds a competitive advantage: professional, technical, scientific, and management services (computer systems design and related services; management, scientific, and technical consulting services; specialized design services); high technology (advanced) manufacturing (computer and electronic product, machinery, and primary metal manufacturing); entertainment (motion pictures and sound recording industries); international trade (wholesale trade and transportation industries); and resource-based industries (agriculture, forestry, fishing, and hunting; support activities for mining).

Table 5

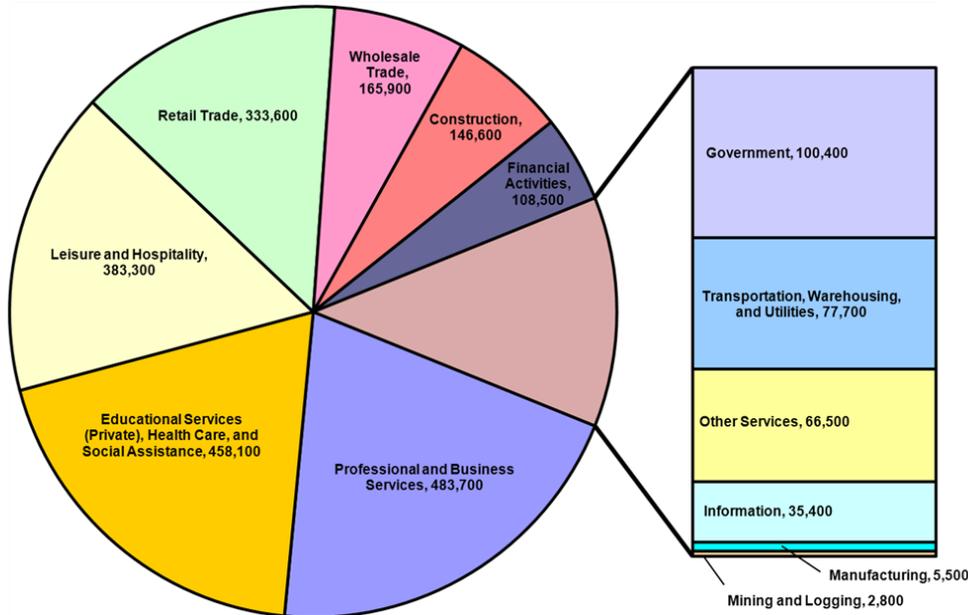
California Nonfarm Industry Subsectors with the Largest Job Gains December 2009 - December 2011 (Not Seasonally Adjusted Data)					
	Two-year Change in Number	Sector		Two-year Change in Percent (%)	Sector
Food Services & Drinking Places	47,700	P	Junior Colleges (Private)	25.8	P
Ambulatory Health Care Services	37,900	P	Support Activities for Mining	25.5	B
Agriculture, Forestry, Fishing & Hunting	37,200	B	Management, Scientific & Technical Consulting Services	16.6	B
Employment Services	31,200	B	Colleges, Universities & Professional Schools (Private)	14.6	P
Management, Scientific & Technical Consulting Services	25,400	B	Computer Systems Design & Related Services	12.7	B
Computer Systems Design & Related Services	24,800	B	Agriculture, Forestry, Fishing & Hunting	12.4	B
Colleges, Universities & Professional Schools (Private)	19,000	P	Wholesalers Electronic Markets Agents & Brokers	9.5	B
Clothing & Clothing Accessories Stores	15,600	P	Employment Services	9.2	B
Motion Picture & Sound Recording Industries	13,200	B	Primary Metal Manufacturing	9.2	B
Merchant Wholesalers, Durable Goods	11,900	B	Motion Picture & Sound Recording Industries	8.9	B
General Merchandise Stores	11,400	P	Machinery Manufacturing	8.4	B
Merchant Wholesalers, Nondurable Goods	11,000	B	Clothing & Clothing Accessories Stores	8.4	P
Nursing & Residential Care Facilities	9,000	P	Truck Transportation	7.9	B
Wholesalers Electronic Markets Agents & Brokers	8,300	B	Other Schools & Instruction (Private)	7.4	P
Computer & Electronic Product Manufacturing	8,200	B	Advertising & Related Services	7.3	B
Truck Transportation	8,000	B	Specialized Design Services	7.1	B

B= Economic Base Subsector, P = Population-Serving Serving

Source: California Employment Development Department

California industry and occupational employment forecast, 2010-2020.²⁷ Total industry employment in California, which includes self-employment, unpaid family workers, private household workers, farm employment, and non-farm wage and salary employment, is expected to reach 18,511,200 by 2020, an increase of 16.3 percent over the 10-year projections period. Figure 9 shows all non-farm industry sectors are projected to grow between 2010 and 2020.

Figure 9
Projected Job Growth by Industry Sector, 2010-2020



Source: California Employment Development Department

Over the 2010-2020 projections period, California is anticipated to generate:

- About 2.7 million new jobs from industry growth;
- More than 3.7 million jobs from replacement needs (including retirements); and
- A combined total of approximately 6.4 million job openings.

During the 2010-2020 projections period, the top 50 fastest-growing occupations are expected to grow at a rate of 25.4 percent or more, as compared to the overall 16.3 percent growth rate projected for all occupations in the state. These fastest growing occupations are expected to generate more than 700,000 new jobs by 2020, accounting for more than a quarter of all new

²⁷ California Employment Development Department. *A Labor Day Briefing for California 2012*.

jobs in California (see Appendix C - Attachment A). Many of these occupations will require some postsecondary education as well as credentialed and on-the-job training.

Major California industry sectors by average pay. In 2011, the average annual pay across all California industry sectors was \$54,777.²⁸ Table 6 provides a ranked list of industry sectors for the four quarters ending with the third quarter of 2011.

Table 6

Average Pay in Major California Industry Sectors: Third Quarter 2011		
<small>(Four-Quarter Average of Quarterly Census of Employment and Wages Data)</small>		
Industry Sector	Average Weekly Pay (\$)	Average Annual Pay (\$)
Total, All industries	1,053	54,777
Mining and Logging	2,577	134,023
Information	2,050	106,625
Financial Activities	1,576	81,963
Manufacturing	1,470	76,462
Professional and Business Services	1,375	71,506
Government	1,130	58,781
Construction	1,086	56,476
Education and Health Services	1,009	52,474
Trade, Transportation, and Utilities	857	44,576
Other Services	507	26,342
Agriculture, Forestry, Fishing and Hunting (Excluding Logging)	490	25,465
Leisure and Hospitality	475	24,689

Source: California Employment Development Department

Mining and logging and the information sector were California's highest paying industry sectors, with average annual pay of \$134,023 and \$106,625, respectively. Five additional industry sectors had higher average pay than the overall average: financial activities (\$81,963), manufacturing (\$76,462), professional and business services (\$71,506), government (\$58,781), and construction (\$56,476). In contrast, the lowest paying industry sectors were leisure and hospitality (\$24,689), agriculture (\$25,465), and other services (\$26,342). The large educational and health services sector offered wages just below the state average.

Skills gap analysis. Despite the number of low-skill jobs, roughly half (49.0 percent) of the jobs in California's labor market prior to the recession were middle-skill jobs – that is, jobs that

²⁸ The gross average wage data of the QCEW do **not** take into account the number of hours worked by employees and includes all compensation, including bonuses.

require some postsecondary education but not a college degree. There is some evidence that middle-skill jobs suffered disproportionately during the downturn, nonetheless they will remain a significant share of the labor force and provide opportunities for family-supporting employment for large numbers of California workers. These middle-skill occupations include high-demand²⁹ occupations, such as registered nurses (\$92,044 median earnings 2010), general and operations managers (\$130,355), construction managers (\$108,985), licensed practical and licensed vocational nurses (\$51,799), firefighters (\$71,779), and computer support specialists (\$59,822). Other high-wage, high-demand middle-skill occupations include dental hygienists, radiology technicians, respiratory therapists, aircraft mechanics, civil engineering technicians, claims adjusters, and paralegals. In California's infrastructure sector, about 42 percent of jobs from 2006-2016 were expected to be at the middle-skill level with an average wage nearly 15 percent higher than the state's median wage.³⁰

If current trends persist, by 2025 California will face a shortage of college-educated labor; only 35.0 percent of working-age adults are projected to have at least a bachelor's degree, while 41.0 percent of jobs will require that level of education or higher.³¹ Skills shortages may be particularly acute in the important STEM fields. One study projects that over 44.0 percent of all STEM jobs will be in occupations with expected shortages.³²

The typical skill requirements for many high-wage occupations will require at least some postsecondary education. Putting working Californians on a path to develop necessary skills through education and training will not only enable better economic opportunities for individuals, but provide a highly skilled and educated workforce to drive California's economic development in years to come.

Occupations with the most online job ads. Online job postings are an indicator of current demand for employees in specific occupations. When assessing alternative training investments, there is value in considering current demand as well as short- and long-term forecasts. Online job postings were extracted from The Conference Board Help Wanted OnLine™ (HWOL) data series, which compiles, analyzes, and categorizes job listings from many online job boards. The number of job listings posted in this dynamic data system change on a

²⁹ High-demand occupations are representative of occupations that are located within industries that show current and projected employment growth.

³⁰ The Workforce Alliance. *California's Forgotten Middle-Skill Jobs*. 2009. http://www.nationalskillscoalition.org/assets/reports-/skills2compete_forgottenjobs_ca_2009-10.pdf.

³¹ Public Policy Institute of California. *Planning for a Better Future: California Workforce*. 2012. http://www.ppic.org/content/pubs/report/R_212HJ2R.pdf.

³² Offstein, Jeffrey and Nancy Shulock, *Technical Difficulties: Meeting California's Workforce Needs in Science, Technology, Engineering, and Math (STEM) Fields*. Sacramento State Institute for Higher Education Leadership & Policy, 2009. http://www.csus.edu/ihelp/PDFs/R_STEM_06-09.pdf.

daily basis; however, a large share of the job ads are consistently related to high-demand, middle-skills occupations found within the projected growth industries. These data serve as one indicator of employer demand, with the understanding that many job openings are not advertised or are circulated off-line to a limited audience, such as union members.

Certain broad skills are commonly required. Despite the range of occupations and training levels listed in Appendix C – Attachment 2, certain broad skills are commonly required. Many Californians who have not completed high school or received a GED may lack depth in some of the basic skills. Adult education programs and basic skills training help build these skills so individuals will have the foundation to go on to attend community college and/or CTE training to earn stackable credentials and pursue lifelong learning through career pathways.

As defined by the Occupational Information Network (O*NET), the top shared in-demand skills that are commonly required in these job listings are listed below along with their definitions:

- ***Reading comprehension*** – understanding written sentences and paragraphs in work-related documents
- ***Critical thinking*** – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- ***Speaking*** – talking to others to convey information effectively (in most instances, the ability to communicate in English is explicitly stated or inferred)
- ***Active listening*** – giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- ***Monitoring*** – monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action

Skilled trades unemployment and skills gaps. Even though California's economy has made considerable progress since the Great Recession, there is still a relatively large pool of unemployed workers. The 2010 ACS identifies occupations in industries experiencing high unemployment rates. The occupations experiencing the highest level of unemployed individuals were analyzed for skill requirements. Based on this analysis, there are a disproportionate number of skilled trades workers who were affected, and continue to be affected, by the last economic downturn. They include carpenters; construction laborers; electricians; sales route drivers; hand packers; material movers (hand); assemblers; and inspectors, testers, and sorters.

Many of these dislocated workers have the foundational skills required for the high-demand, middle-skill occupations identified above and listed in Appendix C – Attachment 2. Many could benefit from sector-based career pathway training and education, such as the “Earn and Learn” model of context-based training³³ (such as apprenticeships), that helps workers align transferable skills to business needs in growing industry sectors.

Strategic industry sectors. For a state as large and diverse as California, each individual and economic region will compete globally. California's economy of tomorrow is an economy built on investment in training and education to prepare a globally competitive, highly-skilled workforce. The State Board will focus resources on the sectors of health care services, advanced manufacturing, and energy and utilities, and the high-wage occupations within these sectors. Many of these occupations require workers to have some postsecondary education. These sectors are California's economic future, but may vary by geographic region, based on the mix of local businesses; the nature and talents of the local workforce; and the interaction between business, education, and workforce preparation.

Health care and social assistance. Health care is the ultimate “population-serving” industry, reflecting the demands of a growing and aging population. Trained professionals with varying levels of education provide the services within this industry. A recent report from the State Board's Health Workforce Development Council (HWDC) stated, “There is an urgent and important need for California to expand its health workforce capacity to achieve the goals of health care reform (Affordable Care Act) and meet the health needs of its growing, increasingly diverse and aging population.”³⁴ Currently, there are not enough highly-skilled workers to meet the future demand. California's top projected occupations for the health care and social assistance industry are registered nurses; personal care aides; home health aides; medical assistants; nursing aides, orderlies, and attendants; medical secretaries; licensed practical and licensed vocational nurses; dental assistants; and first-line supervisors of office and administrative support workers.³⁵ Some occupations with expected demand that may experience shortages are: clinical laboratory scientists; primary care physicians; physician assistants; imaging technologists; and public health and social workers.

Advanced manufacturing. Manufacturing as a sector has been on the decline for decades, but high-technology manufacturing is expected to emerge as an industry that will provide high-

³³ Corporate Voices for Working Families. *A Talent Development Solution: Exploring Business Drivers and Returns In Learn and Earn Partnerships*. September 2012. http://corporatevoices.org/system/files/LearnEarn_Report2_web.pdf.

³⁴ Office of Statewide Health Planning and Development/California Workforce Investment Board Health Workforce Development Council. *Career Pathway Sub-Committee Final Report September 2011*. December 7, 2011. http://www.StateBoard.ca.gov/res/docs/special_committees/hwdc/other_events/Careerpercent20Pathwaypercent20SubCmtepercent20ReportFinal120711.pdf.

³⁵ EDD *California Labor Market and Economic Analysis 2012*. May 2, 2012.

wage jobs in California. The Brookings Institute reported that regional supply chains around specialized industry clusters, within densely populated metropolitan areas with a highly skilled workforce, create conditions for high-technology manufacturing job growth.³⁶ The report recommends local and state governments implement policies that are fashioned around greater investment in the workforce system to produce highly skilled workers. By investing in the types of high-road policies the report recommends, California can position itself for greater growth in the high-technology subsector.

Emergent networks and partnerships are helping to drive advanced manufacturing. The Bay Area Manufacturing Renaissance Council (BAMRC) is leveraging resources and working closely with area businesses to help prepare the foundation for sustained growth in high and moderate technology manufacturing.³⁷

Advanced manufacturing wages in California are some of the highest in the nation. The average annual wages of six of California's MSAs, including the Bay Area, San Jose, Los Angeles, Oxnard, San Diego, and Sacramento, are listed in the top tier nationally.³⁸

Higher wages are a result of increased demand for highly skilled workers. A recent report, analyzing online job postings, details regional composition and employer demand for highly skilled workers within the manufacturing sector.³⁹ Approximately one in four of the job listings posted in California during the sample period were occupations common to manufacturing. Engineering and production occupations are faring the best for full-time job openings. While production jobs continue to be concentrated in the southern regions of the state, there is strong demand for engineering jobs in the Bay Area job listings for industrial production managers and first-line supervisors of production workers are currently requiring more experience and higher levels of formal education than what is typically required at the national level.

Clean energy. California's ambitious carbon reduction goals and energy policies are expected to result in new and substantially changed occupations in energy efficiency, renewable energy, and clean transportation (alternative fuel vehicles and transit). According to the UC Berkeley Labor Center, two-thirds of the expected jobs that are directly related to energy efficiency work

³⁶ The Brookings Institute. *Locating American Manufacturing: Trends in the Geography of Production*. May 2012. <http://www.brookings.edu/research/reports/2012/05/09-locating-american-manufacturing-wial>.

³⁷ BAMRC works to: (1) develop both secondary and post-secondary educational pathways in the East Bay region to meet the demand for a skilled manufacturing workforce; and, (2) develop the knowledge and capacity to improve manufacturing in other California regions and nationally. <http://bamrc.wordpress.com/about>.

³⁸ The Brookings Institute. *Locating American Manufacturing: Trends in the Geography of Production*. May 2012.

³⁹ California Employment Development Department's Labor Market Information Division. *California Manufacturing Jobs in Demand*. July 2012. <http://www.calmis.ca.gov/specialreports/CaliforniaManufacturingReport.pdf>.

are in the traditional construction trades, and one-sixth are in professional jobs such as architects and engineers, with a much smaller number of the jobs are in new specialized "green jobs." To support the growth of innovative and competitive energy, transportation, and building and construction industries, California must "green" existing training programs for traditional occupations by incorporating new skills and knowledge into curricula.

Looking forward, the key to California's success are its well-integrated network of high-technology manufacturing and services firms, its research universities and institutions, its educated and skilled workforce, its increasing diversity, and its culture of innovation and entrepreneurship. Maintaining and nurturing of this infrastructure and the preparation and continued development of a skilled and educated workforce are vital to California's future.

Summary and Implications

As this brief overview suggests, California has outsized advantages. The state's workforce is large, diverse, and relatively young. Size and diversity are also critical strengths of California's economy and help fuel the state's well-deserved reputation for innovation. But, as described earlier, the challenges we face are also significant. Our population is eager to work but many lack the skills employers need, particularly in key economic sectors. This includes both young people just entering the workforce as well as workers whose skills have been made obsolete by technological or other changes in the economy of a region. The growing economic volatility also means that workers need support transitioning to new occupations and new sectors in response to economic transformation.

California's workforce development system must be re-tooled to conform to the demands of this new environment. Workforce and economic institutions and programs must align their efforts into regional networks that are both responsive to the economic imperatives of leading industries and effective in addressing the barriers of the still very large number of our residents who do not have the skills these industries need to succeed. These regional networks also must be as innovative as our industries, implementing and bringing to scale some of the exciting practices already underway in California. These include:

- *Supporting the growth of key industries.* The BAMRC is an important model. This network of Bay Area stakeholders is leveraging resources and working closely with area businesses to help prepare the foundation for sustained growth in high and moderate technology manufacturing.

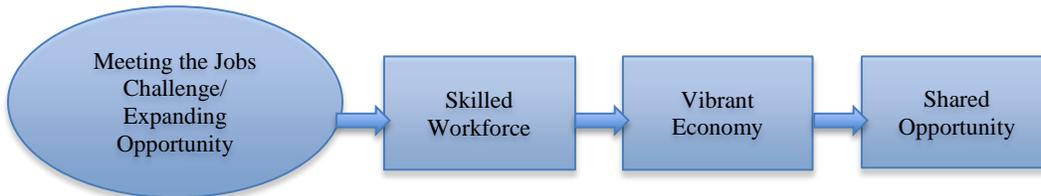
- *Addressing critical skill shortages.* The State Board's HWDC provides an approach to identifying and addressing skill shortages in key occupations that will be replicated in its other industry specific councils. A core component of the HWDC's work was the development of career pathways for 10 priority health professions. Career pathway development is critical to addressing impending workforce supply challenges. The HWDC includes key public and private stakeholders representing multiple health professions, health employers, government agencies, K-12, higher education and advocates. The HWDC is a model for the State Board's other sector-based committees: the Green Collar Jobs Council and the Advanced Manufacturing Committee.
- *Preventing layoffs by enhancing workers' skills.* Partnerships among CSU, local school districts, and Local Boards aimed at layoff aversion for California teachers are redirecting some educators toward STEM teaching where there is growing demand. Additionally, investments in incumbent worker training through the ETP and Local Boards is helping firms adapt to new technologies and changing market demands.
- *Facilitating the transition to new careers.* Sector partnerships like Pacific Gas and Electric's "Power Pathway" initiative allows Local Boards and community colleges to target training investments to address skills gaps in demand occupations and retrain dislocated workers and returning veterans for new careers.
- *Building career pathways for everyone.* In many regions of the state, high schools, community colleges, adult schools, and Local Boards are coming together with business, labor, and community organizations to develop interconnected sector-focused education and training programs, ideally from high school into postsecondary institutions that allow individuals to move up the education and career ladder over time.
- *Implementing contextual learning and "Earn and Learn" models.* High schools and community colleges are making student learning more relevant to regional industries and improving student success by teaching basic English, math, and other skills in the real-life context of an industry or occupation. Credentialed "Earn and Learn" models, such as apprenticeships, take this one step farther, allowing workers to learn much of their new skills on the job. California is a leader in apprenticeship programs. In 2010, 60,060 apprentices were registered in over 580 programs. Of the participants, 67.3 percent of California's apprentices are minorities and 6.6 percent are women.⁴⁰

⁴⁰ State of California Department of Industrial Relations Division of Apprenticeship Standards. *2010 Legislative Report: Apprenticeship Puts Things Into Perspective*. 2011. <http://www.dir.ca.gov/DAS/reports/2010LegReport.pdf>.

- *Developing bridges into education and training.* Through “bridge programs” into community college career pathways, pre-apprenticeship, and other similar programs, unions, colleges, Local Boards, and community-based organizations are providing opportunity for Californians – particularly those from under-represented communities – who lack the basic English and math skills to access high quality education and training.

III. 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.⁴¹

In California, as in the rest of the nation, many of these are “middle skill” jobs. They require less than a bachelor's degree but some postsecondary training through a community college, adult school, career technical education 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.

⁴¹ President Barack Obama's January 24, 2012 *Education Blueprint: An Economy Built to Last*, Page 3
http://www.whitehouse.gov/sites/default/files/cantwait/final_-_education_blueprint_-_an_economy_built_to_last.pdf

Therefore, California workers will need more education and training. But 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 changing workforce needs. 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 braiding⁴² 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 job-seekers – including displaced workers and veterans – are provided access to high quality career technical education (CTE) programs.* Competing demands for scarce resources threaten 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's 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

⁴² Braiding is defined as the leveraging of multiple funding streams for the support of both a single individual's and group of individuals employment goals.

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 CTE, yet California's system of basic skills education is failing most students. One of every four 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 efforts by Local 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 under-represented demographic groups, who complete at least one year of postsecondary education with a marketable credential or degree, with a special emphasis on veterans, individuals with disabilities, disconnected youth, formerly incarcerated, and other at-risk populations.
- **Youth:** Increase the number of high school students, including those from under-represented 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, the State Working Group and regional stakeholders agreed on an overarching strategy designed to address regional economic needs and promote skill development. The State Working Group also committed to a set of specific short-term (begin addressing within 18 months or less) and longer-term actions (See Chapter IV).

Regional Sector Strategy

California's regional sector 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 Boards, 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 Los Angeles 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. California's 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 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 Workforce Investment Board 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 State 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; and
- Identifying, removing or erasing administrative or policy barriers.

Specific Strategic Opportunities

More specifically, the State Working Group identified short and longer-term actions to achieve identified goals. Specific goals, strategic opportunities and actions are detailed in Chapter IV.

IV. Common Goals, Objectives, Actions of a Shared Strategy for a Shared Prosperity

As noted in the Preface, this chapter outlines the goals, objectives and actions for California’s broader system of state and federal workforce development funding streams and programs (roughly \$4 billion annually). These goals, objectives and actions are identified by executive leadership from state partner agencies and departments (State Working Group) as critical to affecting system integration and achieving the Governor’s vision and goals.

It is not the intention that the WIA-funded Local Boards are solely responsible for the goals, objectives, and actions outlined below. Rather, the goals and objectives are common priorities across multiple agencies and departments, and each action is assigned to a State Working Group member with lead responsibility for completing the action. Actions where more than one State Working Group partner is responsible are marked as “Collective.” Each action is designated as either a short-term (begin to address within 18 months) or long-term (begin to address by 2017).

Local Boards are expected, in their Local Plans, to describe how they will work toward the goals and objectives of the State Strategic Workforce Development Plan. Instructions and scoring for the Local Plans are in the Local Plan Guidance (Appendix H) and the Interim High-Performance Local Board Standards and Evaluation Criteria for Local Plans and Local Board Certification (Appendix I).

The State Working Group partners include: Employment Development Department (EDD), EDD Labor Market Information Division (EDD/LMID), California Community Colleges Chancellor’s Office (CCC), Employment Training Panel (ETP), State Board, Department of Education (CDE), Department of Industrial Relations Division of Apprenticeship Standards (DIR/DAS), Health and Human Services Agency (HHS), Labor and Workforce Development Agency (LWDA), Department of Social Services (DSS), and Governor’s Office of Business and Economic Development (GO-Biz). Please refer to Appendix G for a full roster of State Working Group members.

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 labor market information (LMI) data that assesses regional industry and occupational trends and needs; annually publish sector and regional profiles that include a “skills gap” analysis. (Short-term; EDD/LMID)
2. Work with Local 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. (Short-term; State Board)
3. Increase the share of state and local CTE and training funds invested in competitive and emergent sectors with a focus on science, technology, engineering and math (STEM) disciplines and entrepreneurial skills. (Short-term; State Board)
4. Prioritize, invest and braid community college economic and workforce development funding streams to focus on competitive and emergent industries. (Short-term; CCCC)
5. Focus more incumbent worker funding on multi-employer (sector) training that meets regionally identified needs and, when appropriate, articulate with community college career pathways. (Short-term; ETP)
6. Work with business, industry, and industry associations to identify and develop industry recognized readiness and skill standards. (Long-term; Collective)

Objective 2: Support the development and continued existence of regional workforce and economic development networks in California’s 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 will establish sector-focused subcommittees to guide

multi-region efforts to develop career pathways. The Chancellor’s Office will utilize system navigators to guide multi-region efforts to develop career pathways that respond to key industry needs. (Short-term; State Board, CCCC)

2. Promote the expansion, connection, and replication of regional workforce and economic development 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. (Long-term; Collective)
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. (Long-term; Collective)

Adults Goal

Increase the number of Californians who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, veterans, individuals with disabilities, and other at-risk populations.

Objective 1: Increase the capacity of career technical education.

ACTIONS TO GET US THERE

1. Advocate for more CTE courses at the community colleges. (Short-term; CCCC)
2. Identify and remove barriers to investments of local job training funds in CTE programs. (Short-term; State Board)
3. Create and distribute model curriculums for high demand occupations. (Long-term; CCCC)
4. Develop a campaign to increase public/private investments in instructional equipment. (Long-term; Collective)

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. (Long-term; CCCC)
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, leading to support services and employability along a career pathway. (Long-term; Collective)
3. Prioritize the investment of categorical funding streams on high demand CTE and contextualized basic skills approaches. (Long-term; Collective)

4. Align curricula within pathways to growing and emergent industry sectors. (Long-term; Collective)
5. Provide guidance, strategies and incentives to local partners to support programs for students in career pathway programs. (Long-term; Collective)

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 Boards, and reduce the time students spend in remediation. (Long-term; Collective)
2. Improve articulation of basic skills education between high schools, adult education programs, community colleges, four-year institutions and Local Boards. (Long-term; Collective)
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. (Long-term; Collective)
4. Develop partnerships among community colleges, One-Stop Career Centers, adult education programs, community-based organizations and others to provide support services to basic skills students. (Long-term; Collective)

Objective 4: Increase the number of under-prepared 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 State-approved apprenticeship programs) are automatically on the state's Eligible Training Provider List (ETPL). (Short-term; State Board)

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. (Long-term; Collective)
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). (Long-term; Collective)

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 (ETP) staff to regional workforce and economic development networks to develop proactive activities to respond to regional needs. (Short-term; EDD)
2. Ensure that the Workforce Investment Act (WIA) 25 percent Dislocated Worker policy (both Additional Assistance and Rapid Response) addresses layoff aversion in targeted industry sectors. (Short-term; State Board)
3. Market the Work Sharing Unemployment Insurance (UI) program with regional workforce and economic development networks and industry associations. (Short-term; EDD)
4. Redefine regional Rapid Response activities around layoff aversion. (Short-term; State Board)
5. Explore how to effectively mine Unemployment Insurance claimant data, mass layoff data, and Worker Adjustment and Retraining Notification (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. (Short-term; EDD/LMID)

Objective 6: Expand availability of and participation in “Earn and Learn” 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. (Short-term; DIR/DAS)
2. Develop a campaign to promote the value of approved apprenticeship and “Earn and Learn” models of training, and seek to increase traditional and non-traditional investments in these models. (Short-term; DIR/DAS, State Board)
3. Expand formal apprenticeship programs in key regional priority sectors and occupations. (Long-term; DIR/DAS)
4. Implement Assembly Bill AB 554 (Statutes of 2011) that requires the State Board and Local Boards to ensure that WIA training funds targeted to apprentice-able occupations, including pre-apprenticeships, are coordinated with the Department of Industrial Relations/Division of Apprenticeship Standards (DIR-DAS)-approved apprenticeship programs. (Short-term; State Board)

Youth Goal

Increase the number of high school students, with emphasis on at-risk youth and those from low-income communities, who graduate prepared for postsecondary vocational training, further education, and/or a career.

Objective 1: Increase the number of high school students who complete a rigorous education including math and science gateway coursework and other industry-based curriculum 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. (Short-term; CDE)
2. Revise and disseminate CTE standards aligned with the Common Core State Standards. (Short-term; CDE)
3. Promote and increase the use of and enrollment in CTE programs, career-based academies, Job Corps, and industry-themed high schools as a viable pathway to career readiness. (Short-term; CDE, State Board)
4. Align, promote and increase the use of career exploration resources such as the California (CA) Career Zone, CA Career Center, EDD/LMID, and Community College Career Café. (Long-term; Collective)

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. (Short-term; CDE)
2. Align supportive services for disconnected youth to ensure successful transition into the workforce and postsecondary education. (Long-term; CDE)

3. Expand high school dropout intervention and credit recovery programs. (Long-term; Collective)
4. Work with Local Boards to identify strategies to engage youth councils, local school districts, community colleges, and Job Corps 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. (Short-term; State Board)

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. (Short-term; State Board)
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. (Long-term; State Board)
3. Create a process to receive input on specific obstacles brought to the State Working Group to get interagency cooperation on addressing problem issues and communicate resolution of those issues back to partners across systems at the local and regional levels. (Short-term; State Board)
4. Provide technical assistance to Local Boards on developing their local workforce investment plans (local plans) and complying with state and federal legislation and regulations. (Short-term; State Board)
5. Ensure WIA state discretionary investments (including WIA 5 percent, WIA 25 percent, and Wagner-Peyser Act 10 percent) are consistent with California's Strategic Workforce Development Plan. (Short-term; State Board)
6. Promote implementation of integrated services based on the Integrated Services Delivery (ISD) model and recommendations put forward by the California State University Northridge evaluation (2011). (Short-term; State Board)
7. Work with Chief Local Elected Officials and support Local Boards to identify strategies for One-Stop service delivery 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. (Short-term; State Board)

8. Work with and support Local 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. (Short-term; State Board)
9. Participate in US Department of Labor Employment and Training Administration’s (DOLETA) effort to institute a national branding of the WIA and WPA programs, and work with EDD to establish eligibility criteria for the Local Boards and affiliated One-Stops to be identified as an “American Jobs Center of California.” (Short-term; State Board)

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. (Long-term; Collective)
2. Develop use of data (including EDD base wage file data) to track participants across programs and institutions and into the labor market. (Long-term; Collective)
3. Develop standards for certifications of high-performance Local Boards and a policy for allocation of any WIA discretionary funds to high-performance Local Boards pursuant to the Senate Bill 698 (Statutes of 2011). (Short-term; State Board)
4. Create a reporting mechanism that counts community college CTE for fewer than 12 units. (Long-term; CCCC)
5. Work with the DOLETA to develop WIA performance measures and outcomes consistent with the goals of California’s Strategic Workforce Development Plan. (Short-term; State Board)

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 and Local Boards to ensure those fields are completed. (Short-term; State Board)
7. Establish clear policy and a transparent process for Local 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. (Short-term; State Board)

V. Local Board and One-Stop Actions in Support of the Common Vision and Goals

Achievement of this State Strategic Workforce Development Plan depends on the collective efforts of highly effective Local Boards. The Local Boards are not responsible for every action listed in Chapter IV. This chapter describes, through the high-performance Local Board standards, the specific roles, responsibilities, and strategic actions of Local Boards and One-Stops in achieving the vision, strategy, and goals presented in Chapters I-IV.

The complete high-performance Local Board standards are in Appendix I. Additional Local Plan requirements are in the Local Plan Guidance, which is Appendix H.

High-Performance Local Board Standards and Evaluation Criteria

Purpose

On behalf of the Governor, the State Board must concurrently perform three statutorily required activities to ensure effective Local Boards. These activities are:

- 1. Approve 5-year Local Plans based on adherence to the *State Strategic Workforce Development Plan*:** Local Boards are required by federal law to submit to the State Board a comprehensive 5-year Local Plan that reflects the vision, strategy, and goals of the State Strategic Workforce Development Plan.
- 2. Recommend Local Board recertification to the Governor:** Federal and state law require the State Board to recommend to the Governor recertification of each Local Board every 2 years. Consideration is based on meeting minimum federal performance measures and compliance with state and federal law and regulations.
- 3. Evaluate Local Board performance for biennial “high-performance” certification:** Last year, Governor Brown signed SB 698 [UI Code 14200(c)] which set the bar higher for Local Board performance. By January 1, 2013, the State Board must implement standards for certifying high-performance Local Boards. The first certification will occur by October 1, 2013.

In order to maximize efficiency and minimize the administrative workload of the Local Boards and state staff, the State Board is combining the three above activities into a single evaluation process.

The high-performance Local Board standards serve as the core for state guidance to Local Boards for developing their Local Plans. Local Boards that comply with the minimum requirements of this guidance will be considered for Local Plan approval as well as Local Board recertification. Those Local Boards that exceed the minimum requirements promulgated in the high-performance standards will be considered for status as a “high-performance” Local Board.

Those Local Boards that do not meet the minimum requirements will receive further technical assistance from the State Board and EDD Workforce Services Branch (EDD-WSB) to correct shortfalls. The goal is that all Local Boards receive Local Plan approval and full Local Board recertification. Additionally, those Local Boards that do not meet the high-performance standards, but wish to do so, will receive further technical assistance from EDD-WSB and the State Board.

The initial 2013 high-performance certification is a baseline stage of a continuous improvement process primarily based on the Local Board’s commitment in their Local Plan to the State Strategic Workforce Development Plan goals and strategies. In 2015, the State Board will revise the high-performance standards and evaluation criteria to place more emphasis on measurable data related to specific employment and education outcomes for workers and job-seekers.

The high-performance Local Board standards and evaluation criteria are intended to incentivize the implementation of the State Strategic Workforce Development Plan goals and objectives. The standards should encourage Local Boards 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.

Scoring

Local Boards are assessed against five standards. These standards coincide with the State Strategic Workforce Development Plan and each of its four goals. Each of the five standards contains 4 criteria for a total of 20. Four of the 20 criteria are required elements contained in WIA and state law and will be scored as pass/fail. The other 16 criteria are worth 2 points each for a maximum of 32 possible points.

For Local Board recertification, Local Boards that fail any of the 4 required pass/fail elements and/or fail to meet the minimum requirements for any of the 16 other criteria will receive a “conditional” certification and will be required to submit a corrective action plan to the State Board within 45 days that addresses those areas that did not meet the minimum requirements. Local Boards that pass the 4 required pass/fail elements and meet the minimum requirements for each of the 16 other criteria will receive full certification.

Local Boards that seek to be considered for “high-performance” certification must pass the 4 required pass/fail elements and meet or exceed the minimum requirements for each of the 16 other criteria and obtain 26 of 32 possible points.

STANDARD 1 VISION, ECONOMIC AND WORKFORCE ANALYSIS, STRATEGIC PLANNING AND IMPLEMENTATION

Expectation: In support of the State Strategic Workforce Development Plan, the Local Board 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 in UI Code 14200(c) (SB 698). (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, and policy priorities of the State Strategic Workforce Development Plan.
- The Local Plan contains measurable goals that support the goals and objectives in Chapter IV of the State Strategic Workforce Development 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 the workforce needs of the priority industry sectors in the local and regional economy derived from a detailed economic and workforce analysis.
- The goals and strategies of the Local Plan address the workforce needs of the identified priority industry 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 industry 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 industry sectors.
- The Local Plan articulates how the Local Board 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 Local Plan goals and objectives.

3. The Local Plan’s goals and objectives are evidence-based. (Maximum 2 points possible)

Examples of evidence:

- The Local Plan is informed by and based upon data from a detailed economic and workforce 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 Local Board is prepared to regularly assess progress against those strategies, including a game plan for collecting and analyzing needed information.
- The Local Board 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 priority industry sectors in the local workforce investment area (LWIA) or regional economy were actively engaged in the planning process and continue to be during implementation.
- Local Board members 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, CTE, community colleges, and universities were actively involved in the planning process and continue to be during implementation.
- CBOs representing target populations of job-seekers were actively engaged in the planning process and continue to be during implementation.
- The Local Board collaborated regionally with other Local Boards 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 industry sectors.
- The Local Plan is a living document, which the Local Board and community partners modify and update as needs and economic conditions change.

STANDARD 2 BUSINESS SERVICE PLAN, PARTNERSHIPS AND SECTOR STRATEGIES

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

Criteria:

- 1. The Local Board 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 Local Board collaborates with businesses to identify skill gaps that are reducing the competitiveness of local businesses within relevant regional economies.
- How the Local Board effectively engages employers, including representatives from priority industry sectors, as members of the Local Board and in development of the Business Services Plan.
- What regional or joint approaches with other Local Boards and other partners are being undertaken to align services to employers.
- What metrics will the Local Board use to gauge the effectiveness of services provided to business.

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

Examples of evidence:

- Regional workforce and economic development networks include employers from priority industry sectors and other partners such as educators, workforce developers and others the partnership deems important. An industry-credible convener facilitates the work of each network.
- Regional workforce and economic development networks focus on identifying and meeting the skill needs of the priority industry sectors, while industry sector partnerships focus on developing career pathways that contain entry points for low-skilled workers for each cluster within a priority industry sector.

- Regional workforce and economic development networks operate at the regional geographic scale appropriate to the labor markets for the relevant priority industry sectors.

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

Example of evidence:

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

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

Examples of evidence:

- The Local Board embeds regional workforce and economic development networks into its use of formula WIA funds and other funds it manages.
- The Local Board works with regional workforce and economic development networks to develop and implement sustainability strategies, leveraging or braiding combinations of public and private funding.
- The Local Board 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 Local Plan.

- The Local Board sets training completion as an ETPL eligibility requirement and performance expectation for continued eligibility of its training providers.
- The Local Board identifies high-quality training providers based on credentials attained and relevant employment outcomes for graduates.
- The Local Board sets the attainment of industry-recognized degrees, credentials or certificates in the priority industry sectors identified in its detailed economic and workforce analysis as a measurable expectation in its training investments.
- The Local Board emphasizes sustainable-wage jobs and economic security, including utilization of “self-sufficiency” measures that reflect local conditions.

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

4. The Local Board continuously partners with employers, educators, and other stakeholders to identify funding to support worker training and education that results in improved skills, degree, credential and certificate attainment, and employment. (Maximum 2 points possible)

Example of evidence:

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

STANDARD 4 YOUTH STRATEGIES

Expectation: The Local Board 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 or region’s labor market.

Criteria:

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

Examples of evidence:

- The Local Board works to engage local school districts to 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 Local Board works to partner with local school districts in setting metrics for dropout rate reduction and in engaging employers, parents, and other stakeholders in meeting those goals.

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

Examples of evidence:

- The Local Board 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 Local Board collaborates with those partners to fund the re-engagement of disconnected youth in education and employment.
- The Local Board works with its partners to set metrics for success rates in youth re-engagement and to make those results visible to the community.
- The Local Board has developed new and innovative strategies and partnerships, which have resulted in increased employment opportunities for youth in the local area or region.

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

Examples of evidence:

- The Local Board partners in developing career pathway information and tools that will work effectively with youth.
- The Local Board connects youth employment strategies within career pathways by, for example, blending occupational skills training with academic learning.

4. The Local Board encourages youth to focus on attainment of postsecondary degrees and other credentials important to priority industry sector employers in the local or regional labor market. (Maximum 2 points possible)

Examples of evidence:

- The One-Stop system is youth-friendly and provides information on jobs in priority industry sectors with career pathways leading to economic security in the local area or region; access to postsecondary education that provides credentials, certificates and degrees in priority sectors; and financial assistance and scholarship programs and opportunities.
- The Local Board publicizes information and research that shows the connections of various kinds of postsecondary credential, certificate or degree attainment with employment rates and wages.
- The Local Board informs young people about the market value of CTE, “Earn and Learn” training options such as apprenticeships, OJT, etc., and industry-valued credentials and certificates that require less time than a 2 or 4 year degree.

STANDARD 5 ADMINISTRATION OF THE LOCAL BOARD

Expectation: The Local Board consists of a strong, engaged membership that represents the community; measures its effectiveness in meeting both federal and state legal requirements and its own local goals; has a process for continuous review and improvement of performance; and shares its results.

Criteria:

1. The Local Board membership meets all legal requirements (WIA, SB293) and is representative of the community. (Mandatory, Pass/Fail)

Evidence must include:

- Recruitment of new membership including a majority of business (businesses that represent the Local Plan’s targeted industry sectors of focus are desired but not required).
- The Local Board membership includes at least 15 percent of members representing labor organizations and this requirement is incorporated into their bylaws.

NOTE: A Local Board with a participation level of 10-15 percent may receive a passing score *only if* 1) there is a letter from its central labor council(s) stating that the central labor council(s) has reached an agreement with the Local Board to that lower participation level or 2) the Local Board can document its unsuccessful attempts to solicit appointments from its central labor council(s) (in compliance with Directive [WIAD06-21](#)).

2. The Local Board meets other required elements (WIA, SB698). (Mandatory, Pass\Fail)

Evidence must include:

- The Local Board has established and provided a copy of the MOUs with all the mandatory partners identified in the WIA, as well as other local partners supporting One-Stop service operations.
- Through a public procurement process or other means, the Local Board has established at least one comprehensive One-Stop in their LWIA.
- The Local Board has established a sub-committee of the Local Board that further develops and makes recommendations for the Business Service Plan to the Local Board in an effort to increase employer involvement in the activities of the Local Board and this requirement is incorporated into their bylaws.

- The Local Board has an active and engaged Youth Council.
- The Local Board has met the 30 percent expenditure requirement for out-of-school youth.
- The Local Board has an approved Corrective Action Plan for all audit findings.
- The Local Board has achieved at least 80 percent of its negotiated WIA Common Measure performance goals in the past year.

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

Examples of evidence:

- The Local Board uses a performance dashboard that tracks key metrics about the results from its programs and initiatives (If the Local Board has established additional matrices to track unique local programs and initiatives outside of the WIA Service Record Data (WIASRD), these should also be included).
- The Local Board seeks and receives feedback from its customers and partners and has a strategy for responding to their identified issues and for improving customer satisfaction.
- The Local Board engages the public, through a public comment process, in the analysis of community workforce information and subsequent strategic planning.
- The Local Board has a mechanism for determining return on investment.
- The Local Board works with its partners and/or other Local Boards to reduce administrative costs by streamlining paper processes, improving efficiencies, reducing duplication, etc.

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

Examples of evidence:

- Local Board meeting summaries clearly articulate and demonstrate progress towards achieving the Local Plan goals.
- The Local Board publishes and widely disseminates a performance dashboard containing program and initiative results.

- The Local Board communicates the success of its programs to employers and job seekers.

VI. WIA and WPA Performance Outcomes and Measures

As with the rest of the nation, the implementation of the WIA in California occurred at a time of nearly full employment and declining poverty. California’s unemployment rate from 1998 to 2000, the first two years of WIA implementation, was 5 percent. Employers were scrambling to find workers, and the WIA-funded system reflected this by focusing on short-duration employment services and outcomes not associated with any sector strategy.

California continues to be one of the hardest hit states by the Great Recession. From April 2007 (the start of the recession) to December 2011, California’s unemployment rate more than doubled to 11.2 percent. Although now at 9.8 percent, it has steadily declined over the last several months as the state’s economy gains strength.

Reflecting the Governor’s vision of a *Shared Strategy for a Shared Prosperity*, the State Board and state-level partners prioritized the establishment of system-wide performance and outcome measures in the context of current economic and labor market trends. Through the next five-years, the WIA program must function in a much different economic climate and respond within a broader training, education, and employment services system.

Focus on Skills Attainment and Industry-Recognized Credentials

While employment and reemployment services delivered through the One-Stop system will always be a valued and important complement to the array of strategic workforce solutions needed to stabilize California’s economy and fully address the needs of job seekers and businesses, California workers need more education and training. But 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 another overarching goal of California’s Strategic Workforce Development Plan: realignment of workforce programs and institutions based on ongoing skills attainment focused on regional growth industry sectors and clusters.

Secretary of Labor Hilda Solis identified credential attainment as a “high priority performance goal” in response to President Obama’s call for the United States to have “the best educated, most competitive workforce in the world.” California is committed to achieving this national goal and will work closely with DOLETA to develop system measures less directed toward short-

term services and employment outcomes and more aligned with industry-valued and recognized credentials, economic security⁴³, and longer-term skills and educational attainment.

DOLETA has issued several Training and Employment Guidance Letters (TEGLs) Notices (TENS) and advisories relating to skills attainment:

[TEN 49-11 Reporting on Attainment of Industry-Recognized Credentials](#)

[TEGL 17-05, Common Measures Policy for the Employment and Training Administration's \(ETA\) Performance Accountability System and Related Performance Issues](#)

[TEGL 15-10, Increasing Credential, Degree, and Certificate Attainment by Participants of the Public Workforce System](#)

[TEGL 17-09, Quarterly Submission of Workforce Investment Act Standardized Record Data \(WIASRD\)](#)

[Performance Reporting Glossary and Guide for ARRA High Growth and Emerging Industries \(HGEI\) Grantees](#)

[TEGL 2-07, Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System](#)

[Trade Adjustment Assistance Extension Act of 2011, Section 239\(j\)](#)

WIA and WPA Outcome Measures for Program Year 2012-13

California is requesting DOLETA approval of the state's WPA Measures and WIA Common Measures goals for PY 2012-13. We expect, however, that more detailed discussions will take place with DOLETA during the formal negotiation and approval of the goals.

This request takes into consideration several factors, including:

- California's slow employment recovery;
- California's implementation of a new, sector-based vision, strategy and goals focused on skills attainment – priorities that may impact the LWIAs' ability to meet the WIA Common Measures; and

⁴³ "Economic security" means, with respect to a worker, earning a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region.

- California’s emphasis on greater One-Stop system integration and accountability, including enrolling large numbers of WPA universal and WIA core participants. The State Board will deliberate on how to best sustain and expand the ISD model piloted by 12 LWIAs.

Additionally, Governor Brown signed legislation in 2011 that impacts LWIA performance on the WIA Common Measures. The legislation redirects the emphasis of WIA from a primary focus on self-directed core services towards a more balanced focus on intensive and training services in support of industry sector-based career pathways and the braiding of multiple funding streams.

- SB 734 [UI Code Section 14211] requires each Local Board to invest 25 percent of local Adult and Dislocated Worker dollars on skills training (increases to 30 percent in 2016). Local Boards receive up to a 10 percent credit toward this goal for resources leveraged from multiple funding streams.
- AB 554 [UI Code Section 14230(e)] requires that WIA funds invested in “apprenticeable” occupations are coordinated with state-approved apprenticeship programs.
- SB 698 [UI Code 14200(c)] sets the bar higher for Local Board performance. By January 1, 2013, the State Board must implement standards for certifying high-performance Local Boards. The draft standards are available in Appendix I.

Proposed WPA and WIA Performance Goals PY 2012-13

WPA SECTION 13(a) MEASURES	PREVIOUS YEAR PERFORMANCE*	PERFORMANCE GOAL
Entered Employment	41.0%	50.0%
Employment Retention	78.0%	79.0%
Average Six-Months Earning	\$17,917	\$18,000
WIA SECTION 136(b) COMMON MEASURES	PREVIOUS YEAR PERFORMANCE	PERFORMANCE GOAL
<u>ADULT</u>		
Entered Employment	55.9%	59.0%
Employment Retention	79.3%	81.0%
Average Six-Months Earnings	\$12,938	\$13,700
<u>DISLOCATED WORKER</u>		
Entered Employment	62.6%	64.5%
Employment Retention	83.4%	84.0%
Average Six-Months Earnings	\$17,146	\$18,543
<u>YOUTH COMMON MEASURES</u>		
Placement in Employment or Education	66.9%	72.0%
Attainment of a Degree or Certificate	51.0%	60.0%
Literacy and Numeracy	53.3%	54.0%

*PY 2011/12 outcomes

Consideration of Additional State Performance Measures

As stated above, the WIA Common Measures do not effectively measure whether California’s WIA system, let alone the broader workforce training system, is achieving the Governor’s vision and goals as expressed in the Strategic Workforce Development Plan.

The DOLETA has provided an [“Overview of Potential Alternative Efficiency Measures for Consideration” attachment](#) to [TEGL 29-11 Workforce Investment Act \(WIA\) Program Year \(PY\) 2011 Annual Report Narrative](#) for states to evaluate the accessibility, quality, effectiveness, efficiency and impact of the core, intensive and training services provided to WIA Adult, Dislocated Worker and Youth populations. California however, needs to evaluate all of its workforce and education programs using a set of common performance indicators focused on employment and earnings, skills attainment, and customer satisfaction.⁴⁴

⁴⁴ Common measures should be reported for all CTE secondary, and CTE post-secondary programs, WIA programs, TANF employment programs, WPA funded job services programs, Vocational Rehabilitation programs, Adult Basic Education, and the private post-secondary schools.

The National Governor’s Association and the DOLETA partnered with a six-state workgroup to develop a set of recommendations for system-wide workforce development performance measures based on the following criteria:

- Measures should be outcome-based as opposed to process-based and should measure the results for the program’s customers.
- Measures should be easily explainable to a lay audience.
- Measures are scalable and divisible. They should be applicable to different geographical and institutional areas of interest. For example, results should be available by program, school, and sector, by different local and regional areas, and for the state in the aggregate. Similarly, results should be reportable by service category and sub-population.
- Measures should create a level playing field among programs and service strategies.
- Measures should promote behaviors that lead to the desired outcomes.
- Measures should be meaningful for each program.
- Measures should be timely.
- Measures should be methodologically sound.
- Measures should be difficult to game or manipulate.
- Measures should be inexpensive.
- Measures should be comprehensive and complementary as a whole.

Based on these criteria, the six-state workgroup recommended the following performance measures:

- **Two Employment Retention Measures.** The first measure is equal to the ratio of participants who are employed (or enrolled in further schooling for youth participants) in the second quarter after exiting the program; The second measure is equal to the ratio of participants who are employed (or enrolled in further schooling for youth participants) in the fourth quarter after exiting the program. EDD quarterly wage record information would be used for these measures.

- An **Earnings Measure** based on the median earnings of all participants employed in the second quarter after program exit. EDD quarterly wage record information would be used for this measure.
- A **Measure of Skills Attainment** equal to the percentage of program exiters who have completed a certificate, degree, diploma, licensure, or other industry recognized credential within one year after exit.
- A **Measure of Employer Satisfaction** equal to the percentage of employers who are served and return to the program for the same service.
- A **Measure of Market Penetration** equal to the share of employers who benefit from the program’s services.
- **Two Measures of Return on Investment**, including a taxpayer return on investment equal to the present value of the net impact on tax revenue and social welfare payments compared to the cost of the services, and a participant return on investment equal to the present value of the net impact on participant earnings compared the cost of the services. EDD quarterly wage record information would be used for these measures.

The six-state workgroup recommended that the foregoing measures apply to all secondary CTE programs, post-secondary CTE programs, WPA job services programs, WIA Adult, Dislocated Worker, and Youth programs, Adult Basic Education, Temporary Assistance to Needy Families employment programs, Apprenticeship programs, and Vocational Rehabilitation programs.

These measures effectively encourage greater skills attainment and longer-term investment strategies by looking at employment at a later period than the WIA Common Measures. Similarly, the skills attainment measure looks at educational completion rates for the entire pool of participants exiting the program and not just those who enrolled in training.

Over the duration of this Strategic Workforce Development Plan, the State Board and the State Working Group will consider the measures recommended by the six-state workgroup as well as other types of system-wide measures in support of the System Alignment and Accountability Goal in Chapter IV.

VII. Workforce System Overview

The State Board

Roles and Purpose of the State Board

The primary responsibility of the State Board is to develop, in close consultation with the Governor, and implement a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. The California Workforce Training Act requires that:

The California Workforce Investment Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce investment boards, shall 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 strategic workforce plan shall also serve as the framework for the single state plan required by the Workforce Investment Act of 1998. The plan shall be updated at least every five years (UI Code Section 14020).

In addition to the State Strategic Workforce Development Plan, last year Governor Brown signed legislation tasking the State Board (and Local Boards) with additional responsibilities -- SB 698 calls for certification of high-performance Local Boards, SB 734 requires Local Boards to spend a mandatory minimum percentage of their WIA allocation on training, and AB 554 mandates WIA collaboration with state-approved apprenticeship programs.

As defined in federal and state law, the roles and responsibilities of the State Board are as follows:

- Promote the development of a well-educated and highly skilled 21st century workforce.
- Develop the Strategic Workforce Development Plan.
- Develop guidelines for the continuous improvement and operation of the workforce investment system, including:
 - Developing policies to guide the One-Stop system
 - Providing technical assistance for the continuous improvement of the One-Stop delivery system
 - Recommending state investments in the One-Stop system

- Targeting resources to high-wage competitive and emergent industry sectors and industry clusters that are either high-growth sectors or critical to California's economy, or both. These priority sectors and clusters shall have significant economic impacts on the state, its regions and LWIAs, have immediate education and workforce development needs, and have documented career opportunities
- Develop and continuously improve the statewide workforce investment system as delivered via the One-Stop delivery system, including:
 - Develop linkages in order to assure coordination and non-duplication among workforce programs and activities
 - Review Local Plans
 - Leverage state and federal funds to ensure that resources are invested in activities that meet the needs of the state's competitive and emergent industry sectors and advance the education and employment needs of students and workers so they can keep pace with the education and skill needs of the state, its regional economies, and leading industry sectors
- Comment, at least once annually, on the measures taken pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 2006.
- Designate LWIAs within the state based on information derived from all of the following:
 - Consultations with the Governor
 - Consultations with chief local elected officials
 - Consideration of comments received through the public comment process, as described in Section 112(b)(9) of the WIA
- Develop and modify allocation formulas, as necessary, for the distribution of funds for adult employment and training activities, for youth activities to LWIAs, and dislocated worker employment and training activities, as permitted by federal law.
- Coordinate the development and continuous improvement of comprehensive state performance measures, including state adjusted levels of performance, to assess the effectiveness of the workforce investment activities in the state.
- Prepare the annual report to the United States Secretary of Labor.
- Recommend policy for the development of the statewide employment statistics system, including workforce and economic data, as described in Section 15 of Title 29 of the United States Code, and using, to the fullest extent possible, the EDD's existing labor market information systems.
- Recommend strategies to the Governor for strategic training investments of the Governor's WIA discretionary funds.

- Develop and recommend waivers, in conjunction with Local Boards, to the Governor as provided for in the WIA.
- Recommend policy to the Governor for the use of the 25 percent rapid response funds, as authorized under the WIA.
- Develop an application to the United States Department of Labor for an incentive grant under Section 9273 of Title 20 of the United States Code.
- Establish standards for certification of high-performance Local Boards.
- Annually reserve a portion of the Governor’s WIA discretionary fund made available pursuant to the WIA for the purpose of providing performance incentives to high-performance Local Boards.
- Establish a policy for the allocation of Governor’s WIA discretionary funds and other incentive monies to high-performance Local Boards.
- Ensure that programs and services funded by the WIA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted, to the maximum extent feasible, in coordination with one or more apprenticeship programs approved by the DIR-DAS and/or DOLETA for the occupation and geographic area.
- Develop a policy of 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 programs.

Composition of the State Board

The members of the State Board are appointed by the Governor in conformity with WIA Section 111(b) and California UI Code Section 14012. State Board members are drawn from business, labor, public education, higher education, economic development, and community organizations, as well as the State Legislature. Two legislative members are appointed by the Senate President Pro-Tem and two by the Speaker of the Assembly. Appendix E provides a listing of the current members, by membership category, represented on the State Board.

Currently the State Board is eight (8) members short of a business member majority. In August 2012, Governor Brown appointed 30 new members and the remaining business seats are expected to be appointed by June 30, 2013.

The Chair of the State Board is selected by the Governor. The Chair has the responsibility to call and preside at all State Board meetings and perform other duties as required. The Vice-Chair acts as Chair in the Chair's absence and performs other duties as required.

State Board Committees

Since the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing Executive Committee, special committees, and ad hoc committees. Special committees are appointed by the State Board Chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. Board committees are:

- **Executive Committee:** The Executive Committee consists of a small number of State Board members evenly divided among business, labor, and government. It acts as a high-level strategic planning and jobs advisor to the Secretary of the Labor & Workforce Development Agency and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.
- **Issues and Policies Special Committee (IPSC):** The IPSC addresses specific policy issues related to improvement of WIA-funded programs and their alignment with other education, training, and employment services and provides recommendations to the full State Board. At the direction of the Chair of the State Board, the Committee:
 - Reviews and develops statewide policies affecting the provision of workforce development and employment services;
 - Reviews and provides input on waiver requests for submission to the U.S. Department of Labor;
 - Reviews and develops policy guidance and directives provided to Local Boards;
 - Assists other committees in identifying emerging issues affecting the statewide workforce development system; and
 - Develops policy issue papers for the State Board's consideration.
- **Green Collar Jobs Council:** The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals. As required by state statute, the GCJC must do the following:

- Identify and link “green collar” job opportunities with Local Board workforce investments, and encourage regional collaboration among Local Boards to meet regional economic demands;
 - Align workforce development activities with regional economic recovery and growth strategies;
 - Develop public, private, philanthropic, and nongovernmental partnerships to build and expand the state's workforce development programs, network, and infrastructure;
 - Provide policy guidance for job training programs for the clean technology sector to help prepare specific populations, such as at-risk youth, displaced workers, veterans, formerly incarcerated individuals, and others facing barriers to employment;
 - Develop, collect, analyze, and distribute state-wide and regional labor market data on California's emerging green workforce needs, trends, and job growth;
 - Collaborate with community colleges and other educational institutions, approved apprenticeship programs, business and labor organizations, and community-based and philanthropic organizations to align workforce development services with strategies for regional economic growth;
 - Identify funding resources and make recommendations on how to expand, leverage and braid these funds; and
 - Foster regional collaboration.
- **Health Workforce Development Council (HWDC):** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. One objective of the HWDC is to expand California's full-time primary care workforce by 10 to 25 percent by 2022. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected officials, the public workforce system, labor, philanthropic organizations, community-based organizations, health professional and advocacy organizations.
 - **Advanced Manufacturing Committee:** The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing, support regions in providing a skilled manufacturing labor force, identify national skills standards, and encourage regional industry sector partnerships.

- **Education and Career Pathways Committee:** The State Board established a special committee on education and career pathways. The focus is to align education with workforce development. The committee has identified three main objectives:
 - 1) Expand career-based education opportunities for all students;
 - 2) Create opportunities for all students to receive nationally-recognized, industry-valued credentials; and
 - 3) build linkages between public education and industry sectors with the best potential for good jobs.

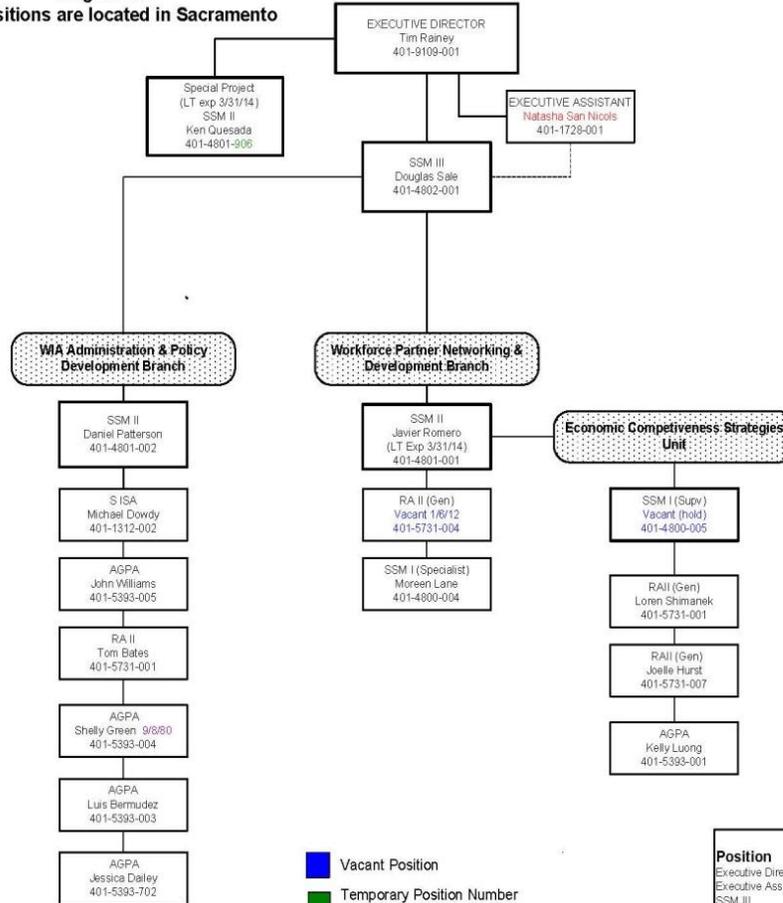
- **State Working Group:** The State Working Group is an informal focus group comprised of the directors of state departments that administer workforce, employment, career education, and/or workforce training programs (see Appendix G). The partners were integral in developing the vision, strategy, and goals for the State Strategic Workforce Development Plan. The partners are committed to taking the specific actions assigned to their respective agency in support of the Plan’s implementation, including scaling up and expansion of regional workforce and economic development networks and industry sector partnerships. The responsibilities of the State Working Group include:
 - Aligning their respective policy goals;
 - Establishing common performance metrics to evaluate success;
 - Maximizing, leveraging, and aligning resources;
 - Identifying, removing or erasing administrative or policy barriers.
 - Reporting progress towards completing the actions to the Governor through the State Board.

State Board Organizational Structure

The State Board reports through its Executive Director to the Secretary of the Labor and Workforce Development Agency (LWDA). The Executive Director is appointed by the Governor and is an integral part of the State Board, contributing as a non-voting participant at State Board meetings and in Executive Committee meetings. Currently, the Executive Director is supported by a civil service staff of 17. The State Board staff helps implement the goals of the State Strategic Workforce Development Plan, plans and supports State Board meetings and the work of each of its committees, and carries out other duties as assigned by the State Board.

**CALIFORNIA WORKFORCE INVESTMENT BOARD (SUPPORT STAFF)
ORGANIZATIONAL CHART**

August 2012
All positions are located in Sacramento



Tim Rainey, Executive Director

- Vacant Position
- Temporary Position Number Assignment
- Attendance Clerk/Back Up MyCalPAYS Rolemapping
- Compressed Work Week (CWW) V-Time, 9/8/80, 4/10/40 = Alternate Work Week

Position	Class Code	Total
Executive Director	9109	1
Executive Assistant	1728	1
SSM III	4802	1
SSM II	4801	2
SSM I (Specialist)	4800	1
SSM I	4800	1
SISA	1312	1
RA II	5731	4*
AGPA	5393	5
Total Positions:		17

*1 RA II Reclassified from RPS II to accommodate a Mandatory Reinstatement

Local Workforce Investment Areas, Local Workforce Investment Boards, and One-Stop System

Local Workforce Investment Areas (LWIAs)

As designated by the Governor, California’s 49 LWIAs administer WIA services. Factors that are considered in designating these LWIAs include geographic location, population, and commonality of labor market areas. Re-designation, which the Governor must do bi-annually, is based on performance, adherence to the State Strategic Workforce Development Plan, and other factors.

In addition to Appendix F, the links below provides a full listing of California’s 49 LWIAs and their jurisdictional boundaries:

http://edd.ca.gov/Jobs_and_Training/LWIA_Listing.htm

http://edd.ca.gov/Jobs_and_Training/LWIA_Listing_by_County.htm

The particular service strategy or emphasis of an LWIA may reflect regional labor markets, economic and social conditions, and demographics. An LWIA may also be influenced by its administrative structure, which varies greatly in California. An LWIA may be administered by a county, city, or by a consortium of local governments through a joint powers authority. Generally, LWIAs administered through counties tend to be more aligned with CalWORKs, while city-administered programs may be more closely linked with economic development or community development.

Most existing LWIA jurisdictions were grandfathered-in when in 1998 the Workforce Investment Act superseded the Job Training Partnership Act. However, some local administrative structures or LWIA boundaries have changed for more effective service delivery, to maximize available resources, and/or to reflect regional labor-markets.

Role of Local Workforce Investment Boards (Local Boards)

In concert with their chief local elected officials, California's 49 Local Boards provide administrative and policy oversight at the local level for the delivery of WIA services and for the operation of One-Stops.

The Chief local elected official (CLEO) of each of the 49 LWIAs appoints a Local Board with a local membership similar to the State Board – including a business majority and fifteen-percent organized labor. The Local Board develops and submits a local strategic plan to the Governor, appoints and provides oversight for One-Stop operators, and selects eligible organizations to provide services for youth and adults. In cooperation with the CLEO, the Local Board appoints a Youth Council that establishes youth policy for local education and job training.

Local Boards are central partners in carrying out the Governor’s State Strategic Workforce Development Plan. Through diverse membership and regional leadership, Local Boards can affect coordinated workforce education and training systems and integrate multiple funding streams and programs. Using current labor market and economic data, Local Boards can target resources to strengthen critical regional industries and employers and create clear pathways to good, family-supporting jobs and careers.

Consistent with the State Strategic Workforce Development Plan, Local Boards are encouraged to:

- Take on strategic community leadership & engage diverse partners;
- Adopt and use sector partnerships as a key to service delivery;
- Prioritize and invest in worker training; and
- Continuously improve service delivery

(See Chapter V for a description of the work of Local Boards and One-Stop in supporting the implementation of the State Strategic Workforce Development Plan).

One-Stop Career Centers

One-Stops are the cornerstone of California’s workforce development system. By federal law, Each LWIA is required to have at least one comprehensive One-Stop center that provides universal access to a full range of employment services, training and education, employer assistance, and guidance for obtaining other assistance. A complete listing of One-Stops by county can be viewed at: http://edd.ca.gov/Jobs_and_Training/pubs/osfile.pdf.

Direct WIA service delivery is principally provided through California’s over 200 One-Stops. It is important to note, however, that many One-Stops go beyond WIA and are often the local or regional gateway or hub to the broader network of workforce development providers. Providers that often co-locate in, connect through, or directly operate One-Stops include community colleges, adult schools, regional occupational centers and programs, and other education entities; organized labor and industry or employer associations; community organizations; special programs for farmworkers, native Americans, veterans, and individuals with disabilities; economic development agencies; social services agencies or programs; and other state, federal, and non-governmental providers.

As a primary labor-exchange, in addition to other business services, One-Stops help employers with recruitment and hiring. In some areas of the state, Local Boards have directed their One-Stops to tailor services to specific target industry sectors. In this way, labor-exchange is part of a more proactive provision of employment services and skills training relevant to employer demands and longer-term labor-market trends.

Though One-Stops design programs and services that reflect the unique needs of their areas, the goal is to allow workers and job seekers seamless access to a broad range services and, depending on eligibility, 17 other federal programs. These federal programs are required by federal law to offer services through the One-Stop system. In the top row are the state-level administrative agencies:

Employment Development Department	Community Colleges/ CA Dept. of Education	Dept. of Rehabilitation	Dept. of Social Services/ Dept. of Community Svcs. & Development	Other
Adult (Title I of WIA)	Post-Secondary Vocational Education (Perkins)	Vocational Rehabilitation (Title IV of WIA)	Welfare-to-Work	Job Corps (Title I of WIA)
Youth (Title I of WIA)	Adult Ed and Literacy (Title II of WIA)		Community Services Block Grant	Title V, Older Americans Act
Dislocated Worker (Title I of WIA)				HUD Employment and Training
Employment Service/Wagner-Peyser Act (Title III of WIA)				
Native American Programs (Title I of WIA)				
Migrant Seasonal Farm Workers (Title I of WIA)				
Veterans Workforce Programs (Title I of WIA)				
Trade Adjustment Assistance				
Unemployment Insurance				

A major challenge for One-Stops is the cost of infrastructure. In addition to client services, the operation of One-Stops requires various administrative costs and other operating expenses beyond the funding allocated to the LWIAs through their WIA formula allocations. Unfortunately, the WIA does not provide additional funding for One-Stop infrastructure.

Infrastructure support paid for by the 17 WIA required partners varies in each LWIA and within each One-Stop depending on cost-sharing agreements negotiated at the local level. Whether a

full range of services is available in a One-Stop also depends on the degree to which required partners fully participate.

To ensure the continued existence of this important resource, state-level agencies as well as other One-Stop partners must commit to a level of sustained investment. In 2013 the State Board created a special ad hoc committee to open a dialog on the future of California's One-Stop system.

WIA/One-Stop Services

At minimum One-Stops are required to provide three general tiers of services. These tiers are divided into categories according to how prepared a person may be for a new job.

However, Local Boards and One-Stop operators have significant flexibility in determining how rapidly one may move from one tier to the next, or in the case of customized training, what service mix is appropriate to ensure successful participant completion. In fact, in 2005, language was added to state law to enable Local Boards and One-Stops in this area. UI Code Section 14230 (d) states:

Each Local Board shall develop a policy for identifying individuals who, because of their skills or experience, should be referred immediately to training services. This policy, along with the methods for referral of individuals between the one-stop operators and the one-stop partners for appropriate services and activities, shall be contained in the memorandum of understanding between the Local Board and the one-stop partners.

The three WIA tiers of service are known as core, intensive, and training services.

- **Core Services** -- are provided through the One-Stop. These include job search-and placement assistance, access to labor-market information, counseling and coaching, and preliminary skills assessments.
- **Intensive Services** -- are primarily provided through One-Stops, but can also be delivered through partnering organizations. Services include comprehensive skills assessments, group counseling, individual career counseling, case management, and short-term prevocational services, such as how to write a résumé and prepare for an interview.
- **Training Services** -- By state law, Local Boards must invest 25 percent (30 percent by 2014) of WIA Adult and Dislocated Worker funds on skills training. Training is provided through eligible providers [those on the State eligible training provider list (ETPL)], OJT, or through customized training.

Title I of the WIA authorizes services for youth, adults, and laid-off workers. Eligible youth must be 14 to 21 years of age, low income, and meet at least one of six specific barriers to employment. Eligible adults must be age 18 or older. While eligible laid-off workers are generally individuals who have been terminated from their last employment and are unlikely to return to their previous industry or occupation, displaced homemakers and self-employed individuals also may qualify for these services.

California’s Eligible Training Provider List (ETPL)

Section 122 of the WIA and the accompanying federal regulations require the Governor to publish an ETPL. Training providers who are eligible to receive Individual Training Accounts through WIA Title I-B funds are listed on the ETPL.

The ETPL should include a description of the programs offered by the providers of training services, the information identifying eligible providers of on-the-job training and customized training (where applicable), and the performance and cost information about these same training providers. The ETPL is to be provided by the Local Boards through the One-Stop Centers in a manner that maximizes both informed customer choice and consumer protection. Importantly, the ETPL must ensure a high level of training provider quality, performance accountability, and transparency for the investment of public dollars.

The State Board is currently working to develop common and comprehensive state-wide performance outcome criteria for the ETPL. Of primary interest is the streamlining of the process for adding approved apprenticeship and quality career-based community college programs to the state ETPL.

California’s Broader Workforce System – State Working Group

California’s broader workforce system is made up of over 30 federal and state programs and funding streams administered through 12 state departments within 5 separate state agencies. The barriers to effective coordination are common nationwide: administratively and fiscally independent programs, multiple purposes and goals, and diverse accountability and performance measurement objectives.

The role of the State Working Group of state-level department and agency directors is to align the broader system for improved education and employment outcomes for all workers and job seekers (with special focus on unemployed, under-employed, low-income, farmworkers, veterans, individuals with disabilities, homeless, ex-offenders, and at-risk youth). This challenge has two inextricably linked parts:

- the coordination of state agencies and departments responsible for the administrative oversight of multiple federal and state funding streams, and
- the alignment or “braiding” together of multiple funding streams at the regional level in response to target industry sectors and the needs of workers.

A central aim of the State Board and the State Working Group is to remove barriers to system alignment. As presented in Chapter V, the State Board will work with the Local Boards to focus Local Plans on strategies for coordinating system partners at the regional level.

Below are the primary State Working Group partners:

State Working Group	
Lupita Cortez Alcala , Deputy Superintendent Public Instruction & Learning Support Branch California Department of Education	Panorea Avdis , Chief Deputy Director Governor’s Office of Business and Economic Development
Pam Harris , Director Employment Development Department	Gordon Jackson , Assistant Superintendent California Department of Education
Mark Lennon , Deputy Secretary of Administrative Services California Department of Veteran’s Affairs	Brian McMahon , Undersecretary California Labor & Workforce Development Agency
Dennis Petrie , Deputy Director Workforce Services Branch California Employment Development Department	Tim Rainey , Executive Director California Workforce Investment Board
Diane Ravnik , Chief Division of Apprenticeship Standards California Department of Industrial Relations	Kurt Schuparra , Assistant Secretary California Labor and Workforce Development Agency
Jim Suennen , Associate Secretary for External Affairs California Health and Human Services Agency	Van Ton-Quinlivan , Vice Chancellor Workforce & Economic Development California Community Colleges
Will Lightbourne , Director California Department of Social Services	Spencer Wong , Chief Labor Market Information Division California Employment Development Department

The following shows the structure of the broader workforce system in table form and lists the partners, programs, and agencies that the Strategic Workforce Development Plan and State Board have targeted for improved alignment:

LABOR AND WORKFORCE DEVELOPMENT AGENCY								
Department	Department of Industrial Relations	Employment Development Department						Employment Training Panel
Program	DOLETA and DIR/DAS Apprenticeship Programs	WIA Dislocated Worker Program	WIA Adult Program	WIA Youth Program	Workforce Services	Trade Adjustment Assistance Program	Veterans Programs	Employment Training

HIGHER EDUCATION					
Department	California Community Colleges				
Program	Economic and Workforce Development	Career Technical Education	Adult Education	CalWORKs Education	DOLETA and DIR/DAS Apprenticeship Programs

EDUCATION						
Department	California Department of Education					
Program	Agricultural Education	Adult Education	Career Technical Education	CalWORKs Adult Education	Regional Occupational Centers and Programs	DOLETA and DIR/DAS Apprenticeship Programs

HUMAN SERVICES						
Department	Department of Social Services			Department of Rehabilitation	Department of Developmental Services	Department of Aging
Program	Refugee Program	CalFresh Food Stamp Employment and Training Program	CalWORKs Welfare-to-Work Services	Vocational Rehabilitation Services	Habilitation Services	Senior Community Service Employment

CORRECTIONS					
Department	California Department of Corrections and Rehabilitation, Prison Industry Authority		CDCR, Division of Juvenile Justice	CDCR, Division of Education, Vocations and Offender Programs	
Program	Free Venture (Youth)	Joint Venture (Adults)	Education Services	Vocational Training for Inmates	Community Correctional Re-Entry Centers for Parolees

OTHER			
Program	California Conservation Corps	Job Corps	Ticket to Work

Employment Development Department (EDD)

As one of California’s key public workforce development institutions and a member of the State Working Group, the EDD is a member of the State Board and actively supports all of the State Strategic Workforce Development Plan goals (Please refer to Chapter VIII for a description of EDD’s roles and activities).

Located within the LWDA alongside the State Board, the EDD administers the WIA Title I, federal Wagner-Peyser Act (WPA), Labor Market Information, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), and Veterans programs. EDD is also California’s major tax collection agency. One of the largest departments in state government, the EDD has nearly 10,000 employees providing services at more than 400 locations throughout the state.

Employment Training Panel (ETP)

ETP is represented on the State Board by the LWDA Secretary, is a member of the State Working Group, and actively supports all of the State Strategic Workforce Development Plan goals.

The ETP is a statewide business-labor training and economic development program. It supports economic development in California through strategic partnerships with business, labor, and government and through the provision of financial assistance to California businesses to support customized worker training to:

- Attract and retain businesses;

- Provide workers with secure jobs that pay good wages and have opportunities for advancement;
- Assist employers to successfully compete in the global economy; and
- Promote the benefits and ongoing investment in employee training among employers.

Department of Industrial Relations – Division of Apprenticeship Standards (DAS)

DIR-DAS is represented on the State Board by its Director, is a member of the State Working Group and actively supports all of the State Strategic Workforce Development Plan goals. DIR-DAS is working closely with the State Board, Local Boards, and the community colleges Chancellor to implement AB 554, which requires WIA alignment with approved apprenticeship; the State Board is also working to streamline ETPL access for DOLETA and DIR-DAS approved apprenticeship programs. Both efforts are objectives of the State Strategic Workforce Development plan.

The DIR-DAS administers California apprenticeship law and enforces apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journey person in an apprenticeable occupation. DIR-DAS promotes apprenticeship training through creation of partnerships, consults with program sponsors and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction. Through this effort, the retiring skilled workforce is replenished with new skilled workers to keep California's economic engine running strong.

Community Colleges

The Chancellors Office of the Community Colleges (CCC) is a strong partner, participating both on the State Board (and its committees) and the State Working Group. Local Board coordination with community colleges is vital to the success of the State Strategic Workforce Development Plan and the realization of the Governor's vision. Critical programs include:

Economic & Workforce Development (EWD): The EWD program supports community colleges to become more responsive to the labor market. The CCC provides grants to 10 statewide initiatives through a network of 40 regional resource centers at local colleges. The centers develop and deliver customized curriculum, training, and other services to meet the needs of business and industry sectors. Initiatives include advanced manufacturing, advanced transportation, biotechnology, healthcare, international trade, and entertainment.

Apprenticeship Instruction: Apprenticeship programs offer both OJT and classroom training (called Related and Supplemental Instruction or RSI). The state budget annually appropriates RSI to the Department of Education and the CCC, which share responsibility for overseeing RSI programs. Funds are distributed to adult schools, Regional Occupational Programs (ROPs), and community colleges based on the number of hours in RSI coursework provided by an institution.

Community College Career Technical Education (CTE) programs: The state’s major investment in CTE comes from credit and non-credit course offerings at California’s 112 community colleges, with about one third of all community college full time equivalent students (FTES) enrolled in CTE courses. Community college credit and non-credit occupational programs are generally locally designed and delivered. Courses are part of a pathway leading to a credential, certificate, or transfer to a four-year college or stand-alone classes that can enhance students’ skills in a range of occupational fields.

The State Board will work with Local Boards to include in their Local Plan their strategies for developing collaborative partnerships with their local community colleges in support of regional workforce and economic development networks and sector pathway partnerships consistent with the State Strategic Workforce Development Plan.

Department of Education

The California Department of Education (CDE) is a critical partner, is active both on the State Working Group and the State Board and supports all of the State Strategic Workforce Development Plan goals.

The Adult Education Program (AEP) provides Basic English, math, and English as a second language foundations needed to enter post-secondary education and training. Adult schools have historically been the largest AEP provider at the local level. Over half the adult schools also provide WIA educational services.

Career Technical Education (CTE) integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Programs include:

Agriculture Education -- Resources for agriculture education programs, including classroom instruction, leadership, and supervised agricultural experience programs that prepare students for college or entrance into agricultural careers.

Apprenticeship -- Resources for RSI by local educational agencies. Apprenticeship is jointly administered with the community colleges.

Regional Occupational Centers and Programs (ROCPs) -- Career and workforce preparation for high school students and adults, preparation for advanced training, and the upgrading of existing skills.

Perkins CTE-- Federal act established to improve CTE programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

The CDE Career College and Transition Division (CCTD) jointly administers The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) with the CCC. The current [Perkins Plan](#) includes the following goals for the K-12 and community college systems that are consistent with the State Strategic Workforce Development Plan goals:

- Building a demand-driven CTE system by responding to real workforce development needs and state, regional, and local labor market realities and priorities, through strengthened curricula, professional development, data collection and use, and direct linkages with business and industry;
- Ensuring that all students have access to CTE courses, pathways and programs of interest; highly skilled instructors; and facilities and technologies that make all CTE options available regardless of location and enrolment limits;
- Promoting evidence-based continuous improvement of CTE services and impact through better alignment of standards, curricula, assessments, and professional development, and support for schools and colleges to achieve all of the state established core indicator levels of performance for academic and technical skill attainment.

Governor’s Office of Business and Economic Development (GO-Biz)

GO-Biz is a member of the State Working Group and actively supports all of the State Strategic Workforce Development Plan goals. GO-Biz was created to serve as California’s single point of contact for economic development and job creation efforts. GO-Biz offers a range of services to business owners including: attraction, retention and expansion services, site selection, permit streamlining, clearing of regulatory hurdles, small business assistance, international trade development, assistance with state government, and much more.

The State Strategic Workforce Development Plan focuses on new and emergent industry sectors and clusters as well as incubator industries that are necessary for larger scale job

growth. It is in this area where GO-Biz, as a member of the State Working Group, provides critical information on employer trends. California recently has begun to see the companies begin to “re-shore” jobs. GO-Biz’s direct engagement with the other key public workforce development institutions ensures that State Board policy direction is in line with domestic and international trade and business development.

Health and Human Services Agency

As one of California’s key public workforce development institutions and a member of the State Working Group, the Health and Human Services Agency (HHS) represents the Department of Aging, Department of Rehabilitation, Department of Social Services and the Office of Statewide Healthcare Planning and Development on the State Board and actively supports the State Strategic Workforce Development Plan goals in support of job placement and training services for the following state target populations: individuals with disabilities, socially and economically disadvantaged, at-risk youth and other traditionally underrepresented populations with high unemployment rates.

Through HHS’s participation on the State Working Group and the State Board, HHS and the key public workforce development institutions it represents will be able to align programs, apply for grants and allocate resources in support of the State Strategic Workforce Development Plan (Please refer to Chapter X for a description of how services to each of these populations are coordinated through the One-Stop system).

Department of Veterans Affairs

As one of California’s key public workforce development institutions and a member of the State Working Group, the Department of Veterans Affairs (CalVET) actively supports all of the Strategic Workforce Development Plan goals in support of job placement and training services for veterans, which is a state target population (Please refer to Chapter X for a description of how services to veterans are coordinated through the One-Stop system).

Job Corps

Job Corps is the nation's largest CTE program for students ages 16 through 24. It is a DOLETA program, established in 1964, that provides 100,000 students per year with training. Nationally, Job Corps offers over 100 different careers to choose from and is committed to the development of green skills in the advanced manufacturing, automotive, and construction industries.

Job Corps' focus is consistent with the State Strategic Workforce Development Plan. The State Board will make efforts to work with Job Corps and coordinate regionally with California's seven Job Corps centers: San Bernardino, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose.

Section 166 Indian and Native American Programs

There are eight WIA Section 166 Indian and Native American Employment and Training grantees in California that collectively receive \$5.6 million to provide services to Indian and other Native American populations in California:

- Northern California Indian Development Council
- Ya-Ka-Ama Indian Education and Development
- United Indian Nations, Inc.
- California Indian Manpower Consortium
- Tule River Tribal Council
- Candelaria American Indian Council
- Southern California Indian Center, Inc.
- Indian Human Resource Center.

A map of the current WIA Section 166 grantees can be found in Appendix J. The State Board is committed to ensuring the One-Stops provide Indian and Native Americans equal access to the WIA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their Local Plans their strategies to collaborate with their area Section 166 grantee(s) to provide Indian and Native Americans equal access to One-Stop services and WIA service provider opportunities.

Section 167 Farmworker Service Programs

There are six WIA Section 167 farmworker service programs represented statewide by La Cooperativa Campesina de California:

- Center for Employment Training
- California Human Development corporation
- Central Valley Opportunity Center
- Employers' Training Resource
- Proteus Inc.
- Employment Development Department

A map of the current WIA Section 167 grantees can be found in Appendix K. These programs provide services throughout California but especially in rural areas where farmworkers live and work. Training services include ESL, GED, adult and family literacy, basic education, vocational education, and employer-based training. Related services such as childcare, transportation, emergency services, housing, counseling, job placement, and follow up services enhance these training efforts.

VIII. State Operating Systems Supporting the Strategic Workforce Development Plan

Complementary Roles of EDD and the State Board

The primary role of the State Board is policy development, while EDD is responsible for compliance, technical assistance, administrative oversight, and labor market information ensuring program compliance with federal and state policy. The State Board and EDD will collaborate closely to implement the Governor’s Strategic Workforce Development Plan to achieve:

- Data-driven policy making by the State Board and its committees, communicated through formal EDD directives;
- An industry sector-based training model that emphasizes quality education and training services, career pathways, and attainment of industry-recognized credentials;
- Multi-agency and cross-system goals, benchmarks, and performance indicators beyond the WIA Common Measures (including effectively utilizing WIASRD data fields);
- System outcomes that reflect the Governor’s vision, goals, and objectives – including using EDD-WSB Regional Advisors to provide technical assistance to communicate a common voice from Sacramento;
- Discretionary funding priorities (Governor’s 5 percent, WIA 25 percent) that reflect the Governor’s vision, goals and objectives; and
- Timely review and approval of the Local Plans, biennial Local Board recertification, and High-Performance Local Board certifications.

To ensure the effective functioning and continuous improvement of the WIA system, the State Board and EDD work together on five mutually supportive components: Policy, Compliance, Technical Assistance, Administrative Oversight, and Labor Market Information.

Policy Development and Implementation: Through a transparent process, the State Board develops and recommends to the Governor statewide workforce policy. Policy decisions often impact Local Boards, discretionary funding priorities, and program development. Decisions may also affect EDD administrative and compliance functions. The State Board then works closely with EDD on the effective and efficient implementation of State Board policy.

Policies adopted by the State Board are deliberated in open public forums. Once these policies are recommended to and adopted by the Governor, they are distributed via EDD as directives and information notices to an extensive list of stakeholders and interested parties, including state partners and Local Boards. However, directives may be issued without public comment when public comment is not required by law or when time constraints do not allow for the 30 day public comment period.

While the State Board’s primary role is policy development, it also coordinates with EDD related to implementing the goals and objectives of the Governor’s Strategic Workforce Development Plan. In these instances, the State Board often acts as an intermediary -- facilitating or brokering regional workforce networks and industry sector leadership to ensure that initiatives reflect the vision and strategies set by the Governor.

WIA Compliance: WIA compliance review, monitoring, and auditing are provided through EDD’s Policy, Accountability, and Compliance Branch. The Compliance Branch ensures California meets all federal and State statutory and regulatory requirements.

WIA Administration: Within EDD, the operations and administrative functions for WIA are provided through the EDD-Workforce Services Branch (EDD-WSB), which also delivers employment services to millions of Californians each year.

Labor Market Information: Within the EDD-WSB, the LMID collects, analyzes, and publishes statistics on agricultural and non-agricultural industrial employment; occupational duties, skills, wages, and staffing patterns; and labor force statistics and characteristics.

WIA Technical Assistance: EDD-WSB Regional Advisors, in partnership with State Board staff, provide technical assistance to all 49 Local Boards on WIA regulations, implementation of federal and state law and policy, and a variety of special projects. In addition, the EDD-WSB maintains both a Capacity Building Unit (CBU) and Local Policy Guidance Unit (LPGU). The CBU provides training on federal guidance and state-imposed requirements. The LPGU, in consultation with the State Board, develops information bulletins and directives on policies promulgated through the State Board. Additionally, EDD and the State Board maintain open lines of communication with Local Board administrators through regularly scheduled meetings and conference calls.

California’s main method of supporting WIA service delivery in all One-Stops statewide is its corps of management-level EDD-WSB Regional Advisors, each of whom works on a dedicated, and therefore locally knowledgeable, basis with a small group of LWIAs. EDD-WSB Regional Advisors address specific service delivery problems and issues brought to their attention by

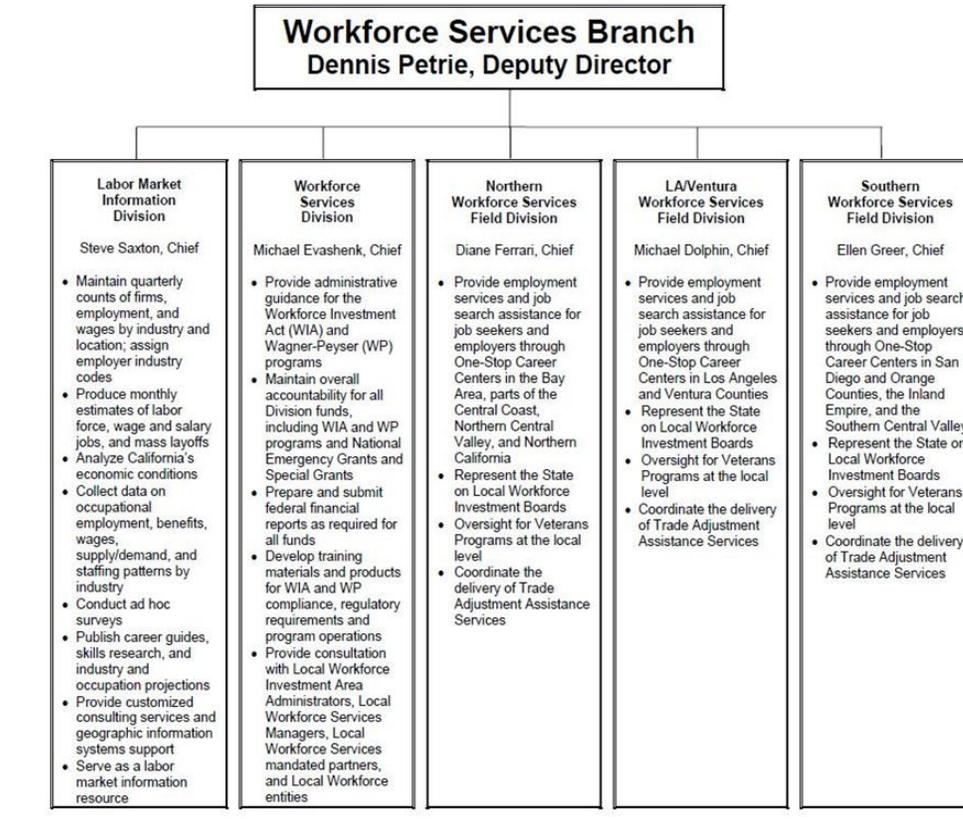
“their” LWIAs with tailored technical assistance and appropriate resources from the State Board and other sources. Since EDD-WSB Regional Advisors are headquartered in Sacramento, they can readily seek practical information and ideas from their colleagues and broadcast them to their assigned LWIAs.

This corps of EDD-WSB Regional Advisors also works together to identify problems and issues which remain unsolved and, as management-level staff members, they are well-positioned to seek authoritative resolution.

As the key links between the local and state levels of California’s WIA program, EDD-WSB Regional Advisors bring these two levels together to maximize the effectiveness of California’s One Stop WIA service delivery statewide.

Employment Development Department – Workforce Services Branch (EDD-WSB)

The EDD Workforce Services Branch (EDD-WSB) administers the WIA/WPA programs, which prepare adults, youth, and dislocated workers for the labor market and provide labor exchange services. Additionally, the EDD-WSB collects and publishes employment and unemployment data, economic development and planning information, industry and occupational information, and social and demographic information.



Workforce Services Division Central Office: The Workforce Services Division Central Office is the administrative hub for the field divisions and is responsible for the following:

- Providing administrative guidance for the WIA and WPA programs;
- Maintaining overall accountability for WIA and WPA funds, National Emergency Grants, and special grants;
- Preparing and submitting federal financial reports as required for all funds;
- Developing training materials for WIA and WPA compliance, regulatory requirements, and program operations; and
- Providing consultation with Local Boards and mandated partners.

Workforce Services Field Divisions: The three field divisions -- Northern, LA/Ventura, and Southern -- provide employment services throughout California. The Northern Division serves the Bay Area, parts of the Central Coast, the Northern Central Valley, and Northern California. The LA/Ventura Division serves the Los Angeles and Ventura counties. The Southern Division serves the San Diego and Orange counties, the Inland Empire, and the Southern Central Valley. The responsibilities of the three EDD-WSB field divisions include:

- Providing employment services and job search assistance for job-seekers and employers through One-Stops in their respective regions;
- Representing the state on Local Boards;
- Providing oversight for veterans programs at the local level; and
- Coordinating the delivery of TAA services.

Wagner-Peyser Act (WPA) Program: The main purpose of the WPA is to establish an employment service system that provides labor exchange services in the One-Stop system. These services include, but are not limited to job search assistance, job referral, placement assistance for job-seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes: self-service, facilitated self-help services and staff assisted service delivery approaches.

The services offered to employers (besides referral of job-seekers to job openings) include assistance in development of job order requirements, matching job-seeker experience with job requirements, skills and other attributes, assisting employers with special recruitment needs, arranging for job fairs, assisting employers with hard to fill job orders, assisting with job restructuring, and helping employers deal with layoffs.

Job-seekers who are veterans receive priority referral to jobs and training, as well as special employment services and assistance. In addition, the WPA system provides specialized attention and service to individuals with disabilities, migrant and seasonal farmworkers, ex-offenders, youth and older workers.

WPA 10 Percent Discretionary Activities: The WPA reserves 10 percent of the funds allotted to be used by the Governor to fund discretionary projects. This funding is provided through EDD-WSB for the following activities:

- Employment services to welfare recipients;
- Employment and interpreter services for the Deaf and Hard of Hearing (UI Code 11000-11006);
- At-risk youth mentoring services;
- Outreach, information and referral services to migrant seasonal farmworkers;
- Funding the Department of Rehabilitation’s California Committee for the Employment of Persons with Disabilities; and
- Funding the State’s WIA management information system – The California Workforce Services Network.

Migrant Seasonal Farmworker Program: Please refer to Appendix L for EDD’s Agricultural Services Plan.

EDD Labor Market Information Division (LMID)

LMID provides public access to the full range of state labor market information, including local and regional analyses through the EDD labor market information website: <http://www.labormarketinfo.edd.ca.gov>.

Major workforce information categories available on the website include career information as an aid to job-seekers, data on the economy in the context of the labor market, a data library with access to labor force, employment, and occupational and industry figures and analysis for the state, metropolitan statistical area (MSA), county, and sub-county levels. There is also a customer center section with workforce information organized by user group to include employers, economic developers, educators, workforce partners, and researchers. A representative list of electronic products available on the state website consists of:

- *Occupational Guides:* includes job description and requirements, local job outlook, local benefits and wages, licensing, education, training, links to possible employers, etc.
- *Projections of Employment:* future projections or "outlook" for employment by occupation for periods of two and ten years.
- *Staffing Patterns by Industry and Occupation:* A matrix of industries and occupations that list what industries employ an occupation and staffing patterns for an industry.
- *Occupational Profile:* wages, outlook, licensing, etc.
- *LWIA Profile:* unemployment rates, industry employment, and economic indicators for each of the 49 LWIA jurisdictions.
- *Economic Indicators:* income, Consumer Price Index, taxable sales, median home price, layoff statistics, commute patterns, and mass layoff statistics.
- *Industry Employment:* employment by industry, size, and number of businesses, data for "industry clusters" studies, and major employers by county. Data are by place of work.

Workforce Management Information System - California Workforce Services Network (CWSN)

In 2013, the state’s antiquated CalJOBSSM and JTA mainframe systems will be replaced by the California Workforce Services Network (CWSN). The objective of the CWSN system is to implement a management information system that supports the state’s One-Stop system, state and local business processes under the WIA, WPA, and TAA programs, and affords sufficient

security to protect client confidentiality. All WIA, WPA, TAA, and ETP services and functions will be integrated in CWSN. CWSN will be accessed via the Internet and will:

- Supply enhanced reporting, data exchange, and security;
- Increase the percentage of employer’s electronically entered job orders by 20 percent, within 24 months of startup;
- Allow 100 percent of EDD, WPA, WIA, and ETP staff and partners to enter or import data directly into the automated system;
- Enable a single registration, whether self-initiated or staff-assisted to initiate tracking of all clients and their services funded by the WIA, WPA, TAA, and ETP programs;
- Allow automated data sharing within EDD programs such as WIA, WPA, TAA, UI, Tax, LMID, and ETP;
- Comply with federal Tax Information Security Guidelines, State of California Information Security, and EDD Information Security policies;
- Comply with the Office of Management and Budget (OMB) Circular A-130, Appendix III, Security of Federal Automated Information Resources;
- Comply with Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended by the WIA (P.L. 105-220), and the California Government Code 11135;
- Produce all required specific data elements to enable timely submission of the DOLETA reports and performance measures.

State-Approved Apprenticeship, Registered Apprenticeship, Job Corps

As evidenced in Chapter IV, Adults Goal, Objective 6, the State Board is committed to expanding the availability of and participation in “Earn and Learn” models such as state-approved apprenticeships and registered apprenticeships, where students and workers can build skills while working. In Chapter V, the High-Performance WIB standard requires partnership with approved apprenticeship programs.

State law requires 15 percent labor representation on Local Boards, with an emphasis on apprenticeship representatives. Last year, Governor Brown signed AB 554 to ensure better coordination between Local Boards, community colleges, and state-approved apprenticeships. The law requires that any federal WIA funds directed to apprenticeable occupations, including pre-apprenticeship, must be coordinated with one or more apprenticeship programs approved by the DIR-DAS and/or DOLETA. To implement AB 554, the State Board is doing 3 things:

1. *AB 554 Implementation in Local Plans:* The State Board’s local plan guidance requires Local Boards to detail coordination in their regions with community colleges and state approved apprenticeship programs for the purpose of AB 554 compliance.

2. *Getting all approved apprenticeships on the ETPL:* To get on the ETPL, a training provider must apply through a Local Board. To facilitate AB 554 implementation, the State Board is working to ensure that Local Boards place approved apprenticeships on the ETPL.
3. *Co-Hosting Regional AB 554 Implementation Events:* The State Board co-hosted regional events aimed at the effective implementation of AB 554. The purpose is to identify how WIA can be invested along the apprenticeship pathway – pre-apprenticeship, classroom instruction, OJT, journey-level upgrade, etc. – and to address any administrative barriers.

Apprenticeship programs provide Californians the opportunity to earn while they are trained for a wide variety of occupations, particularly in the skilled trades. Apprenticeship programs also give employers access to workers trained in conformance with standards they have helped establish, and provide labor unions both a voice and often a key role in the training.

Apprenticeship programs offer both on-the-job and classroom training and RSI. Funding for OJT and some RSI is provided by “program sponsors” – employers or joint labor-management partnerships. The state budget also annually appropriates funding for RSI for the CCC and CDE. Those funds are distributed to adult schools, regional occupational centers and programs, and community colleges through an apportionment system.

At the state level, the DIR-DAS is the administrator of apprenticeship programs. Its consultants work with employers and employee organizations to establish and oversee apprenticeship programs.

California leads the nation with 60,060 registered apprentices in over 586 programs in over 800 apprenticeable occupations. Women represent 6.6 percent, and minorities represent 67.3 percent of all registered apprenticeship programs. Apprenticeship programs graduate an average of 7,580 apprentices per year in a variety of occupations in high-wage sectors of the economy. Non-construction occupations make up approximately 22,000 of California’s 60,000 apprentices. These occupations include firefighters, safety officers, automotive workers, and heavy mechanical workers.

In California, the vast majority of approved apprenticeships in the construction trades are joint management-labor partnerships. Ninety-one percent of all construction apprentices (57,000) are enrolled in joint management-labor programs. The building trades and construction contractors are well represented on the State Board.

Job Corps

Job Corps is the nation's largest CTE program for students ages 16 through 24. It is a DOLETA program, established in 1964, that provides 100,000 students per year with training. Nationally, Job Corps offers over 100 different careers to choose from and is committed to the development of green skills in the advanced manufacturing, automotive, and construction industries.

Job Corps' focus is consistent with the State Strategic Workforce Development Plan. The State Board will make efforts to work with Job Corps and coordinate regionally with California's seven Job Corps centers: San Bernardino, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose.

As stated in Chapter IV, Youth Goal, Objective 1, Action 3, WIA Youth activities will be coordinated with Job Corps in the LWIA's served by a Job Corps center. The State Board will verify this coordination through its approval of the Local Plans and its biennial Local Board recertification review.

Services to Employers

Businesses are critically important customers of the public workforce development system. To be effective, the system must develop positive working relationships and partnerships with the business community, understand its workforce needs, and provide services that meet those needs. In this context, it is not enough simply to make businesses aware of the employer-oriented services that the workforce development system provides; rather, the system needs to be proactive with business customers, innovate, and expanding customer services approaches. This includes providing labor market and workforce information, conducting outreach, integrating employer needs into training strategies such as career pathways, brokering relationships and job connections, making services easy to access, and coordinating with partners to reduce duplication.

The State Board has identified in Chapter IV the use of regional workforce and economic development networks and industry sector partnerships as the primary strategy for how the One-Stop system will meet the needs of their business customers. In addition, the State Board will continue to promote the following strategies:

- Working with business members of the State Board and Local Boards to support industry sector goals;

- Training for Business Service Representatives, Rapid Response coordinators and other One-Stop staff that work directly with businesses;
- Partnerships and linkages with state and local businesses, labor, and industry associations;
- Services and resources provided to businesses, including lay-off aversion strategies, OJT, and customized training; and
- Standardized metrics of success, such as return on investment.

A variety of strategies carried out both locally and statewide assists in the determination of employer needs. Statewide strategies include the gathering and reporting of workforce and labor market information to identify industry sectors of economic importance. Additionally, the work of other partners such as the CCC's Office of Economic Development and Workforce Development Program provide ongoing and valuable information on the needs and perspectives of employers. The EDD-LMID also provides assistance to the Local Boards through the development of customized web-based regional information to identify the local/regional industry sectors of economic importance. This regional data will be updated annually.

Finally, the State Board will consider a number of recommendations discussed during its Strategic Workforce Development Plan regional planning forums, special committee meetings and public comments received:

- Continue to implement and refine local information gathering and analysis, including increased efforts to gather and disseminate timely data to support the regional sector strategy;
- Provide incentives to strengthen the ability of Local Boards and their One-Stop systems to know and meet the needs of their business communities;
- Build in accountability for outcomes, especially related to the provision of training services;
- Improve staff competencies in developing and providing business services despite shrinking resources;
- Increase consistency within the system through development of policies and approaches that unify and provide clearer definition to programs and services;
- Provide technical assistance for business services development based on promising practices; and
- Explore how the State can best improve the integration of WPA-funded services with the local One Stop systems.

Services Provided to Agricultural Employers through the One-Stop System

The EDD-WSB recognizes the importance of the agricultural industry in California and has devoted resources to meet the labor needs of agricultural employers and Migrant Seasonal Farm Workers (MSFW). Funding for agricultural services comes from WPA and Foreign Labor Certification (FLC) funds granted to the states annually. WPA funds are given to California based on a formula basis. The FLC funds are provided by DOLETA to California to process foreign labor application requests, conduct housing inspections, conduct agricultural wage and prevailing practice surveys, and collect agricultural crop and labor information.

The EDD-WSB provides special services to employers on an individual, as needed basis. These services are in addition to the CalJOBSSM electronic job listing system. In addition to providing services to MSFWs, Outreach Workers (OW) inform agricultural employers about the services available to them including:

- Generate CalJOBSSM letters that enable WS site staff to create and send formatted letters to job seekers who are registered in CalJOBSSM including recall job offers, recall job opportunities, and targeted recruitment letters;
- Perform recruitment activities to find and refer qualified MSFWs in order to fill the labor needs of agricultural employers;
- Assist with resume searches and WS site staff mediated services that encourage agricultural employers to publish their job openings using CalJOBSSM to fill their job openings;
- Provide labor market information with such data as supply and demand, salaries, training requirements, new and emerging occupations, and industry growth; and
- Provide Rapid Response services due to plant closure or mass layoffs. These services are offered to workers at the employer's job site and include information on assistance that can be provided at the One Stop center.

Please refer to appendix L for EDD-WSBs WPA Agricultural Services Plan for Program Year 2012-2013.

IX. State Legislation and Policy Supporting the Strategic Workforce Development Plan

Significant work has been done at the state level in the combined policy area of workforce development, skills training, employment services, and layoff response. While not exhaustive, below is compendium of legislation and policy directed toward establishing a more proactive, integrated, industry-sector driven, and ultimately more effective workforce investment system in California. The policies below support the Governor’s emphasis in the State Strategic Workforce Development plan on high-quality workforce services, especially skills training and retraining for unemployed, underemployed, and disadvantaged Californians.

State Legislation

High-Performance Local Board Standards (SB 698, Statutes of 2011)

SB 698 amended the Workforce Training Act to require the Governor to establish, through the State Board, standards for certification of “high-performance” Local Boards, in accordance with specified criteria. The Governor and the Legislature, in consultation with the State Board, are also required to reserve specified federal discretionary funds for “high-performance” Local Boards. The State Board is required to establish a policy for the allocation of those funds to those Local Boards.

http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_0651-0700/sb_698_bill_20111006_chaptered.html

Investment in Industry-Valued Skills Training (SB 734, Statutes of 2011)

SB 734 amended the Workforce Training Act to require Local Boards to spend at least 25 percent of their Adult and Dislocated Worker funds on training services beginning July 1, 2012. This minimum training expenditure requirement increases to 30 percent on July 1, 2016. The purpose of SB 734 is to establish minimum training investment levels for Local Boards in support of the data-driven, sector-based strategic investment activities identified in the State Strategic Workforce Development Plan. The SB 734 policy guidance is in EDD directive [WSD11-9](http://edd.ca.gov/Jobs_and_Training/pubs/wsd11-9.pdf) (http://edd.ca.gov/Jobs_and_Training/pubs/wsd11-9.pdf).

Connecting WIA to Approved Apprenticeship Programs (AB 554, Statutes of 2011)

AB 554 requires the State Board and each Local Board to ensure that programs and services funded by WIA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by the DIR-DAS for the occupation and geographic area (The State Board will also address coordination with DOLETA RAPs). AB 554 also requires the State Board and each Local Board to develop a policy of fostering collaboration between community colleges and approved apprenticeship programs in their geographic area to provide pre-apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the approved apprenticeship programs.

http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0551-0600/ab_554_bill_20111006_chaptered.html

California’s Green Collar Jobs Act (AB 3018, Statutes of 2008)

Enacted in 2008, the Green Collar Jobs Act requires the State Board to adopt an industry sector-based approach as the framework for developing a comprehensive array of programs, strategies, and resources to address the state's growing green economy. The legislation also established the GCJC as a permanent special committee of the State Board. The GCJC is charged with developing and updating at least annually a “strategic initiative” framework focused on addressing the skills demands of the emerging green economy and the “greening” of existing sectors including construction, manufacturing, transportation, and utilities. With climate legislation and regulation impacting California industry and jobs, and an accelerated movement toward energy efficiency and renewables, the framework must address funding, strategies, programs, policies, and partnerships for preparing workers for “green” jobs and preparing firms to compete in a greening economy.

http://www.leginfo.ca.gov/pub/07-08/bill/asm/ab_3001-3050/ab_3018_bill_20080926_chaptered.html

California Workforce Training Act (SB 293, Statutes of 2006)

Enacted in 2006, the Workforce Training Act requires the State Board, in collaboration with state and local partners, to develop a State Strategic Workforce Development Plan to serve as a framework for the public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs. This State Strategic Workforce Development Plan also serves as the framework for the Integrated State Plan required by the WIA.

http://www.leginfo.ca.gov/pub/05-06/bill/sen/sb_0251-0300/sb_293_bill_20060929_chaptered.html

Labor Representation on Local Boards (SB 293, Statutes of 2006, SB 302, Statutes of 2008)

By federal law, Local Boards are required to have labor representation. Recognizing the value of unions in building effective demand-driven workforce training programs, California went beyond federal law by requiring that each Local Board have 15 percent labor representation, with an emphasis on those connected to union apprenticeship programs. Labor representatives must be appointed from nominations provided through a local central labor council affiliated with the California Labor Federation or a local building and construction trades council affiliated with the State Building and Construction Trades Council. Local Board labor representatives are the conduit and means for systemically connecting the public workforce system to the valuable and innovative workforce development strategies established by industry-based labor management partnerships. The SB 293 labor representation policy guidance is in EDD directive [WIAD06-21](#).

Sector-Based Community College Training (SB 1402, Statutes of 2012)

SB 1402 recast and revised the provisions governing the CCCs' Economic and Workforce Development (EWD) Program. Specifically, this legislation extended the sunset on the EWD program from January 1, 2013, to January 1, 2018 and requires the EWD program to:

- Be responsive to the needs of employers, workers, and students;
- Collaborate with other public institutions, aligning resources to foster cooperation across workforce education and service delivery systems, and building well-articulated career pathways;
- Make data driven and evidence based decisions, investing resources and adopting practices on the basis of what works;
- Develop strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, and program evaluation;
- Be outcome oriented and accountable, measuring results for program participants, including students, employers, and workers;
- Be accessible to employers, workers, and students who may benefit from its operation; and
- Update the mission of the EWD program to reflect the need to implement sector strategies that align with labor markets.

http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1401-1450/sb_1402_bill_20120917_chaptered.html

California UI Training Benefits Program (AB 2058, Statutes of 2010)

The California Training Benefit (CTB) program allows eligible UI claimants who lack competitive job skills to receive their UI benefits while attending a training or retraining program. Under the CTB program, the traditional role of UI changes from that of partial wage replacement while the individual looks for work to one of assisting the individual in training or retraining in an effort to return to full employment.

http://www.leginfo.ca.gov/pub/09-10/bill/asm/ab_2051-2100/ab_2058_bill_20100930_chaptered.html

Unemployment Benefits: Re-Training and Teacher Credentialing (SB 1291, Statutes of 2012)

Beginning January 2014, permanent or probationary public school teachers who have been laid off and who participate in a training program to obtain certification in math, science or special education are permitted to receive additional UI benefits through the CTB Program.

http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1251-1300/sb_1291_bill_20120907_chaptered.html

California Worker Adjustment and Retraining Notification (WARN) (AB 2957, Statutes of 2002)

WARN provides protection to employees, their families, and communities by requiring employers to give affected employees and other state and local representatives notice 60-days in advance of a plant closing or mass layoff. Advance notice provides employees and their families some transition time to adjust to the prospective loss of employment, to seek and obtain alternative jobs and, if necessary, to enter skills training or retraining that will allow these employees to successfully compete in the job market.

http://www.leginfo.ca.gov/pub/01-02/bill/asm/ab_2951-3000/ab_2957_bill_20020922_chaptered.html

California UI Work Sharing (SB 1471, Statutes of 1978)

California's Work Sharing program was the first program of its kind in the nation. UI Work Sharing allows for the payment of UI benefits to individuals whose wages and hours have been reduced. The program is considered an alternative to layoffs. The objective of the program is to help employers and employees avoid some of the burdens that accompany a layoff situation. If employees are retained during a slowdown, employers can quickly gear up when business conditions improve. Employers are spared the expense of recruiting, hiring, and training new employees. Employees are spared the hardship of total unemployment.

Policy Enacted Administratively

Local/Regional Strategic Planning

WIA Section 118 requires each Local Board to submit a Local Plan to the State Board. The Local Plan must reflect the Governor's vision outlined in the State Strategic Workforce Development Plan and identify local and regional strategies to achieve the State Strategic Workforce Development Plan's goals and objectives.

The State Board releases planning instructions and partners with EDD Regional Advisors to provide technical assistance to Local Board administrators and staff responsible for developing the Local Plan. EDD Regional Advisors assist the State Board in the review and approval of the Local Plans as well as with negotiations of Local Board performance level targets.

In order to minimize duplication of effort, Local Boards are encouraged to pool resources regionally to share the cost and workload of their strategic planning. The Strategic Workforce Development Plan promotes regional partnerships, system coordination and the integration of resources and funding streams around target industry sectors and clusters. This regional planning model was successfully piloted through the State Board's American Recovery and Reinvestment Act (ARRA)-funded sector strategy grant programs such as the Regional Industry Clusters of Opportunity, Clean Energy Workforce Training Partnership, and State Energy Sector Partnership.

Minimum WIA Performance Standards

In March 2012, the California State Auditor issued a report titled *"Federal Workforce Investment Act: More effective State Planning and Oversight is Necessary to Better Help California's Jobs Seekers Find Employment"* (Refer to the following link for a full version of this report: (<http://www.bsa.ca.gov/pdfs/reports/2011-111.pdf>)). In the report, the California State

Auditor urged the State Board to define quality services and evaluate system performance accordingly.

As stated in Chapter VI, the State Board will work with Local Boards, state-level partner agencies, and other stakeholders to develop additional performance indicators [as authorized in WIA Section 136(b)(2)(C)] beyond the WIA Common Measures. The intent is to develop measures focused on attainment of industry recognized credentials (consistent with DOLETA TEGL 15-10) and to integrate education and training investments among multiple federal and state programs and funding streams.

Standards for High-Performance Local Boards

In response to SB 698, [UI Code Section 14200(c)], the State Board convened a “High-Performance Policy Stakeholder Workgroup,” which brought together a cross-section of partners to develop standards and criteria to identify high-performance Local Boards. The resulting “High-Performance Local Board” standards serve as the core for state guidance to Local Boards for developing their Local Plans (See Appendix I - Interim “High-Performance” Local Workforce Investment Board Criteria and Evaluation Criteria for Local Plans and Local Board Certification).

Those Local Boards that comply with the minimum requirements of this guidance will be considered for Local Plan approval as well as Local Board recertification. Those Local Boards that exceed the minimum requirements promulgated in the high-performance standards will be considered for high-performance certification. Those Local Boards that do not meet the minimum requirements will receive further technical assistance from the State Board and EDD to correct shortfalls.

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

Local Board Recertification and Decertification

The Governor biennially recertifies Local Boards based on recommendations from the State Board and the certification criteria contained in WIA Section 117 and EDD directive [WSD10-9](http://edd.ca.gov/Jobs_and_Training/pubs/wsd10-9.pdf) (http://edd.ca.gov/Jobs_and_Training/pubs/wsd10-9.pdf).

The recertification process is an opportunity for the State Board to identify those Local Boards that are not meeting minimum standards and are in need of technical assistance. These Local Boards will receive a conditional recertification. Conditional recertification requires the development and approval of a Corrective Action Plan to ensure the Local Board is taking steps to address the identified deficiencies. A Local Board that continually violates state or federal law, or otherwise fails to carry out its functions as described in WIA Section 117, including submittal of a Local Plan to the Governor consistent with the State Strategic Workforce Development Plan (WIA Section 118), may receive notice for decertification. Local Boards that are meeting the minimum standards will be recertified for an additional two years, and those Local Boards that requested high-performance consideration and are meeting the high-performance standards will be certified as such for a two year period.

The State Board will work with Local Boards, stakeholders, and EDD to develop an updated recertification and decertification policy that reflects state and federal law, policy, and the Governor's State Strategic Workforce Development Plan.

LWIA Designation, Appeal and Modification

The State Board is responsible for designation of LWIAs. California's LWIA designation and modification policy is identified in EDD directive [WIAD05-2](http://edd.ca.gov/Jobs_and_Training/pubs/wiad05-2.pdf) (http://edd.ca.gov/Jobs_and_Training/pubs/wiad05-2.pdf).

Memorandums of Understanding and Cost Sharing Agreements

To ensure system integration, universal access to WPA and WIA services, and shared responsibility for the support of the One-Stop system, Local Boards are required to develop Memorandums of Understanding (MOU) and Cost Sharing Agreements with One-Stop partners as required by Title I of WIA (<http://www.doleta.gov/usworkforce/onestop/partners.cfm>). These agreements define the roles and responsibilities of partners, identify joint planning for the provision of services to common customers, and ensure coordination of employer outreach and labor exchange. California's current MOU policy is outlined in EDD directive [WIA05-6](http://edd.ca.gov/Jobs_and_Training/pubs/wiad05-6.pdf) (http://edd.ca.gov/Jobs_and_Training/pubs/wiad05-6.pdf). The State Board will seek efficiencies and cost saving mechanisms for the operation of California's One-Stop system, including greater integration as exemplified by the ISD model. The State Board will also work to ensure that WIA required partners make their services available to customers through the One-Stop system and share in the costs of One-Stop facilities and operations.

WIA 25 Percent Dislocated Worker Funds

As stated in Chapter IV, Adults Goal, Objective 5, the State Board will revise its Rapid Response policy to better support layoff aversion strategies. The policy will further emphasize information and services to help local officials anticipate economic trends and assist in the development of economic development strategies.

WIA Section 134(a)(2)(A)(ii) authorizes the Governor to set aside up to twenty five percent (25%) of the State’s dislocated worker funds for California’s Rapid Response system and for Additional Assistance to dislocated workers in the local areas.

According to State Board policy, of the Dislocated Worker stream, half of the total funds is formula allocated as Rapid Response directly to Local Boards to prevent layoffs and/or assist workers facing impending layoff. The other half, Additional Assistance, stays in Sacramento. A Local Board can request Additional Assistance funds when it does not have other resources to serve increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs “or other events.”

According to our regional office of the Department of Labor, “other events” should be broadly interpreted to allow the Governor maximum flexibility in investing Additional Assistance funds. Therefore, the State Board defines “other events” as:

“Any economic conditions, circumstances, trends, series or combination of events that resulted in the documented dislocation of a substantial number of individuals. Additional Assistance funding may be used flexibly so long as it meets the purpose of serving dislocated workers, and this includes activities that are designed to prevent layoffs.”

WIA 5 Percent Discretionary Fund Priorities

If appropriated by Congress, Governor’s WIA discretionary funding will support all four Strategic Workforce Plan Target Goals.

Congress has limited the amount Governors may set aside for the statewide employment and training activities specified in WIA Sections 134(a)(2)(B) and 134(a)(3) to 5 percent of Adult, Dislocated Worker and Youth formula funds. In California, these 5 percent funds suffice only to defray the costs of California’s WIA program administration. California will continue to seek waivers from DOLETA for the mandatory WIA activities as long as the discretionary funding remains at 5 percent.

If Congress allows Governors to set aside more than 5 percent of Adult, Dislocated Worker and Youth formula funds for the statewide employment and training activities specified in WIA Sections 134(a)(2)(B) and 134(a)(3), the State Board will recommend to the Governor and the Legislature that the additional funds be utilized in support of the State Strategic Workforce Development Plan priorities.

Eligible Training Providers

California's current Eligible Training Provider List (ETPL) eligibility policy is identified in EDD directive [WIAD06-15](#). The State Board will work to ensure that all training providers on the ETPL adequately provide workers with the quality skills training needed to obtain long-term employment in their career of choice. To do this, the State Board, in consultation with state partners and Local Boards, will establish minimum statewide performance criteria and procedures for training providers on, or wishing to be on, the ETPL.

A joint letter from the Labor and Workforce Development Agency Secretary and DIR Director to the Local Board Directors and Chairs asking them to add DIR-DAS approved RAPs to the ETPL is located in Appendix N.

Waivers for Multiple Training Modalities

Waiver for Incumbent Worker Training

The State Board is requesting the DOLETA renew the waiver that allows Local Boards to use up to 10 percent of local formula Adult funds and 10 percent of local formula Dislocated Worker funds for incumbent worker training, allowing them to respond better to local economic changes and serving employers and their employees who require training. By continuing this waiver, the Local Boards will be able to effectively market incumbent worker training to employers in target-industry sectors. This also provides an important incentive for employers to work with Local Boards and other regional partners to develop sector-based programs, skills training, and career pathways. Incumbent worker training also is an effective layoff aversion tool. It can reduce the risk of layoffs of employees who need skill upgrades and allow employers to create opportunities for new workers to take the place of existing workers who have moved up the career ladder.

A description of this waiver is located in Appendix D.

Focus on Customized Training for Small Business

WIA Section 101(8)(C) restricts the amount of funds to be used to provide customized training at 50 percent of the estimated training cost. Many small businesses find it difficult, if not impossible, to meet the full 50 percent match requirement. The State Board is requesting DOLETA renew the current waiver allowing a sliding scale to determine the employer's matching requirement: 1) no less than 10 percent match for employers with 50 or fewer employees, and 2) no less than 25 percent match for employers with 51-250 employees. For employers with more than 250 employees, the 50 percent contribution continues to apply.

A description of this waiver is located in Appendix D.

Employer Reimbursement for On-the-Job Training

On-the-job training (OJT) provides unemployed adults and dislocated workers with opportunities to develop new skills and knowledge while they return to the workplace and earn wages to support themselves and their families. However, WIA Section 101(31)(B) restricts the amount of OJT wage reimbursement at 50 percent. The State Board is requesting the DOLETA renew the current waiver allowing the use of local WIA funds for up to 90 percent reimbursement of the costs of OJT. Reimbursement is provided on a sliding scale based on employer size: up to 90 percent for employers with 50 or fewer employees; up to 75 percent for employers with 51 to 250 employees; for employers with 251 or more employees, reimbursement would remain at the 50 percent statutory level.

A description of this waiver is located in Appendix D.

One-Stop Integrated Service Delivery (ISD)

In July 2008, California implemented the Integrated Service Delivery Model (ISD) through 12 Local Area "Learning Labs." The ISD model created a common pool of co-enrolled customers composed of WIA Adult and Dislocated Workers, Wagner-Peyser Act, long-term unemployed, Veterans, and TAA customers.

The State Board conducted an evaluation of the ISD model through California State University at Northridge (CSUN) and received the final evaluation report with recommendations in September 2011. The ISD evaluation reports and recommendations are located on the State Board's website: http://www.cwib.ca.gov/resources_reports.htm.

The CSUN evaluation found that enrolling all participants increases the official count and improves WPA and WIA productivity. ISD also provides a uniform statewide method for measuring the volume of clients served and performance. It also allows for One-Stops to enroll and serve more individuals with many barriers who are hardest to serve and eliminates the disincentive to enroll hardest to serve individuals due to WIA common measure performance level requirements. The evaluation also found that the ISD Learning Lab pilots have tested new service delivery models that are consistent with the State Board’s continuous improvement priorities for California’s One-Stop system, which include maximizing the use of limited public resources and directing the savings into improved and expanded training services.

While the State Board has yet to determine whether or not to fully implement ISD, the State Board is committed to promoting continuous improvement by more effectively and efficiently integrating resources provided under the WPA and WIA Title I programs with UI, Veterans, and TAA programs.

Branding and Marketing of the One-Stop System



In 2010 the State Board committed to branding and marketing California’s One-Stop system. This commitment is reflected in Strategic Workforce Development Plan’s System Alignment and Accountability Goal.

Currently, California’s workforce development system is not perceived or promoted as a network of partners with a shared common goal, but rather as individual entities. This misperception has been validated through numerous research and survey initiatives commissioned by the EDD with various audience groups, job seekers and businesses. To address this issue, in 2011 the State Board directed a workgroup be formed under the IPSC and charged the workgroup with the responsibility of developing a recommendation to develop an overarching outreach strategy and accompanying system identifier to raise awareness and recognition of this extensive workforce development system throughout California. The workgroup subsequently recommended and the State Board approved the “California Career and Business Network” system identifier.

In June, 2012 DOLETA issued [TEGL 36-11](#) announcing the “American Job Center” network, a unifying name and brand that identifies virtual and in-person publicly-funded workforce development services as part of a single network. In order to increase jobseeker and employer awareness of workforce development resources available across the country, the DOLETA issued [TEGL 21-11 Change 1](#)) on August 8, 2012 requiring states to describe their plans for implementing the American Job Center brand and how the LWIBs will participate in the utilization of the brand as part of the Integrated State Plan.

The State Board, EDD and DOLETA participated in teleconferences to discuss opportunities for efficient implementation of the “American Job Center” national brand in California. The State Board and EDD have also continued to collaborate to develop and launch a web portal which will become the central point to connect and promote California’s entire workforce system under the proposed “America’s Job Center of California” brand and provide jobseekers and employers a central clearinghouse for information related to the workforce opportunities and services available to them across the state.

The State Board believes this initiative will better leverage the One-Stop system, improve outreach and communication with the employer community; improve outreach to the workforce and other state workforce agencies and local partners; and ultimately better fulfill its vision to offer Californians lifelong opportunities to maximize their employment potential and achieve economic prosperity.

By February 2013 the State Board will vote to replace the “California Career and Business Network” brand with the proposed “America’s Job Center of California” identifier and proposed implementation strategy. It is the State Board’s intention to implement this brand and to allow affiliates to co-brand as “a proud partner of the America’s Job Center of California.”

The specifics as to how California will implement the brand are still being developed. The State Board is currently working with EDD public affairs staff to develop a brand management handbook that will include online tools and resources as well as an implementation plan that will include immediate and longer-term steps to incorporate the brand and description of how branding efforts will be coordinated across the state and expected participation by LWIAs. The State Board and EDD are also determining the costs of this branding effort for PY 2012 and PY 2013. All of the above information will be put before the State Board for final approval.

X. Services to State Target Populations

Veterans

To ensure access to services for veterans, the state has established the following guidance to the One-Stop system:

- Priority of service will be given to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job-training program directly funded, in whole or in part, by the DOL, notwithstanding any other provision of law;
- A comprehensive performance accountability system will be established and veterans' employment, training, and placement services will be reviewed annually.

Through the One-Stop system, veteran customers may elect self-service, facilitated self-help, or staff-assisted one-on-one service. The Local Veterans Employment Representative (LVER) and Disabled Veterans Outreach Program (DVOP) staff are available at One-Stops to provide facilitated self-help or staff-assisted service to veterans who require additional assistance. At the request of One-Stop partners, LVERs and DVOPs may also be assigned to other locations that serve large veteran populations.

Through the State Board's participation on the Governor's Interagency Council on Veterans and CalVET's participation on the State Working Group, the key public workforce development institutions will be able to align programs, apply for grants and allocate resources in support of veterans.

Older Workers

The Department of Aging (CDA) is represented on the State Working Group and State Board by the Health and Human Services Agency. Under Title V of the Older Americans Act, CDA administers the Senior Community Service Employment Program (SCSEP), which is a partner program under WIA. The SCSEP provides part-time work-based training opportunities at local community service agencies for older workers who have poor employment prospects and assists with the transition of individuals to private or other employment opportunities in the community. The program provides a variety of supportive services to the individual such as personal and job-related counseling, job training, and job referral.

The State Board supports the CDA and their area agencies on aging's participation in the development of regional workforce and economic development networks to increase

coordination of efforts that assist older workers and other special populations. EDD continues to maintain a Senior Worker Advocate Office (SWAO), which is required to develop partnerships to facilitate the employment of older workers. The SWAO works with the One-Stops, the CDA, area agencies on aging, adult education, and community colleges to improve access for older adults to help them obtain the support services and training they need to remain in or to re-enter the workforce. Some of the partnerships and activities supported by the SWAO include: employment assistance referrals, job development, job fairs, and One-Stop staff training.

Please refer to the SCSEP State Plan in Appendix M.

Individuals with Disabilities

The Department of Rehabilitation (DOR) administers California’s Vocational Rehabilitation (VR) program and is represented on the State Working Group and State Board by the Secretary of Health and Human Services Agency (HHSA). The DOR works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities.

The State Board is committed to ensuring individuals with disabilities have physical and programmatic access to the One-Stop system and services. The State Board, Local Boards, and One-Stops promote universal access in order to achieve full compliance with state and federal laws and to increase employment of individuals with disabilities. The State Board is an active member of the DOR’s State Rehabilitation Council (SRC) and the DOR represents individuals with disabilities on most Local Boards.

California Committee for the Employment of Persons with Disabilities (CCEPD): The State Board formally selects one of its members to serve on its behalf on the CCEPD. This person is also a member of a Local Board. Staffed by the DOR and funded by WPA 10 percent discretionary funds, the CCEPD focuses on policy and program needs that ensure individuals with disabilities have access to public workforce system services that enable them to gain and retain employment. The CCEPD provides a public venue to determine real solutions to the challenges that customers with disabilities, service providers, or the business community may encounter when attempting to access the full array of services within the local One-Stop systems. To help ensure universal access to increase employment of individuals with disabilities, the CCEPD developed and implemented a disability navigator program, as well as provided training and technical assistance to One-Stop staff in disability access. Additionally, to build staff capacity and disability awareness, on-line training is available to One-Stop front-line staff, Equal Opportunity Officers, and local partners charged with the responsibility of implementing WIA Section 188 non-discrimination and equal opportunity requirements.

The state has issued policy guidance to Local Boards ensuring that persons with disabilities have equal access to information and services funded by WIA Title I programs and partner agencies through the following EDD directives:

- [WSB10-2 \(http://edd.ca.gov/Jobs_and_Training/pubs/wsd10-2.pdf\)](http://edd.ca.gov/Jobs_and_Training/pubs/wsd10-2.pdf)
Biennial LWIA Self-Assessment, communicates the requirements regarding compliance with state and federal disability laws and procedures for ensuring accessible physical environments for all customers, including individuals with disabilities; and
- [WIAD00-7 \(http://edd.ca.gov/Jobs_and_Training/pubs/wiad00-7.pdf\)](http://edd.ca.gov/Jobs_and_Training/pubs/wiad00-7.pdf)
Standards for Oversight and Instructions for Substate Monitoring, which transmits the general standards for the Local Board’s oversight responsibilities pertaining to WIA Title I-funded programs.

Low-Income Individuals, Eligible Youth, and Individuals with Limited English Proficiency

State policy, issued in *California’s WIA Title I Eligibility Technical Assistance Guide*, gives Local Boards the authority to develop and implement local policy guidance, procedures, and definitions targeting services to special participant populations such as displaced homemakers, non-traditional training for low-income individuals, older workers, low-income individuals, and others with multiple barriers to employment and training. The local policy must be consistent with state and federal policy. Limitations on funding may also require that Local Boards establish policies regarding priority of service to specific population groups within the low-income and public assistance recipient categories. Such priority of service policy is included in Local Plans.

Low-Income Individuals

U.S. Department of Housing and Urban Development (HUD):

HUD has a strong commitment to providing employment opportunities, training, and supportive services to assist low income persons in becoming self-sufficient. In addition, many of HUD's economic development programs generate large numbers of new jobs. These workforce development and job creation efforts are a part of HUD’s welfare-to-work strategy and resources. A description of HUD’s employment training and job creation programs can be found at:

http://www.hud.gov/offices/pih/programs/hcv/wtw/resources/common/development_initiatives.pdf.

As encouraged by DOLETA and HUD to help low income residents find training programs and sustainable employment, the State Board will work to better align State Board and Local Board strategies with HUD programs.

CalWORKs (Temporary Assistance to Needy Families) and CalFresh (Supplemental Nutrition Assistance Program-Food Stamps):

CalWORKs is an important partner that participates in nearly of all of the local One-Stops. The program serves all 58 counties in the state and is operated locally by county welfare departments. Several Local Boards are administered through county welfare agencies.

Consistent with the State Strategic Workforce Development Plan goals, objectives and strategies, the State Board and Local Boards will continue to work with the State Department of Social Services (which is a member of the State Working Group) and county welfare departments to prioritize business services and skills training for CalWORKs participants; promote incentives such as on-the-job training (OJT) for employers hiring CalWORKs participants; and strategically invest resources into business services, supportive services, and training services.

U.S. Department of Agriculture (USDA):

USDA administers the Supplemental Nutritional Assistance Program (SNAP). California uses the term CalFresh. The CalFresh program helps food stamp recipients gain skills, obtain training, and secure a job.

The State Board will continue to encourage Local Boards to partner with their county social service agencies operating the SNAP program to better align Local Board strategies and investments with the SNAP programs.

In addition, USDA's Rural Development programs in California are working closely with other federal partners to focus on developing regional industry clusters. This work is consistent with the State Strategic Workforce Development Plan's vision. The State Board will make efforts to ensure State and local alignment with USDA, and will work with Dr. Glenda Humiston, California's State Director at the U.S. Department of Agriculture (USDA), Rural Development.

Eligible Youth/At-Risk Youth

The WIA contains a requirement in Section 129(c)(4)(A) that, at a minimum, 30 percent of Youth formula funds allocated to each LWIA for Youth program activities must be spent on out-of-school youth activities. State directive [WIAD04-6](#) provides the formal process for determining compliance and possible sanctions that may be imposed for failure of a LWIA to meet the 30 percent minimum expenditure requirement for out-of-school activities.

The strategies employed by the State and Local Boards, state and local partners that serve the neediest youth, and local youth councils are consistent with the State Strategic Workforce Development Plan Youth goal to increase the number of high school students, including those from underrepresented demographic groups most in need, who graduate prepared for postsecondary vocational training and/or a career.

Given the similarities among the Job Corps program and the State Strategic Workforce Development Plan, the State Board will outreach to the Job Corps San Francisco Regional Office to identify how the Job Corps centers can work more collaboratively with the Local Boards.

Individuals with Limited English Proficiency

The Local Boards are subject to both federal and state requirements regarding non-discrimination and equal opportunity, which include equal access for persons with limited English proficiency (LEP). To ensure meaningful access to programs and services to LEP persons, the state issued EDD directive [WSB04-20](#) *Limited English Proficiency*, on May 12, 2005, that transmits policy and guidance on serving LEP individuals pursuant to Title VI of the Civil Rights Act of 1964, its implementing regulations, and Section 188 of the WIA.

California Government Code Sections 7290-7299.8, the Dymally-Alatorre Bilingual Services Act (DABSA), mandates that when state or local agencies serve a substantial number of non-English-speaking persons, they must employ a sufficient number of qualified bilingual staff in public contact positions and translate documents explaining available services in their beneficiaries' languages. The DABSA also requires state agencies to survey their customers on a biennial basis to review customer needs and update agency practices. The state requires that Local Boards review the DABSA when developing their local policies and procedures regarding services to LEP individuals.

The EDD also maintains a language directory of EDD staff, located statewide, who are fluent in languages other than English. These employees are available to provide translation services to all EDD offices. The language directory is available to local One-Stop staff. Many One-Stops maintain their own lists of bilingual staff and partners, or they may contract for translation

services. The EDD and Local Boards take all reasonable steps to provide services and information in appropriate target languages and include notices and information required in 26 CFR Part 37.29, 37.30, and 37.34, among the items translated for LEP individuals.

In addition, EDD directive [WSB10-01](#) *Nondiscrimination and Equal Opportunity Procedures*, summarizes the federal and State requirements regarding non-discrimination and equal opportunity, and EDD directive [WSB00-07](#) *Standards for Oversight and Instructions for Substate Monitoring*, includes the requirements that sub-recipients must be monitored for compliance of directive [WSB10-01](#). The EDD's CRD monitors the LWIAs for compliance with the federal and state requirements.

The Role of Labor Organizations and Community Based Organizations in Serving Target Populations

Labor organizations are key partners in the support and implementation of the State Strategic Workforce Development Plan and are prominently represented on the State Board and Local Boards. Labor representatives lead their respective Local Boards toward prudent policies that result in good jobs and career pathways that provide economic security to low-skilled, low-wage workers and underserved communities.

Labor representatives also promote many strategies that are consistent with the State Strategic Workforce Development Plan:

- Investment in training, education and employment services that lead to good jobs that provide for economic security and sustainable communities;
- Fairness, equity and access for all workers;
- Closure of the income gaps that persist in our economy and provide career ladder opportunities for workers in high-wage, high-skill jobs;
- Providing adult workers the education, re-training and re-employment services needed to increase their employment opportunities and long-term economic security;
- Providing young people with guidance, a strong academic foundation and work-based learning experiences in an environment that respects the rights, dignity and privacy of the individual; and
- Full participation of all stakeholders – labor, employers, educators and community organizations in program planning and service delivery.

The State Board will work with Local Boards to include in their Local Plan strategies for fostering collaboration with their local labor organizations to identify industry sectors and clusters of economic importance, leverage resources to promote skills attainment through community

colleges and approved apprenticeship training programs, and to address skills gaps of low-skilled, low-wage workers so that they can achieve economic security.

The State Strategic Workforce Development Plan recognizes the important role community based organizations (CBOs) have in ensuring that under-represented populations connect to career pathways to good jobs. So important is this role, that the Governor added several CBO representatives to the State Board (See Appendix E).

Through their participation on the State Board, CBO's will have a voice in making sure that the State Strategic Workforce Development Plan and its implementation is fully inclusive of all segments of the population. At the local level, the State Board will work with the Local Boards to include in their Local Plans strategies for engaging with CBOs. CBOs will also be involved in regional workforce and economic development networks.

Ex-Offenders

In 2011, the California Department of Corrections and Rehabilitation (CDCR) began a "realignment" of the state prison system by remanding thousands of low-level offenders to the counties for custody or on supervision in exchange for money from the state that would have been used for incarceration. The State Board has leveraged the CDCR expertise to help Local Boards obtain additional funding from "realignment" funds allocated to counties. A workshop was conducted by the California Workforce Association, which included CDCR and Local Board staff sharing knowledge about realignment and funding so that Local Boards might be in a better position to engage their counties in seeking funding to serve this new "realigned" population.

The State Board will continue to work closely with CDCR and Local Boards to encourage and develop innovative services for the ex-offender population.

With Policy Link and the National Employment Law Project (NELP), the State Board is helping convene Local Boards, to ensure formally incarcerated individuals have access to quality employment services. The State Board also worked with EDD and NELP to develop a directive to ensure that Local Boards comply with nondiscrimination obligations when serving individuals with criminal records. http://edd.ca.gov/Jobs_and_Training/pubs/wsd12-9.pdf.

Consistent with Adults Goal Objective 1, Action 2, the State Board will work with the Local Boards to identify in their Local Plan strategies they will utilize to identify and remove barriers hampering their investment of WIA Adult and Dislocated Worker funds in CTE programs to the ex-offender population in their areas.

Migrant and Seasonal Farmworkers

Please refer to Appendix K for a map and listing of California’s WIA Section 167 grantees and Appendix L for EDD’s Agricultural Services Plan.

The Unemployed

All unemployment insurance (UI) claimants are provided general information about CalJOBSSM, the State’s Internet-based labor exchange system, which links employer job listings and job seeker résumés. Through CalJOBSSM, claimants can create and store résumés and browse job listings, and employers can view the claimants’ résumés and contact them directly for interviews. Additionally, claimants are provided information about job seeker services and contact information for the nearest One-Stop center, where they access a broad range of employment services and other support.

UI claimants profiled as most likely to exhaust their benefits are scheduled for an Initial Assistance Workshop (IAW) that serves as an orientation to reemployment services. Enhanced services are provided to these profiled claimants and an Individual Reemployment Plan (IRP) is completed. The IRP facilitates referrals to other reemployment services. A job focus workshop (JFW) is a short meeting scheduled four to eight weeks after the original IAW session and gives those claimants who are still unemployed, or in approved training, another opportunity to evaluate reemployment needs.

Dislocated Workers

WIA Section 134(a)(2)(A)(ii) authorizes the Governor to set aside up to twenty five percent (25%) of the State’s Dislocated Worker funds for California’s Rapid Response system and for Additional Assistance to dislocated workers in the LWIAs.

According to State Board policy, of the Dislocated Worker stream, half of the total funds is formula allocated as Rapid Response directly to Local Boards to prevent layoffs and/or assist workers facing impending layoff. The other half, Additional Assistance, stays in Sacramento. A Local Board can request Additional Assistance funds when it does not have other resources to serve increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs *“or other events.”*

State 25 percent policy requires integration and supports co-enrollment for WIA and TAA.

http://www.edd.ca.gov/Jobs_and_Training/pubs/wiad05-18.pdf

The EDD-WSB functions as the State’s Dislocated Worker Unit. The EDD-WSB notifies the Local Boards of all notices of layoff/closure it receives, including those under the federal WARN requirements, and those under state legislation that expands the number of employers who are required to provide notice of impending layoffs.

In addition to these formal notices, many Local Boards have adopted various “early warning” methods tailored to their unique business situations, to become aware of impending layoffs.

XI. ASSURANCES AND ATTACHMENTS

ASSURANCES AND ATTACHMENTS – PLANNING PROCESS AND PUBLIC COMMENT

	STATEMENT	REFERENCE	DOCUMENTATION and COMMENTS
1.	The state established processes and timelines, consistent with WIA Section 111(g) – and, where appropriate, 20 CFR 641.325 (g) – to obtain input into the development of the Integrated Workforce Plan and to give opportunity for comment by representatives of local elected officials, local workforce investment boards, businesses, labor organizations, other primary stakeholders, and the general public.	WIA Sections 112(b)(9), 111(g) 20 CFR 661.207 20 CFR 661.220(d) 20 CFR 641.325(f), (g), (h), 20 CFR 641.335	The full Strategic Workforce Development Plan will be released for public comment via the State Board website for a period of 14 calendar days no later than October 31, 2012. Chapters I-III did receive public comment via the regional focus group meetings and the October 7 public meeting of the Executive Committee. The WPA Ag Plan and SCSEP state plans both received public comment and those comments can be accessed in the appropriate sections of this plan.
2.	The state afforded opportunities to those responsible for planning or administering programs and activities covered in the Integrated Workforce Plan to review and comment on the draft plan.	WIA Sections 112(b)(9), 111(g) 20 CFR 661.207 20 CFR 661.220(d)	The full Strategic Workforce Development Plan will be released for public comment via the State Board website for a period of 14 calendar days no later than October 31, 2012. During this time all responsible and interested parties will be able to submit comments on the draft plan for the State Board’s consideration
3.	The final Integrated Workforce Plan and State Operational Plan are available and accessible to the general public		The Integrated State Plan will be posted on the State Board website www.cwib.ca.gov .
4.	The state afforded the State Monitor Advocate an opportunity to approve and comment on the Agricultural Outreach Plan. The state solicited information and suggestions from WIA 167 National Farmworker Jobs Program grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. At least 45 days before submitting its final	WIA Sections 112(b)(9), 111(g) 20 CFR 661.207 20CFR 661.220(d) 20 CFR 653.107 (d) 20 CFR 653.108(f)	Please see Appendix L.

	<p>outreach, the State provided a proposed plan to the organizations listed above and allowed at least 30 days for review and comment. The State considered any comments received in formulating its final proposed plan, informed all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore, and included the comments and recommendations received and its responses with the submission of the plan.</p>		
5.	<p>In the development of the plan, the state considered the recommendations submitted by the State Monitor Advocate in the annual summary of services to Migrant and Seasonal Farmworkers.</p>	<p>20 CFR 653.108(t)</p>	<p>The EDD-WSB did consult with the State Monitor Advocate and incorporated his recommendations into the Ag Plan in Appendix L.</p>
6.	<p>The state established a written policy and procedure to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.</p>	<p>WIA Sections 111(g), 112(b)(9), 117(e) 20 CFR 661.207</p>	<p>Government Code Section 11135 The Bagley Keene Open Meeting Act The Ralph M. Brown Act.</p>
7.	<p>Where SCSEP is included in the Integrated Workforce Plan, the state established a written policy and procedure to obtain advice and recommendations on the State Plan from representatives of the State and area agencies on aging; State and LWIBs under the WIA; public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP</p>	<p>20 CFR 641.315(a)(1-10), 641.325 (f), (g), (h)</p>	<p>The SCSEP state plan and public comment can be accessed via the CDA website http://www.cda.ca.gov/ProgramsProviders/SCSEP/California_SCSEP_State_Plan-PY-2012-2015.asp.</p>

<p>project within the state, except as provided under Section 506 (a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA, Affected Communities, Unemployed older individuals, Community-based organizations serving older individuals; business organizations and labor organizations</p>		
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ASSURANCES AND ATTACHMENTS - REQUIRED POLICIES AND PROCEDURES

	STATEMENT	REFERENCE	DOCUMENTATION and COMMENTS
8.	<p>The state made available to the public state-imposed requirements, such as state-wide policies or guidance, for the statewide public workforce system, including policy for the use of WIA title I statewide funds.</p>	<p>WIA Sections 112(b)(2), 129, 134 20 CFR 665.100</p>	<p>WIAD04-18 TITLE 1 ELIGIBILITY (pages 2-3) -“The LWIAs have opted for a variety of ways to comply with the State’s requirement to make their policies, procedures, interpretations, guidance, and definitions available to all front line staff responsible for determining eligibility. The TAG was formatted to allow LWIAs to use form fields to incorporate their policies, procedures, interpretations, guidance, and definitions...”</p> <p>RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE (pages 20-21, 24, 28, 31-32, 57-58) p.20 -“Unless the LWIB determines that funds are not limited in the LWIA, priority for intensive and training services must be given to recipients of public assistance and other low-income individuals....”</p>
9.	<p>The state established a written policy and procedure that identifies circumstances that might present a conflict of interest for any state or local workforce investment board member or the entity that s/he represents, and provides for the resolution of conflicts. The policy meets the requirements of WIA Sections 111(f) and 117(g).</p>	<p>WIA Sections 112(b)(13), 111(f), 117(g)</p>	<p>Members of the State Board are subject to a comprehensive body of state law governing conflict of interest (Gov. Code 81000-91014). Pursuant to State and Federal law, the State Board has adopted and promulgated a Conflict of Interest Code. State Board members, including designees, are required to file a statement of economic interests with the California Fair Political Practices Commission and provide a copy to the State Board staff organization. The statements of economic interests are governed by State law and indicate the specific kinds of financial information members of the State Board will have to disclose. State Board members are required to file their conflict of interest statements annually. Local Boards are responsible for adopting their own Conflict of Interest code.</p> <p>CALIFORNIA GOVERNMENT CODE SEC. 87300-87314 “87302.6. Notwithstanding Section 87302, a member of a</p>

			board or commission of a newly created agency shall file a statement at the same time and in the same manner as those individuals required to file pursuant to Section 87200. A member shall file his or her statement pursuant to Section 87302 once the agency adopts an approved conflict-of-interest code.”
10.	The state has established a written policy and procedure that describes the state’s appeals process available to units of local government or grant recipients that request, but are not granted, designation of an area as a LWIA under WIA Section 116.	WIA Sections 112(b)(15), 116(a)(5) 20 CFR 661.280 20 CFR 667.700	WSB08-4 GRIEVANCE AND COMPLAINT PROCEDURES (pages 4-12) p. 4 - “At all levels of the grievance or complaint process, complainants have the right to be represented, at their own expense, by a person(s) of their choosing. Grievances or complaints must be filed within one year of the alleged violation. All grievances or complaints, amendments, and withdrawals must be in writing. All persons filing grievances or complaints shall be free from restraint, coercion, reprisal, or discrimination.”
11.	The state established written policy and procedures that describe the state’s appeal process for requests not granted for automatic or temporary and subsequent designation as a local workforce investment area.	20 CFR 667.640 20 CFR 662.280	WIAD05-2 LOCAL AREA MODIFICATION PROCESS
12.	The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members.	WIA Sections 112(b)(6), 117(b) 20 CFR 661.300(a), 20 CFR 661.325	WIAD06-21 WORKFORCE TRAINING ACT (SB 293) IMPLEMENTATION GUIDANCE (pages 2 - 4) p.2 - “POLICY AND PROCEDURES: LWIB Membership Requirement: UI Code 14202 describes the mandatory composition of LWIBs. Most of this section reiterates federal law with some minor changes; however, Section 14202(c) constitutes a significant change. It provides for “Representatives of labor organizations nominated by local labor federations, including a representative of an apprenticeship program. At least 15 percent of LWIB members shall be representatives of labor organizations unless the local labor federation fails to nominate enough members. If this occurs, then at least 10 percent of the LWIB members shall be representatives of labor organizations.” CALIFORNIA UNEMPLOYMENT INSURANCE CODE SECTION 14200-14211 14202: “Membership of the LWIB shall be appointed by the local chief elected official using criteria established by the Governor and the board, and shall include: (a) Representatives of business in the LWIA appointed from among individuals nominated by local business organizations and business trade associations and that reflect employment opportunities of the LWIA. Business representatives shall be owners of businesses, chief executives, or operating officers of businesses or other business executives, including human resources executives, or employers with optimum policymaking or hiring authority.

			(b) Representatives of local educational entities, including representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, public and private postsecondary educational institutions, including representatives of community colleges, selected from among individuals nominated by regional or local educational agencies, institutions, or organizations representing local educational entities.”
13.	The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years.	WIA Sec 117(c) 20 CFR 661.325	WSB10-9 LWIB RECERTIFICATION AND DECERTIFICATION (pages 2-4) p.3 -“The WIA Section 117(c)(2) and CUIIC Section 14200(b) provide the federal requirement that the Governor shall, once every two years, certify one LWIB for each LWIA in the State. Accordingly, the Governor must decide, once every two years, whether or not to recertify the existing LWIB of each LWIA. A LWIB may be recertified if it has met the required membership and performance criteria, as stated in WIA Section 117(c)(2)(B),for PY 2009-10.”
14.	Where an alternative entity takes the place of an SWIB, the state has written policy and procedures to ensure the alternative entity meets the definition under Section 111(e) and the legal requirements for membership.	WIA Sections 111(e), (b) 20 CFR 661.210	N/A
15.	Where the alternative entity does not provide representative membership of the categories of required SWIB membership, the state has a written policy or procedure to ensure an ongoing role for any unrepresented membership group in the workforce investment system. (Only applicable in cases where a state uses an alternative entity as its SWIB, and that entity does not provide for representative membership by individuals in the categories required by WIA sec. 111(b).)	WIA Sections 111(b), (e) 20 CFR 661.210(c)	N/A
16.	When applicable, the state takes any action necessary to assist LWIAs in developing and implementing the One-Stop system.	WIA Sections 112(b)(14), 134(c) WPA Section 8(c)	WSB10-15 LOCAL PLAN MODIFICATION PY 2011-12 (pages 2-4) p.3 - “Title 20 CFR Part 661.355 states that the Governor must establish procedures governing the modification of Local Plans. Accordingly, the State Board and the EDD, acting under the authority of the Governor established guidelines within this directive for modifying Local Plans. These guidelines ensure LWIBs have approved plans to be eligible to receive WIA funds for administering the One-Stop Career Center System and delivering services to its customers.”
17.	The state established procedures for determining initial and subsequent eligibility of training providers.	WIA Sections 112(b)(17)(A)(iii), 122, 134(d)(4) 20 CFR 663.515, 663.535	WIAD06-15 ELIGIBLE TRAINING PROVIDER LIST (pages 1-3) p.2 - “With the exception of certain types of customized and on-the-job training, only training providers through their training programs listed on the ETPL are eligible to receive WIA funds to train adults and dislocated workers.

			In order to be listed on the ETPL, training providers must submit an application to the LWIB in any Local Workforce Investment Area in which the training provider desires to offer programs and services.”
18.	All partners in the workforce and education system described in this plan will ensure the physical, programmatic, and communications accessibility of facilities, programs, services, technology, and materials for individuals with disabilities in One-Stop Career Centers.	WIA Section 188 WPA Section 8(b) 29 CFR part 37 20 CFR 652.8(j)	WSB10-1 NONDISCRIMINATION AND EQUAL OPPORTUNITY PROCEDURES (page 7) - “The recipients must ensure the accessibility to their training programs, activities and support services for all individuals, and must administer their training programs, activities and services in the most integrated setting appropriate to the needs of qualified individuals with disabilities. This includes employment tests or other selection criteria used by recipients that do not screen out individuals with disabilities, and training programs accessible to individuals with visual, hearing, or speech impairments. The recipients must provide means for individuals with disabilities to receive information about availability of facilities accessible to them. Additionally, recipients must provide auxiliary aids, services and reasonable accommodations to qualified individuals with disabilities to enable them to perform duties of the job (e.g., special aids, modified work sites, or restructuring of jobs).”
19.	The state ensures that outreach is provided to populations and sub-populations who can benefit from One-Stop services.	WIA Section 188 29 CFR 37	RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE
20.	The state implements universal access to programs and activities to all individuals through reasonable recruitment targeting, outreach efforts, assessments, services delivery, partnership development, and numeric goals.	WIA Section 188 29 CFR 37.42	<p>California is the nation’s most populous state, with the largest, most diverse labor force. The unique demographics of each LWIA in California require different methods of ensuring universal access. The State Board supports the idea that LWIAs are best positioned to implement solutions that meet the needs of their local communities.</p> <p>The EDD WSB produces the Workforce Investment Act Eligibility Technical assistance Guide (TAG) for use by LWIBs to ensure consistency in program eligibility providing a structured, simplified process for implementing universal access in conformity with state and federal law. The WIA TAG may be accessed at http://www.edd.ca.gov/Jobs_and_Training/pubs/rwiad04-18.pdf All LWIBs are encouraged to fully engage partner programs and faith-based and CBOs to assist in the leveraging of resources. LWIBs are encouraged to collaborate and pool resources where appropriate to improve their workforce investment systems. Technical assistance is also provided through the EDD WSB’s on-line WIA Q&A website, monthly WIA Advisory Group meetings with EDD WSB management, and the EDD WSB Regional Advisors.</p> <p>California is committed to ensuring persons with disabilities have physical and programmatic access to the One Stop system and services. The State Board and One-Stops promote universal access in order to achieve full</p>

			compliance with State and federal laws and to increase employment of people with disabilities
21.	The state complies with the nondiscrimination provisions of Section 188, including that Methods of Administration were developed and implemented.	WIA Section 188 29 CFR 37.20	WSB10-1 NONDISCRIMINATION AND EQUAL OPPORTUNITY PROCEDURES
22.	The state collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188.	WIA Section 185	WSB10-1 NONDISCRIMINATION AND EQUAL OPPORTUNITY PROCEDURES
23.	For WIA Single-Area States only, the state has memorandums of understanding between the local workforce investment board and each of the One-Stop partners concerning the operation of the One-Stop delivery system in the LWIA.	WIA Sections 112(b)(5), 116(b), 118(b)(2)(B), 20 CFR 661.350(a)(3)(ii)	<i>Not applicable to California.</i>

ASSURANCES AND ATTACHMENTS - ADMINISTRATION OF FUNDS

	STATEMENT	REFERENCE	DOCUMENTATION and COMMENTS
24.	The state established written policy and procedures that outline the methods and factors used in distributing funds, including WIA Adult, Dislocated Worker, and Youth formula and rapid response funds. The policy establishes a process for funds distribution to LWIAs for youth activities under WIA Section 128(b)(3)(B), and for adult and training activities under WIA Section 133(b), to the level of detail required by Section 112(b)(12)(a). In addition, the policy establishes a formula, prescribed by the governor under Section 133(b)(2)(B), for the allocation of funds to LWIAs for dislocated worker employment and training activities.	WIA Sections 111(d)(5), 112(b)(12)(A), (C), 128 (b)(3)(B), 133(b)(2)(B), 133(b)(3)(B) 20 CFR 661.205(e)	WIAD02-13 DISLOCATED WORKER 25 PERCENT FUND REQUIREMENTS (page 4) - The State must reserve an adequate amount of 25 percent funds for Rapid Response activities. The balance may be used to assist LWIAs that experience increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs or other events that precipitate substantial increases in the number of unemployed individuals. These funds are intended for provision of WIA allowable direct services to participants. They may be directed to those areas that do not have sufficient local funds to assist the dislocated workers. WIAD04-6 30 PERCENT EXPENDITURE REQUIREMENT—YOUTH FORMULA FUNDS (page 2) - The WIA contains a requirement in Section 129(c)(4)(A) that, at a minimum, 30 percent of Youth formula funds allocated to each LWIA for Youth program activities must be spent on out-of-school youth activities. Out-of-school youth is defined in Section 101(33). The WIA regulations in 20 CFR Section 664.320(a) further refine the requirement by stating that the 30

			<p>percent applies to the LWIA’s allocation less actual LWIA expenditures from the Youth allocation for administrative purposes. This requirement has been in effect since the beginning of the WIA program even though formal policies or procedures were never issued by the State.</p> <p>(pages 2-4) - <i>Determining the Requirement Amount, Meeting the 30 Percent Expenditure Requirement, and Consequences of Failure to meet the expenditure requirements.</i></p> <p>WIAD05-18 DISLOCATED WORKER 25 PERCENT FUNDING POLICY (page 3) - The State will set aside 25 percent of the State’s WIA dislocated worker funding for California’s Rapid Response System and for Additional Assistance to dislocated workers in the LWIAs. One-half of the Dislocated Worker 25 Percent set-aside (i.e., 12.5 percent of the State’s total dislocated worker allocation) is reserved for Rapid Response activities and one-half (i.e., 12.5 percent) is reserved for Additional Assistance to LWIAs, as permitted in WIA.</p>
24a.	<p>For Dislocated Worker funding formulas, the state’s policy and procedure includes the data used and weights assigned. If the state uses other information or chooses to omit any of the information sources set forth in WIA when determining the Dislocated Worker formula, the state assures that written rationale exists to explain the decision.</p>	<p>WIA Section 133(b)(2)(B) 20 CFR 667.130(e)(2)(i)-(ii)</p>	<p>WIAD00-3 ADULT AND DISLOCATED WORKER SPLIT FUNDING FOR PY 2000</p> <p>WIAD01-10 FUNDS UTILIZATION REQUIREMENTS FOR WIA FUNDS</p> <p>WIAD02-13 DISLOCATED WORKER 25 PERCENT FUND REQUIREMENTS</p>
25.	<p>The state established a written policy and procedure for how the individuals and entities represented on the SWIB help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local workforce investment areas throughout the state in determining the distributions.</p>	<p>WIA Sections 111(d)(5), 112(b)(12)(A), 128(b)(3)(B), 133(b)(3)(B), 20 CFR 661.205(e)</p>	<p>State Workforce Development Plan 2012-2017 Chapter VI. A.</p>
26.	<p>The state established written policy and procedures for any distribution of funds to local workforce investment areas reserved for rapid response activities, including the timing and process for determining whether a distribution will take place.</p>	<p>WIA Sections 133(a)(2), 134(a)(2)(A) 20 CFR 667.130(b)(2), (e)(4), 665.340</p>	<p>WSB09-13 REVISED RAPID RESPONSE ON-SITE VISIT REPORT (page 2) - Beginning in 2003, the California Workforce Investment Board (STATE BOARD) convened a workgroup to consider the process for allocating RR funds to the LWIAs. The workgroup</p>

		<p>determined that the level of recorded employer site visits, for required RR activities, should be a factor in determining a LWIA’s base RR allocation. The Workforce Services Division (WSB) revised the form used to collect information on these site visits (RR 121 Report) in response to requests from LWIAs to simplify and streamline the form currently being utilized. The revised draft form was presented to RR Roundtables and feedback was very positive. The goals of these changes are to provide accurate information concerning the scope and volume of California RR activities and to establish a reliable and efficient mechanism for calculating RR funding allocations to LWIAs.</p> <p>WSB07-2 SFP—RAPID RESPONSE SPECIAL PROJECTS FUNDING FOR PY 2007-08 Attachment 1 - Categories of Allowable and Unallowable Rapid Response Activities. Attachment 2 - Funding Criteria for Competitively Funded Rapid Response Special Projects</p> <p>WSB10-3 ARRA RAPID RESPONSE FUNDING</p> <p>(page 2) - The WIA Sections 101(38), 112(b)(17)(A)(ii), and 134(a)(2)(A), as implemented by the CFR Sections 665.300 through 665.330, require states to provide funds for RR activities and AA grants to LWIAs which experience a demand for services that exceeds the capacity of existing resources. These funds are apportioned from the WIA Dislocated Worker 25 Percent funding stream. The current California Workforce Investment Board (State Board) policies, which are published in directives, WIAD02-13, WIAD05-18, and WSB07-3, specify that 50 percent of the funds are to be allocated based on a formula for providing RR activities and competitively solicited projects. The remainder of these funds is retained at the State level to provide</p>
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			<p>AA grants through an application process.</p> <p>WIAD02-13 DISLOCATED WORKER 25 PERCENT FUND REQUIREMENTS (page 2) - Two types of grants are allowable under the Dislocated Worker 25 Percent portion of WIA: “Rapid Response” and “Additional Assistance.” Each of these grant types have the unique characteristics described below:</p> <ul style="list-style-type: none"> • Rapid Response activities—planning and delivering immediate services to assist employers and groups of workers affected by mass layoffs, permanent business closures, or natural or other disasters. Typically, these activities involve the provision of information with limited individual intervention. Under these grants, participants are not enrolled in the WIA program. • Additional Assistance to LWIAs that have insufficient resources to address disasters, mass layoffs or plant closings or other events that precipitate substantial increases in the number of unemployed individuals. The services are provided to individuals. Participants are enrolled in the WIA program. <p>(page 4) - The State must reserve an adequate amount of 25 percent funds for Rapid Response activities. The balance may be used to assist LWIAs that experience increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs or other events that precipitate substantial increases in the number of unemployed individuals. These funds are intended for provision of WIA allowable direct services to participants. They may be directed to those areas that do not have sufficient local funds to assist the dislocated workers.</p>
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<p>27.</p>	<p>The state established written policy and procedures to competitively award grants and contracts for WIA Title I activities.</p>	<p>WIA Section 112(b)(16)</p>	<p>WIAD06-23 REGIONAL AND LOCAL INCENTIVE AWARDS</p> <p>(pages 2-3) - The State Board will accept applications for an RC/LC incentive award for an existing or a planned project that supports the Business Services Criteria (Attachment, Appendix A). A Local Board may be a partner to one regional cooperation application, or may independently submit one local coordination application. However, a Local Board will be eligible for an incentive award in one category only. Completing a Memorandum of Understanding (MOU) with all local partners is a priority for the State. Therefore, Local Boards that do not have a MOU with all of the required WIA partners are not eligible for a state incentive grant for local coordination of activities per Title 20 CFR Section 662.310. However, the State will consider for eligibility a demonstration of "best efforts" by the Local Boards to secure MOUs. The local chief elected official (CEO) of a unit of general local government designated as a LWIA shall be liable to the Employment Development Department (EDD) for all funds not expended in accordance with the WIA, and shall return to the EDD all of those funds. If there is more than one unit of general local government in a LWIA, Page 3 of 4 the CEO will be an individual designated under an agreement executed by the CEOs of the local units of government. The designated Local Board designee/representative participating in a LWIA eligible effort must sign the application and the associated CEOs or their designees must accept fiscal responsibility for the incentive funds they receive. An original application with signatures, three hard copies, and an electronic copy saved on a diskette must be submitted to the State Board. In the case of a regional application, only one Local Board needs to submit the required copies for the other Local Board partners.</p> <p>WSB10-12 ON-THE-JOB TRAINING</p>
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			<p>NATIONAL EMERGENCY GRANT REQUIREMENTS</p> <p>(page 2) - National Emergency Grants are discretionary grants awarded by the Secretary of Labor under WIA Section 173 to provide employment-related services for dislocated workers. They are intended to temporarily expand service capacity at the state and local levels by providing time-limited funding assistance in response to significant dislocation events. Significant events include plant closures and mass layoffs which create a sudden need for assistance that cannot be accommodated within the ongoing operations of the dislocated worker program, including statewide activities and Rapid Response funds. The Secretary of Labor has recognized the impact of the current recession on the national workforce as a significant dislocation event for purposes of authorizing one-time ARRA-funded assistance.</p> <p>(these are examples of State policy and procedures to competitively award grants)</p>
28.	The state established written criteria to be used by local workforce investment boards in awarding grants for youth activities, including criteria that the governor and local workforce investment boards will use to identify effective and ineffective youth activities and providers of such activities.	WIA Sections 112(b)(18)(B), 123, 129	<p>WIAD04-6 30 PERCENT EXPENDITURE REQUIREMENT – YOUTH FORMULA FUNDS</p> <p>WIAD01-15 YOUTH SERVICE ELIGIBLE PROVIDER LIST</p> <p>WIAD00-7 STANDARDS FOR OVERSIGHT AND INSTRUCTIONS FOR SUBSTATE MONITORING</p>
29.	The state established written criteria for a process to award a grant or contract on a competitive basis for Summer Youth Employment Opportunities element of the local youth program, where a provider is other than the grant recipient/fiscal agent.	WIA Sections 123, 129(c)(2)(C) 20 CFR 664.610.	<p>WSB09-17 2010 ARRA SUMMER YOUTH EMPLOYMENT PROGRAM (page 3) - “If providers other than the grant recipient/fiscal agent provide summer employment, these providers must be selected through a competitive process. Accordingly, the LWIAs should document all actions or steps taken to fulfill the youth procurement requirements included in WIA Section 123 and 20 CFR 664.610.”</p>

30.	The state distributes adult and youth funds received under WIA equitably throughout the state, and no LWIAs suffer significant shifts in funding from year-to-year during the period covered by this plan.	WIA Section 112(b)(12)(B)	WIAD01-10 FUNDS UTILIZATION REQUIREMENTS FOR WIA FUNDS (page 3) - “An equitable share amount based on the original allocation percentage will be used to reallocate funds.”
31.	The state established written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to ensure the proper disbursement and accounting of funds paid to the state through funding allotments made for WIA Adult, Dislocated Worker, and Youth programs, and the Wagner-Peyser Act.	WIA Sections 112(b)(11), 127, 132, 184 WPA Sections 9(a), (c) 20 CFR 652.8(b), (c)	<p>WSB09-11 QUARTERLY AND MONTHLY FINANCIAL REPORTING REQUIREMENTS</p> <p>WIAD00-7 STANDARDS FOR OVERSIGHT AND INSTRUCTIONS FOR SUBSTATE MONITORING</p> <p>WIAD03-10f ALLOWABLE COSTS</p> <p>WIAB99-2 WIA INITIAL LOCAL PLANNING GUIDANCE (page 16) - “The LWIB and its staff assure that it will establish, in accordance with Section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds provided to the LWIB through the allotments made under Sections 127 and 132. [WIA, Section 112(b)(11)]”</p>
32.	The state ensures compliance with the uniform administrative requirements in WIA through annual, onsite monitoring of each LWIA.	WIA Sections 184(a)(3), (4) 20 CFR 667.200, .400(c)(2), 667.410	<p>WIAD00-7 STANDARDS FOR OVERSIGHT AND INSTRUCTIONS FOR SUBSTATE MONITORING</p> <p>WIA Nondiscrimination and Equal Opportunity Self-Assessment Guide (page 20) - Addendum Part 1, Section E: “The Physical and Program Access Self-Assessment will, as a part of the monitoring process, be completed at least once annually in order to identify and correct problems as they arise.”</p>
33.	The state follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIA, and applicable Departmental regulations.	WIA Sections 136(f)(2), (f)(3), 122, 185(a)(4)(B) 20 USC 1232g 20 CFR 666.150 20 CFR part 603	<p>WIA Q & A - Administration</p> <p>ADM-WIA29 – (EDD answer to question), “What are the rules for maintaining the confidentiality of client</p>

			<p>information under WIA?”</p> <p>WIAB99-2 WIA INITIAL LOCAL PLANNING GUIDANCE (page 17) - “The LWIB assures that compliance with the confidentiality requirements of WIA, Section 136(f)(3).”</p> <p>WIAD05-10 RELEASE OF CONFIDENTIAL UNEMPLOYMENT INSURANCE INFORMATION</p>
34.	The state will not use funds received under WIA to assist, promote, or deter union organizing.	WIA Section 181(b)(7) 20 CFR 663.730	WSB10-15 LOCAL PLAN MODIFICATION PY 2011-12 (Attachment 1 LOCAL PLAN MODIFICATION QUESTIONS - Assurances B, page 4) - “The LWIB assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing.”

ASSURANCES AND ATTACHMENTS – ELIGIBILITY

	STATEMENT	REFERENCE	DOCUMENTATION and COMMENTS
35.	Where the SWIB chooses to establish them, the state established definitions and eligibility documentation requirements regarding the “deficient in basic literacy skills” criterion.	WIA Sections 101(13)(C)(i) CFR 664.205(b)	WIAD04-18 TITLE I ELIGIBILITY RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE (page 8) - “documentation requirements regarding the deficient in basic literacy skills requirement criterion may be established at the local level.”
36.	Where the SWIB chooses to establish them, the state established definitions and eligibility documentation requirements regarding “requires additional assistance to complete and educational program, or to secure and hold employment” criterion.	WIA Sections 101(13)(C)(iv) 20 CFR 664. 200(c)(6), 664.210	WIAD04-18 TITLE I ELIGIBILITY RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE (page 13) - “documentation requirements related to this criterion may be established at the local level.”
37.	The state established policies, procedures, and criteria for prioritizing adult title I employment and training funds for use by recipients of public assistance and other low-income individuals in the LWIA when funds are limited.	WIA Section 134(d)(4)(E) 20 CFR 663.600	WIAD04-18 TITLE I ELIGIBILITY RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE (pages 20-21) – IV. PRIORITY OF WIA SERVICES

<p>38.</p>	<p>The state established policies for the delivery of priority of service for veterans and eligible spouses by the state workforce agency or agencies, local workforce investment boards, and One-Stop Career Centers for all qualified job training programs delivered through the state's workforce system. The state policies:</p> <ol style="list-style-type: none"> 1. Ensure that covered persons are identified at the point of entry and given an opportunity to take full advantage of priority of service; and 2. Ensure that covered persons are aware of: <ol style="list-style-type: none"> a. Their entitlement to priority of service; b. The full array of employment, training, and placement services available under priority of service; and c. Any applicable eligibility requirements for those programs and/ or services. 3. Require local workforce investment boards to develop and include policies in their Local Plan to implement priority of service for the local One-Stop Career Centers and for service delivery by local workforce preparation and training providers. 	<p>WIA Sections 112(b)(17)(B), 322 38 USC Chapter 41 20 CFR 1001.120-.125 Jobs for Veterans Act, P.L. 107-288 38 USC 4215 20 CFR 1010.230, 1010.300-.310</p>	<p>WSB08-10 FINAL RULE ON PRIORITY OF SERVICE FOR VETERANS AND ELIGIBLE SPOUSES</p> <p>WIAD04-18 TITLE I ELIGIBILITY</p> <p>RWIAD04-18 WIA ELIGIBILITY TECHNICAL ASSISTANCE GUIDE (pages 20-21) – IV. PRIORITY OF WIA SERVICES</p> <p>WIA Q & As Services and Training ST-WIA51 – (EDD answer to question), “Are veterans, who receive at least one core service, are unable to obtain employment, and are determined by a One-Stop center operator to be in need of more intensive services, given higher priority to intensive services over non-veterans?”</p> <p>WIA Q & As Eligibility ELIG-WIA32 – (EDD answer to question), “Where can I find information on workforce investment programs benefiting veterans?”</p> <p>EDD WORKFORCE SERVICES POLICY AND PROCEDURE MANUAL Chapter 3 pages 15-16 (veterans outreach); Chapter 11 pages 25-27 (marketing to job seekers)</p> <p>STRATEGIC WORKFORCE DEVELOPMENT PLAN Chapter VIII.</p>
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STATEMENT OF ASSURANCES CERTIFICATION

The State, of California certifies on the _____ day of October in 2012 that it complied with all of the required components of the Workforce Investment Act and Wagner-Peyser Act. The State also assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written DOLETA guidance implementing these laws, and all other applicable Federal and state laws and regulations.

Governor

Date

Recommendation:

The State Board accept the Executive Committee's recommendation and approve the proposed revision to the current State Board policy. This revision will clarify the criteria for the awarding of Additional Assistance grants to local workforce investment boards.

Issue:

Current state policy limits the Governor's flexibility on how to best target and invest WIA 25 percent discretionary Additional Assistance funds for dislocated workers.

A policy change is required that further clarifies the operative federal definition of *"other events that precipitate substantial increases in the number of unemployed individuals."*

Background:

WIA Section 134(a)(2)(A)(ii) and Code of Federal Regulations 665.340 authorizes the Governor to set aside up to twenty five percent (25%) of the State's dislocated worker funds for California's Rapid Response system and for Additional Assistance to dislocated workers in the local areas.. A local workforce investment board may request Additional Assistance funds when it does not have other resources to serve increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs *"or other events."*

During a recent review of Workforce Investment Act (WIA) activities in California, the California State Auditor (CSA) issued a finding that the EDD did not conform to the WIA law in awarding Additional Assistance grants. The finding stated there was no evidence or documentation of specific layoff events and cited seven (7) separate examples in the report. The CSA Audit Reports states

"To comply with WIA requirements and eliminate the State's risk of losing funds, EDD should ensure that it awards rapid-response funding for additional assistance only to local boards or community-based organizations that demonstrate that their local areas experience natural disasters, mass layoffs, plant closings, or other dislocation events when such events substantially increase the number of unemployed individuals. ¹"

To ensure clear policy guidance as well as maximum flexibility for the Governor in targeting and investing Additional Assistance funds, the term "other events"

¹ California State Auditor Report 2011-111

should be defined as broadly as possible within the parameters federal law and regulations.

Staff recommends that for the purpose of the State 25 percent policy, “other events” should be defined as:

“any economic conditions, circumstances, trends, series or combination of events that resulted in the documented dislocation of a substantial number of individuals. Additional Assistance funding may be used flexibly so long as it meets the purpose of serving dislocated workers, and this includes activities that are designed to prevent layoffs.”

Upon the State Board’s approval on February 13, this expanded definition would to be incorporated into three (3) separate Directives related to the use and administration of Additional Assistance grants.

[WIA Directive 02-13](#)

[WIA Directive 05-18](#)

[WIA Directive 07-3](#)

This effort will also include the elimination of extraneous policies into a single policy document. The Executive Committee approved this item during its meeting held on January 25, 2013.

Recommendation:

The State Board accept the Executive Committee’s recommendation by approving the proposed revision to the current State Board policy. The revision will clarify the criteria for the awarding of Additional Assistance grants to local workforce investment boards.

Item 3. Committee Reports

Recommendation:

The State Board review and approve the following Committee reports:

- a) Health Workforce Development Council
- b) Green Collar Jobs Council
- c) Issues and Policies Committee
- d) Advanced Manufacturing Council
- e) Career Pathways and Education Council

Health Workforce Development Council Activities Report

Bob Redlo - Chair
Vice-Chair - Chad Silva

The Health Workforce Development Council (HWDC) will have met on January 16, 2013. The HWDC intends to present to the California Workforce Investment Board at its February 13, 2013 meeting:

- The HWDC Report for approval
- Membership process as an information item
- Health Workforce Development Themes and Recommendations for activities update

To these ends, the following were provided to the Executive Committee as discussion items:

Discussion Item: Health Workforce Development Council Report

The work of the HWDC and its sub-committees has been distilled into a concise report (see Attachment 1a). The report is intended to serve numerous purposes – documentation/validation of the HWDC's work to date, an informational/marketing piece for policy makers and stakeholders and a vision piece for its ongoing work.

Discussion Item: Health Workforce Development Themes and Recommendations

A matrix of high impact recommendations (selected from action plans developed by the HWDC implementation teams) was developed using the following criteria:

- High impact on the successful implementation of Health Care Reform
- Contribution to addressing priority workforce needs
- Feasibility/probability of achieving intended results
- Cost
- Potential availability of resources

Those priorities were then organized under 7 broad themes related to the development of a comprehensive strategy for health workforce development. As a part of the implementation strategy, the HWDC prioritized the recommendations by major type of action required: legislative, administrative, funding opportunities and workforce system. The Themes and Recommendation by Actions Needed document will be made available after the HWDC meeting on January 16, 2013.

Discussion Item: Council Membership Process

At the October 15, 2012 HWDC meeting the members decided to convene a Membership Ad Hoc Committee (Ad Hoc). The Ad Hoc Committee met on December 16, 2012 and developed the following items for consideration by the HWDC at its January 16, 2013 meeting:

- Value statement for the HWDC
- Process for filling vacancies and/or adding new members
- Removal of members
- Membership categories

A document detailing the membership process will be made available after the HWDC meeting on January 16, 2013.

Health Workforce Development Council Activities Report

RECOMMENDATION:

The State Board is asked to approve the Health Workforce Development Council's report titled *Report on Health Workforce Development Needs: Findings and Recommendations*.

**Chair – Bob Redlo, Vice President, Patient Relations, Labor Relations & Workforce Development
Doctors Medical Center**

ACTION TAKEN:

The work of the Health Workforce Development Council (HWDC) and its sub-committees has been distilled into a concise report (Attachment 1). The report is intended to inform policy makers and other public and private sector leaders of the findings and recommendations of the HWDC and the actions needed to address the workforce needs of the health industry in anticipation of the implementation of the Affordable Care Act in California. To this end, for information purposes, the priority recommendations are arrayed in a document (Attachment 2) according to audiences that can take action to address an area of need.

BACKGROUND:

To proactively address emerging health workforce challenges, in August 2010, the California Workforce Investment Board (State Board) established the Health Workforce Development Council (Council) as a Sub-Committee of the State Board. The Council engages a broad range of public and private stakeholders to achieve its mission of helping to expand California's health workforce in order to provide access to quality healthcare for all Californians. A core goal is to expand California's full-time primary care workforce by 10-25% over the next ten years.

To achieve its mission, the Council is engaged in an extensive process to understand statewide and regional priority health workforce needs and develop a comprehensive strategy. The planning process involved 5 major components:

- 11 Regional focus groups
- Career pathway development for 12 priority health professions
- Review of reports and recommendations from major California health workforce studies and an extensive literature review
- Priority recommendations and action plans from statewide and profession specific workforce initiatives

- Extensive vetting and prioritization process by the Council and sub-Committees

The report summarizes the Council's priority findings and recommendations derived through this process over the past two years. It also includes proposed next steps and action plans to implement immediate policy, programmatic and infrastructure priorities and establish an ongoing system for innovations to achieve statewide and regional health workforce needs. The Membership roster is provided as Attachment 3.

CALIFORNIA WORKFORCE INVESTMENT BOARD

HEALTH WORKFORCE DEVELOPMENT COUNCIL

REPORT ON HEALTH WORKFORCE DEVELOPMENT NEEDS: Findings and Recommendations

January 2013

Prepared in Partnership with the California Health Workforce Alliance



Background

California's Emerging Health Workforce Needs

There is an urgent and important need for California to expand its health workforce capacity to achieve the goals of healthcare reform and meet the health needs of its growing, increasingly diverse and aging population. Expansion of the health workforce is also critical to California's state and regional economies, the viability of its health organizations and rewarding economic opportunities for residents.

California is already experiencing statewide and regional shortages and mal-distribution in many critical health professions. Healthcare reform implementation and other key trends, such as population growth and aging, will exacerbate these challenges. By 2014, up to 5.9 million additional Californians will have access to health insurance coverage through implementation of the Patient Protection and Affordable Care Act of 2010 (PPACA) and Covered California. Expanded coverage will likely increase demand for healthcare and preventative services. Workforce shortages could undermine the ability of these newly insured to access services and obtain quality, affordable care.

In addition, Californians are experiencing an unprecedented increase in chronic disease. Racial and ethnic disparities across many health outcomes are widening and health care costs continue to surpass the rate of inflation. To help address these challenges, in December 2012 Governor Edmund Brown's *Let's Get Healthy California* Task Force released its final report. The report provides a framework for assessing Californians' health across the lifespan, with a focus on healthy beginnings, living well, and end-of-life. The Task Force, grounded in the Triple Aim, identified three areas that most profoundly affect the health and health care landscape: redesigning the health care delivery system, creating healthy communities and neighborhoods, and lowering the cost of care. Importantly, the report makes clear that eliminating health disparities is an overarching theme. These three areas and the pursuit of the elimination of health disparities will transform the health industry and its workforce needs.

The expected increase in health workforce demand may occur simultaneously with major health workforce supply challenges. Anticipated supply challenges include: major retirements from an aging health workforce; higher education and health training program budget cuts and capacity constraints; increase in the length of educational requirements for some professions; and reduced numbers of primary care graduates. Scope of practice laws and reimbursement rates and policies that undermine the attractiveness and use of certain professionals represent additional challenges. Current economic conditions mask these imminent supply challenges, such as delaying anticipated retirements, and the overall imbalance between supply and demand as organizations have needs now but cannot afford to hire. Supply challenges will increase pressure on the capacity of providers to meet access, quality and cost goals. Safety net and rural providers in particular may face greater workforce challenges if a large portion of the three million additional insured through Medi-Cal, seek services from them.

Emerging delivery models and expanded use of health information technology and tele-health offer opportunities to mitigate workforce challenges. However, they are in the early stages of adoption and have not yet yielded significant breakthroughs in how to most effectively and efficiently utilize and train future health professionals.

Health Workforce Development Council and Career Pathways Sub-Committee

To proactively address emerging health workforce challenges, in August 2010, the California Workforce Investment Board (State Board) established the Health Workforce Development Council (Council) as a Sub-Committee of the State Board. The Council engages a broad range of public and private stakeholders to achieve its mission of helping to expand California's health workforce in order to provide access to quality healthcare for all Californians. A core goal is to expand California's full-time primary care workforce by 10-25% over the next ten years.

To achieve its mission, the Council is engaged in an extensive process to understand statewide and regional priority health workforce needs and develop a comprehensive strategy. To support the process, the State Board in concert with Office of Statewide Health and Planning Development (OSHPD), secured a federal health workforce planning grant from the Health Resources and Services Administration. The planning process involved 5 major components:

- 11 Regional focus groups
- Career pathway development for 12 priority health professions
- Review of reports and recommendations from major California health workforce studies and an extensive literature review
- Priority recommendations and action plans from statewide and profession specific workforce initiatives
- Extensive vetting and prioritization process by the Council and sub-Committees

The following sections summarize the Council's priority findings and recommendations derived through this process over the past two years. It also includes proposed next steps and action plans to implement immediate policy, programmatic and infrastructure priorities and establish an ongoing system for innovations to achieve statewide and regional health workforce needs.

Key Findings

- California does not have sufficient capacity in many key professions and regions to meet current and future health workforce needs. Primary care is one of the greatest concerns.
- Underserved urban and rural areas and health safety net providers face significant supply and distribution challenges; particularly in primary care and other professions that are critical to health access, quality, outcomes and cost. Significant growth in population and those insured are expected in these areas and there are many barriers to recruitment, retention and training.
- The diversity and language capabilities of the health workforce and health professions students do not reflect emerging populations and needs. Funding for proven programs to address this is being reduced at a time when the need is growing.
- Educational capacity is already insufficient in many key health professions and in associated pre-requisite courses and has been further restricted by cuts to education.

Further cuts in key professions would undermine production of a quality diverse workforce in needed areas.

- Rising costs of education and health professions training are becoming barriers to graduates going into needed professions, such as primary care, and underserved geographic areas.
- New health population health and delivery models and use of technology offer the opportunities to use health workforce more productively and for better outcomes.
- Investment in and coordination of statewide and regional infrastructure and data is needed to develop, implement and achieve innovations in health workforce and adjust to changing needs.

Shared Strategy for a Shared Prosperity California's Strategic Workforce Development Plan 2012-2017

Since the formation of the Council the State Board has developed California's Strategic Workforce Development Plan (2012-2017) titled: *Shared Strategy for a Shared Prosperity*. Central to the State Plan is that many of our institutions, both public and private – including education, training, unemployment, and re-employment systems – must keep pace with quickly evolving industries. As demonstrated by the Council's findings the health profession epitomizes this reality. As outlined in the State Board's Strategic Workforce Development Plan, to ensure California maintains its status as a place of innovation and shared prosperity, those institutions must support a "retraining economy." Achieving this objective will ensure that institutions are providing education and training that is relevant to the current needs of the health profession and providing a diverse workforce that will provide culturally appropriate health services.

Through the implementation of California's Strategic Workforce Development Plan, Governor Edmund G. Brown, Jr. and the State 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 the regions to forge a shared vision, as well as coordinating the activities of governmental institutions to support that vision and removing barriers to implementation.

Priority Themes and Recommendations

As part of the work to create a comprehensive strategy for health workforce development, the Council and sub-Committees developed the following themes and recommendations to address key findings and better position California to meet statewide and regional needs.

Theme 1: Strengthen and Invest in California's Primary Care Capacity Leveraging Existing Programs and Aligned with Population Needs

- Increase primary care residencies and rotations with a priority emphasis on underserved areas.
- Increase support for, and number of Teaching Health Centers and similar training models in California.
- Support advanced practice nurses to function at full scope of current legal practice
- Secure funding, increase the capacity, and emphasize primary care as a central theme in PRIME Programs based on the University of California plan.
- Increase ability for physician assistants' to supervise Medical Assistants to enhance capacity and productivity.
- Support and increase funding for loan repayment, scholarships and incentives for Physicians, Physician Assistants and Advanced Practice Nurses, and other nurses to pursue primary care and practice in urban and rural underserved areas.
- Increase pilot funding for new team based models of primary care, their evaluation and spread of best practices.
- Increase the numbers of nurses with BSN's through implementation of the collaborative model of nursing education for seamless progression from ADN to BSN and the BDN at community colleges.
- Standardize, strengthen and expand curricula and training programs to increase access and consistent competencies for Community Health Workers/Promotores, Medical Assistants, Social Workers, Nurses, Direct Care Workers and other workers.
- Change regulations to allow the services of Community Health Workers/Promotores to be reimbursable with government and private payers.
- Develop supportive payment structure and policies targeted at increasing the attractiveness of primary care as a career path and retention of primary care providers. Ensure adequate payment for primary care and preventive services with appropriate adjustments in payment incentives.

Theme 2: Determine, preserve, and restore funding for California's public education institutions (K-12, Community Colleges, CSU, and UC) that provide workforce preparation and education programs to meet health workforce requirements

- Secure funding for the recently accredited School of Medicine at UC Riverside
- Increase the current educational capacity of Nursing schools, Physician Assistant and Medical Assistant programs in California.
- Increase the capacity of social work programs through outreach and funding placements to increase the number of social workers and their preparation for care management and behavioral health.
- Increase primary care educational and training capacity in the Central Valley. Continue and increase support for primary care programs at UCSF Fresno programs for recruitment, training, and retention of primary care providers.

Theme 3: Increase capacity in diagnostic services to ensure access, quality and cost effectiveness

- Create additional capacity in specialty science courses (which currently have limited availability and are over-subscribed) by utilizing distance education, technology, etc. (i.e. Hematology and Microbiology courses offered by California State Universities).
- Promote and educate hospitals, schools on the use of training consortia for Clinical Lab Scientists.
- Increase the number and distribution of radiologic technologists and those trained in special modalities (such as MRI, CT, Ultrasound) to increase diagnostic access and capability.

Theme 4: Ensure that California's health workforce is representative of the population and geographic areas and can provide quality, culturally responsive and appropriate services to our growing, emerging majority populations

- Preserve and increase funding for proven programs throughout CA that increase workforce diversity, expand the pool of candidates from all backgrounds and provide rewarding career and job opportunities for California residents (e.g., UCPRIME Initiative, Post-Baccalaureate Health Professions Program [Post-Bac], Health Careers Opportunity Programs (HCOP), Welcome Back Centers, K-16 pipeline programs, Area Health Education Center Program [AHEC]).
- Develop and document the business case of the benefits of increased diversity and the return on investment on health, economic development, education and opportunity.
- Develop funding streams for clinical rotations at community health centers.
- Increase paid public health internships for students from medically underserved communities to work in urban and rural areas.
- Increase promotion of recruitment of diverse populations for health career training programs by local workforce investment boards.

Theme 5: Invest in regional workforce planning, programs and infrastructure in underserved areas to increase workforce capacity and contribute to health, economic and educational goals

- Establish and expand coordinating workforce intermediaries to coordinate efforts across regions and expansion of best practices to other regions based on need and readiness.
- Invest in pilot workforce infrastructure and programs in priority regions (such as the Inland Empire/Coachella Valley and the Central Valley). Assure coordination and alignment with new or existing health professions programs in these areas including the recently approved UCR School of Medicine.

Theme 6: Establish solid infrastructure to develop and implement plans at the statewide and regional level

- Institutionalize the Health Workforce Development Council (HWDC).
- Implement the State Board's statewide and regional structures and strategies; including regional coordinating intermediaries.
- Establish and sustain sufficient private statewide workforce infrastructure (overall and profession specific) to partner with HWDC and the State Board and lead priority initiative implementation.
- Support OSHPD Clearinghouse expansion, data collection and reporting to: (a) require licensing entities to collect or provide data; (b) standardize data collected to inform projections and analysis (c) support authority to share social security numbers from licensing entities (d) collect and report data required for public health workforce enumeration, tracking and development.
- Support of existing federal programs that if not extended, like Medicare extender and Medicare Dependent Hospitals (MDH) and low volume hospital programs, would have immediate and devastating impact on health care access and undermine the economies and jobs in underserved communities.
- Advocate for continued funding for the California statewide Area Health Education Center Program (AHEC).

Theme 7: Identify, Promote, and Advocate for Emerging Models for Medical and Preventative Services (i.e., Medical Homes) to More Effectively and Efficiently Engage Professionals and Provide Career Advancement Opportunities, (Leverage Electronic Medical Records, and Tele-health)

- Strengthen career ladders and expanded roles for Medical Assistants, community Health Worker/Promotores, social Workers, Nurses and other workers to enhance access to coordinated team-based care in cost-effective settings.
- Increase use of tele-health for provision of specialty physical and mental health services and for use in expanding educational program access and training capabilities.
- Increase use of extended function dental assistants in health centers to increase oral health access.

Policy, Administrative and Funding Priorities

Because the Council is comprised of private and public sector members, and is engaged in a broad mix of health workforce development activities, its findings and recommendations must be addressed by different parts of government, private sector, education, labor, community based organization, philanthropic organizations and regional collaborations. To address this, the Council organized the priority recommendations by major type of action required: legislative, administrative, funding opportunities, workforce system and education leadership.

Next Steps

The Council, with the approval of the California Workforce Investment Board, will advance its priority recommendations through the following next steps:

- Submit the Council's findings and recommendations to the Administration and other appropriate institutions.
- Implement the State Board's strategy for supporting regional health industry sector partnerships.
- Partner with statewide and profession specific health workforce initiatives to help secure necessary funding to implement priority recommendations that address health workforce shortage issues.
- Establish coordinating and execution infrastructure to implement action plans lead by statewide and profession specific workforce initiatives.
- Support OSHPD Clearinghouse implementation and additional data needs to better position California to conduct analysis of its health profession workforce needs.
- Provide ongoing oversight of action plan implementation and results.

**California Workforce Investment Board
Health Workforce Development Council
Member Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Lupe Alonzo-Diaz,	Deputy Director, Health Workforce Development Office of Statewide Health Planning & Development
Jonathan Andrus	CEO Fairchild Medical Center
Kevin Barnett, DrPH MCP	Co-Director California Health Workforce Alliance
Steve Barrow	California State Rural Health Association
Cindy Beck	Health Careers Education Consultant California Department of Education
John Blossom, M.D.	Project Director California Area Health Education Center Program
Kim DeWeese	Chief, Quality Performance and Workforce Development California Department of Public Health
Diane Factor	Director Worker Education & Resource Center
Katherine Flores, M.D.	Co-Director California Health Professions Consortium
Cindy Sherwood-Green	California Workforce Association
Gary Gugelchuk, Ph.D.	Executive Vice-Provost Western University of the Health Sciences
Senator Ed Hernandez	Chair Senate Committee on Health Committee
Laura Long	National Workforce Director, Kaiser Permanente
James Mangia	President & CEO St. John's Well Child and Family Center

Cathy Martin	Director of Workforce California Hospital Association
Cathryn Nation, M.D.	Associate Vice President, Health Sciences and Services University of California Office of the President
Rosielyn Pulmano	Consultant California State Assembly Committee on Health
David Quakenbush	Vice President of Programs California Primary Care Association
Bob Redlo – Chair	Vice President, Patient Relations, Labor Relations & Workforce Development Doctors Medical Center
Diane Ravnik	Chief, Division of Apprenticeship Department of Industrial Relations
Chad Silva – Vice Chair	Statewide Policy Director Latino Coalition for a Healthy California
Anette Smith-Dohring	Workforce Development Manager Sutter Health – Sacramento, Sierra Region
Abby Snay	Executive Director Jewish Vocational Services
Sheila Thomas	Dean of Extended Education The California State University, Office of the Chancellor
Linda Zorn	Statewide Initiative Director Health Workforce Initiative California Community College Chancellor's Office

Green Collar Jobs Council Activities Report

Chair – Carol Zabin, Director of Research UC Berkeley Labor Center

The new membership of the Green Collar Jobs Council (Council) met on November 27, 2012 in Sacramento. The GCJC discussed:

- The Governor's Clean Energy Initiative – presented by Wade Crowfoot, Deputy Director of Governor Brown's Office of Planning and Research, gave a presentation on the Governor's clean energy initiative.
- Strategies, priorities, and other factors that the Council will be considering in their vision statement that will be developed in a future meeting.

The primary outcome from this meeting was the Council's approval of its *Proposition 39 Guiding Principles and Strategies Proposal* (Proposal).

Discussion Item: *Proposition 39 Guiding Principles and Strategies Proposal*

The Proposition 39 Guiding Principles and Strategies Proposal (Proposal) was put before the Council for action and was approved with amendments. Proposition 39 provides an opportunity to implement best practices that were acquired in past green jobs training programs to maximize positive job impacts and address inequality. The Proposal includes recommendations for:

- Energy Efficiency and Clean Energy Investments
- Workforce Development Investments

The intent of this proposal was to help guide the workforce development portion of the Proposition 39 funds. The Council document outlines strategies that can help California generate the greatest quantity of good jobs from Proposition 39 funding, and improve job opportunities for low-income Californians. These recommendations are based on the lessons of American Recovery and Reinvestment Act (ARRA) and on extensive research on workforce development in the clean energy sectors.

At the direction of the Executive Committee the Council will be revisiting its proposal at its next meeting due to on-going discussions and recent events pertaining to the implementation of Proposition 39.

**California Workforce Investment Board
Green Collar Jobs Council
Member Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
John Brauer	Executive Director of Workforce and Economic Development California Federation of Labor
Jerome Butkiewicz	Workforce Readiness Manager San Diego Gas and Electric
Jim Caldwell	Chief Executive Officer Workforce Incubator
Jamil Dada	Senior Financial Manager Provident Bank – Riverside County Branches
John DiStasio	General Manager Sacramento Municipal Utility District
Shannon Eddy	Executive Director Large-Scale Solar Association
Cecilia V. Estolano	Estolano LeSar Perez Advisors LLC
Louis Franchimon	Executive Secretary Napa-Solano Building Trades Council
Lisa Mortenson	Chief Executive Officer American Biodiesel, Inc. dba Community Fuels
Diane Ravnik	Director Department of Apprenticeship Standards
Jeremy Smith	Deputy Legislative Director State Building and Construction Trades Council of California
Van Ton Quinlivan	Designee for Chancellor Bruce Harris California Community Colleges Chancellor's Office
Dr. Carol Zabin (Chair)	Director of Research UC Berkeley Labor Center

Issues and Policies Committee Activities Report

Chair, Bill Camp
Vice-chair, Abby Snay

The Committee has met twice since the last full Board meeting in October 2012.

The following activities summarize their efforts.

- Reviewed and Approved the High Performing Board Certification and Local Strategic Planning Guidance for Program Years 2013-2017. These documents are identified as Appendices H and I of the State Strategic Workforce Development Plan.
- Approved the formation of an ad hoc committee, and its membership, to revise the state policy for the administration and management of the Eligible Training Provider List (ETPL).

Issue:

Section 122 of the Workforce Investment Act (WIA) and the accompanying federal regulations require the Governor to publish the Eligible Training Provider List (ETPL). The ETPL should include a description of the programs offered by the providers of training services, the information identifying eligible providers of on-the-job training and customized training (where applicable), and the performance and cost information about these same training providers. The ETPL is to be provided by the Local Boards through the One-Stop Centers in a manner that maximizes both informed customer choice and consumer protection. Importantly, the ETPL must ensure a high level of training provider quality, performance accountability, and transparency for the investment of public dollars.

There currently does not exist, common and comprehensive state-wide performance outcome criteria for the ETPL. The urgency of developing clear state-level policy is highlighted by several factors:

- The U.S. Department of Labor identified deficiencies in the current ETPL policy (not requiring performance for initial eligibility, local boards using a locally developed ETPL);
- The Brown Administration prioritized listing on the ETPL apprenticeship programs already approved by the Division of Apprenticeship Standards (DAS);

- The Chancellor’s Office expressed strong interest in a streamlined process for including high quality career-based community college programs on the ETPL;
- Legislation signed by Governor Brown in 2010 (AB 2058, Block) provides a streamlined approval for individuals seeking training while on unemployment insurance if the training provider is on the ETPL (UI CA Training Benefits Program);
- Workers compensation reform legislation signed by Governor Brown in 2012 (SB 863, De Leon) uses the ETPL for approved training providers for individuals seeking training with “supplemental job displacement benefits”;
- The Bureau of Private Postsecondary Education (BPPE), reconstituted by the BPPE Act of 2009, provides an opportunity to coordinate ETPL criteria, certification, and management.

All of these concerns and initiatives should be consolidated into a single policy document that coordinates efforts and ultimately improves this consumer resource.

The ad hoc committee held its first meeting on February 4, 2013. It included information from BPPE, DAS, and EDD. The committee also discussed the following responsibilities:

1. Identify the performance criteria for initial eligibility of private postsecondary education training providers to be included on the ETPL,
 2. Develop a process whereby the BPPE and its reporting system is leveraged to validate performance standards and that ETPL providers adhere to BPPE requirements,
 3. Determine performance criteria for DAS-registered apprenticeship programs and the administrative process for their inclusion on the ETPL,
 4. Establish procedures for the ongoing management of the ETPL to ensure training providers continue to meet the performance requirements to maintain their eligibility, and
 5. Ensure the role and responsibilities of local boards outlined in WIA regarding the ETPL are maintained.
- Approved the formation of a Performance ad hoc committee, and its membership. A date for its first meeting has not been set.

Issue:

Secretary of Labor Hilda Solis identified attainment industry-valued skills credentials as a “high priority performance goal” for individuals receiving WIA funded services. This is also the overarching goal of the Governor’s Strategic Workforce Development Plan.

California also recognizes that this is not the responsibility of WIA alone, but necessitates a broader consensus among state and regional partners. Through the next five years, WIA must function in a much changed economic climate and stake out a value-added position within a broader training, education, and employment services system.

There is general consensus among workforce system stakeholders that the Department of Labor's Common Measures do not accurately reflect the overall success of the WIA funded activities in California. Instead, what is needed is to identify additional measures that supplement the Common Measures and more accurately reflects the work of the local boards and their partnerships. A listing of the Common Measures is included as an attachment to this document.

The California Unemployment Insurance Code was amended in 2011 to include the provisions of Senate Bill 698 "High Performing Boards." This law requires the State Board to establish standards for certification of high-performance local workforce investment boards and in consultation with representatives from local workforce investment boards, to initiate a stakeholder process to determine the appropriate measurable metrics and standards for high-performance.

The current policy for certifying local boards is focused on ensuring that the local plan meets certain criteria and includes the actions local boards will take to achieve the vision and goals outlined in their local plan and in the State Plan. In the future, these evaluation criteria will change and need to focus on measuring performance outcomes and goal achievement.

Recommended Action:

The ad hoc workgroup to be responsible for the following:

1. Identify data fields in the WIA automated reporting system that can be more effectively utilized to reflect key outcomes identified in state and local plans and services to targeted populations,
2. Identify what other data or information can be consistently gathered across local systems that reflects the broader efforts of local workforce boards,
3. Modify current policy guidance and reporting instructions, as necessary, to ensure these fields are being accurately populated and aggregated,
4. Identify a means to more effectively measure outcomes such as attainment of training related employment, placements in industry sectors being targeted in local and state plans,
5. Present findings and recommendations to the Issues and Policy Committee during a future meeting.

6. Identify data fields in the WIA automated reporting system that can be more effectively utilized to reflect key outcomes identified in state and local plans and services to targeted populations,
 7. Identify what other data or information can be consistently gathered across local systems that reflects the broader efforts of local workforce boards,
 8. Modify current policy guidance and reporting instructions, as necessary, to ensure these fields are being accurately populated and aggregated,
 9. Identify a means to more effectively measure outcomes such as attainment of training related employment, placements in industry sectors being targeted in local and state plans,
 10. Present findings and recommendations to the Issues and Policy Committee during a future meeting.
- Approved the formation of an ad hoc working group to research issues and develop policy recommendations in areas affecting service delivery through the One-Stop centers.

Issue:

Section 111 of the WIA and the California Workforce Training Act (SB293, Ducheny) outline the responsibilities of the California Workforce Investment Board (State Board). One of those duties is the development of continuous improvement for activities carried out through the One-Stop delivery system. In October 2011, Governor Brown signed legislation that requires local workforce investment Boards (Local Boards), beginning July 1, 2012, to spend an amount equal to at least 25 percent of their WIA formula funds for adults and dislocated workers on training services. Beginning July 1, 2016, at least 30 percent of these same funds must be spent on training. The Employment Development Department issued the required policy guidance to the Local Boards on May 17, 2012 under directive WSD 11-9.

In November 2011, the final report for the Integrated Services Delivery Evaluation was presented to the State Board. The report makes several strategic recommendations to improve service delivery strategies through the One-Stop Center system in California. There have also been several studies issued that evaluate the service delivery model developed in the early years of WIA against the current and future needs of workers and the business community. One of those reports by the Corporation for a Skilled Workforce titled *“One-Stop Centers Must be Re-invented to Meet Today’s Labor Market Realities – A Working Concept”* is attached for your review and consideration.

In addition, the State Board has embarked on a branding initiative of the state’s WIA funded One-Stop Center system. There are several overarching policy

issues such as performance measures, development of a policy framework for Local Boards to use to improve integration of programs in the One-Stop Centers, developing service strategies that improve outcomes for the clients and needs of employers in the regional economy.

Recommended Action:

The ad hoc working group will research all these issues and develop policy recommendations for action and report back to the Issues and Policy Committee at a meeting in the future.

1. Evaluate for implementation the recommendations included in the Integrated Services Delivery Evaluation Study.
 2. Evaluate the models and service delivery strategies developed for the early years of WIA against the current and future needs of workers and the business community. There are several overarching policy issues such as performance measures, development of a policy framework for Local Boards to use to improve integration of programs in the One-Stop Centers, developing service strategies that improve outcomes for the clients and needs of employers in the regional economy. A working paper by the Corporation for a Skilled Workforce titled *“One-Stop Centers Must be Re-invented to Meet Today’s Labor Market Realities – A Working Concept”* is attached for your review and consideration.
- Approved the timeline and activities associated with the America’s Job Center of California network branding initiative of the state’s WIA funded One-Stop Center system. The phase in date of July 1, 2013 for use of this brand includes the development of a statewide portal and the marketing materials and decals to be used by the local boards.
 - Adopted the Committee’s Mission Statement:

“Our mission is to provide advice, counsel and recommendations to the full California Workforce Investment Board to improve Local Workforce Investment Board’s ability to increase the number of industry-valued credentials and the number of people placed in middle-skill occupations in sectors that provide economic security now and in the future, and to provide overall strategic recommendations to the full State Board in identifying the most critical policy priorities.”

**California Workforce Investment Board
Issues and Policies Committee
Member Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Chair, Bill Camp	Executive Secretary-Treasurer, Sacramento Labor Council
Vice-chair, Abby Snay	Executive Director, Jewish Vocational Services, San Francisco
Allen Fernandez-Smith	President and CEO, Urban Habitat
Blake Konczal	Executive Director, Fresno Regional Workforce Investment Board
Bruce Stenslie	President and CEO, Economic Development Collaborative, Ventura County
Jeremy Smith	Deputy Legislative Director, State Building Constructions Trades Council of California
Joseph Williams	CEO, Youth Action Project
John Brauer	WED Executive Director, California Labor Federation
Kenneth Burt	Political Director, California Federation of Teachers
Nathan Nayman	State and Local Relations, Visa, Inc.
Nick Shultz	Director, Alameda County Workforce Investment Board
Stan Diorio	Designee for Senator Roderick Wright
Steven Baiter	Director, Contra Costa County Workforce Investment Board
Steven Levy	Director and Senior Economist, Center for Continuing Study of the California Economy
Stewart Knox	Executive Director, Northern Rural Training and Employment Consortium
Alma Salazar	Vice President of Education & Workforce Development Los Angeles Chamber of Commerce
Felicia Flournoy	Exec Director, Riverside Workforce Investment Board
Robin Purdy	Exec Director, Sacramento Employment and Training Agency
Van Ton-Quinlivan	Designee for Chancellor Harris
Pam Harris	Director, Employment Development Department

**Issues and Policies Committee
ETPL Ad Hoc Committee Member Roster**

Name	Title\Affiliation
Blake Konczal	Executive Director, Fresno Regional Workforce Investment Board
Jeremy Smith	Deputy Legislative Director, State Building Construction Trades Council of California
Stewart Knox	Executive Director, Northern Rural Training and Employment Consortium
Robin Purdy	Exec Director, Sacramento Employment and Training Agency
Cris McCullough	Chancellor Office, California Community Colleges
Michael Evashenk	Chief, Workforces Services Branch Employment Development Department
Diane Ravnik	Chief, Division of Apprenticeship Standards
Joanne Wenzel	Chief, Bureau of Private Postsecondary Education
Carol Padovan	Federal Project Officer, Department of Labor, Region 6
Kris Stadelman	Director, North Valley Job Training Consortium
Robin Purdy	Deputy Director, Workforce Development, Sacramento Employment and Training Agency
Alma Perez	Consultant, Senate Committee on Labor and Industrial Relations

**Issues and Policies Committee
Performance Ad Hoc Committee Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Abby Snay	Executive Director Jewish Vocational Services
Alma Salazar	Vice President of Education & Workforce Development Los Angeles Chamber of Commerce
Carol Padovan	California Federal Project Officer Department of Labor, Region 6 Office
Felicia Flournoy	CWA Issues Committee Chair Director of Workforce Development Riverside County Economic Development Agency
John Brauer	Executive Director of Workforce and Economic Development California Labor Federation
Joseph Williams	Chief Executive Officer Youth Action Project
Michael Evashenk	Chief, Workforce Services Branch Employment Development Department
Nathan Nayman	State & Local Relations – California Visa, Inc.
Robin Purdy	Deputy Director Sacramento Employment and Training Agency (SETA)
Stephen Baiter	CWA Legislative Chair Director, Workforce Development Board of Contra Costa
Stewart Knox	Executive Director Northern Rural Training and Employment Consortium
Jeremy Smith	Deputy Legislative Director State Building and Construction Trades Council of California

**Issues and Policies Committee
One-Stop Ad hoc Committee Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Abby Snay	Executive Director Jewish Vocational Services
Alma Salazar	Vice President of Education & Workforce Development LA Chamber of Commerce/Unite-LA
Carol Padovan	Federal Project Officer, US Department of Labor Region 6
Felicia Flournoy	CWA Issues Committee Chair Director of Workforce Development Riverside County Economic Development Agency
John Brauer	Executive Director of Workforce and Economic Development California Labor Federation
Joseph Williams	Chief Executive Officer Youth Action Project
Jamil Dada	Senior Financial Manager Provident Bank
Nathan Nayman	State & Local Relations – California Visa, Inc.
Robin Purdy	Deputy Director, Workforce Development Sacramento Employment and Training Agency
Stephen Baiter	CWA Legislative Chair Director Workforce Development Board of Contra Costa
Stewart Knox	Executive Director Northern Rural Training and Employment Consortium
Jeremy Smith	Deputy Legislative Director State Building and Construction Trades Council of California

Pam Harris	Director CA Employment Development Department
Nick Schultz	Vice Chair, CWA Issues and Policy Committee Director, Alameda County Workforce Investment Board
Alan Fernandez Smith	President & Chief Executive Officer Urban Habitat
Bruce Stenslie	President and Chief Executive Officer The Economic Development Collaborative - Ventura County
Cris McCullough	Dean – Policy Alignment and Outreach Chancellor's Office of CA Community Colleges
Joseph Williams	Chief Executive Officer Youth Action Project
Cindy Chavez	Executive Officer South Bay AFL-CIO Labor Council
Steven Levy	Director & Senior Economist Center for Continuing Study of the California Economy



CSW
Corporation for a
Skilled Workforce

Good Jobs. Thriving Communities.

One-Stop Career Centers Must be Re-invented to Meet Today's Labor Market Realities

A Working Concept

Prepared By

Ed Strong

March 2012

www.skilledwork.org/one-stop-reinvention

Twitter: [#reinvent1stops](https://twitter.com/reinvent1stops)

Acknowledgements

This working concept has benefited from feedback and review from Carrie Floyd, Holly Parker, Larry Good, and Leise Rosman.

Corporation for a Skilled Workforce is a national nonprofit organization that partners with government, business, and community leaders to develop good jobs and the skilled workers to fill them.



When One-Stop Career Centers were first implemented as a primary service delivery approach by the U.S. Department of Labor during the mid-1990s, they were the right response to the labor market of the time. The United States was experiencing major upheaval in employment, with many traditionally stable workers being displaced and needing to find new jobs. Because this was a period in which expanding industries faced labor shortages, most workers needed support in finding new employment in which they could use existing skills.

Today's world is very different. Workers are facing a much tighter labor market in combination with a skills mismatch between unemployed workers and available openings. The skills today's workers most need to connect to family sustaining wages are obtained through advanced education and training, resulting in labor market relevant credentials that are valued by employers. Workers require a workforce system that connects them to quality training services, career counseling to navigate confusing labor market terrain, and opportunities to gain on-the-job experience and skills while helping employers meet their goals. One-Stops of the 1990s cannot meet the needs of today's workers. It is time for a new public workforce investment paradigm that includes rethinking the purpose and role for One-Stops.

This paper proposes redefining, reinventing and redeploying the current One-Stops to transform them into places where work and learning intersect to help transitioning workers obtain needed skills, knowledge, and market-relevant credentials.

Changing the core purpose of One-Stops to focus on educational attainment as a primary pathway to family-supporting careers represents a dramatic change from the original purpose of efficiently matching workers with jobs. This reinvention requires policy and structural changes at multiple levels: federal and state policy, regional Workforce Investment Board priorities and practices, and within the design, services and staffing of individual One-Stops.

The changes won't be easy, but they're both required and urgent:

- **Millions of at-risk workers need to obtain a market-relevant post-secondary credential.** A growing body of evidence suggests that for most workers, completion of learning beyond a high school diploma is central to being able to find employment with family-supporting pay.
- **One-Stops struggle to meet today's needs with a model designed for a different economy.** Based on customer demand, many One-Stops today attempt to do both job matching and provide educational attainment help, and lack the resources and focus to do both well.
- **A continued primary focus on job matching provides questionable value for public investment.** A rapidly emerging set of tools and online resources means this function can occur far more efficiently, and much more often without staff assistance.

The current system is far too financially constrained to meet often conflicting demands. One-Stops attempt to serve all people with every possible service, without the resources to do job matching or credential preparation well, let alone do both as is currently expected. Resources will remain limited for the near future – that is a given. We must make tough choices about how this public investment can be responsive to our most pressing labor market issues. We believe that focusing One-Stops as places where work and learning intersect to lead toward market-relevant credentials is the path to achieving a more sustainable and effective workforce development system.



This thesis is a radical departure from what has previously been expected of One-Stops, but not an entirely new idea. Many workforce researchers and policy advocates have articulated a need for increased training and education through the One-Stops. For example, in 2007 John Wallace of MDRC posited a vision for One-Stops of the future that would “assist low-wage workers and their employers in raising job retention and advancement rates, along with the rate of receipt of work supports”¹. The Center for American Progress (CAP) has recently advocated that One-Stops should be places where workers can have better access to education. Their paper, “Working Learners”², holds that current policy recommendations are but a first step “to address the nation’s need for a well-trained workforce and the needs of those who have entered the workforce but who require further education to get ahead. These “working learners” are now served by a system that is overly focused on crisis intervention at the point of unemployment and getting people back into jobs, and not sufficiently on the need for training and education”. In “Moving from Short-Term Jobs to Long-Term Skills”³, Louis Soares furthers this point, stating that “Workforce development in the 21st century should be about postsecondary credential attainment for working learners – individuals ages 18 to 64 who are already in the workforce but lack a postsecondary credential.” CAP’s recommendations to the Senate HELP Committee on WIA reauthorization⁴ enumerated a set of recommendations to focus WIA on human capital development, leading to at least a one-year credential.

This approach cannot be embraced and effectively implemented without thorough study, examination and dialogue about the political and program implications. The recommendations in this paper further consideration of these ideas and encourage a total reorientation of the workforce system, placing the integration of work and learning at the center of One-Stop operations.

The Current Challenges

The public workforce system has moved from one originally designed to serve the disadvantaged by providing short-term training and skill development to one that has multiple roles and multiple target groups to serve. Unfortunately, there are too many roles and too many target groups to serve for the system to be effective. We’re left trying to get a wide range of unemployed workers back to work quickly, while also attempting to help diverse workers obtain the labor market relevant credentials they need to access new careers. These challenges are further defined below.

Wide-Ranging Customer Demands and Service Priorities

Today, the system is legislatively mandated to be universal, offering a basic level of services for anyone who needs them. Those basic services include job search assistance, labor market information, limited assessments of needs and skills, community asset information, career information, and in some cases, more in-depth assessments, resume preparation, job clubs, and workshops.

¹ MDRC Concept Paper “A Vision for the Future of the Workforce Investment System, John Wallace, January 2007

² Center for American Progress “Working Learners, Educating our Entire Workforce for Success in the 21st Century” Louis Soares, June 2009.

³ Center for American Progress “Moving from Short-Term Jobs to Long-Term Skills – Priorities for Workforce Investment Act Reauthorization”, Louis Soares, May 2010 .

⁴ Center for American Progress, “CAP’s Guide to the Senate HELP Committee’s Draft Bill to Reauthorize the Workforce Investment Act”, Stephen Steigleder, June 2011.



For adults meeting a locally determined test of eligibility, or dislocated workers who cannot find jobs on their own and are determined to be appropriate for additional investment, the system is supposed to provide intensive assessment and supportive services. The current construct envisions a smaller cohort being enrolled in training, when the combination of core and intensive services do not produce a job.⁵

Unemployment recipients are prioritized in many states due to the tremendous pressure on the public workforce system (primarily the One-Stops) to get potentially long-term Unemployment Insurance claimants back to work as quickly as possible and reduce the burden on states' Unemployment Insurance Trust funds. Veterans receive priority by federal law. Each workforce board sets a local priority of service that, for example, may emphasize services to individuals with disabilities, TANF recipients, long-term unemployed, ex-offenders, youth age 18-24, or other target groups.

Even in a good economy, these multiple demands and multiple target audiences stretched the capacity of the system beyond what it could bear with the typical result that short-term, universal interventions serving larger numbers were favored over long-term, more intensive interventions.

Placement vs. Training

The current One-Stops typically emphasize immediate job placement rather than high skill training services. Yet, there is significant evidence that earning meaningful postsecondary credentials can improve workers' long-term connection to the labor market.⁶ Research in the State of Washington found that low-skilled adults who complete at least one year of college with a technical certificate (also referred to as "the tipping point") can expect a measurable boost in earnings. Anecdotally we know employers need a different kind of workforce than in the very recent past – a workforce that can function in a highly technological world meeting specific employer needs. Employers are often looking for workers to arrive with highly technical skills and industry-driven credentials. Often, the reality is a shortage of workers trained with the specific skills those employers seek. Employers can help facilitate the development of a workforce that meets their needs by changing some of their practices and job seekers can become relevant to employers if they embrace lifelong learning and the concept of learning while working. The One-Stops have the opportunity to become a key place where these needs converge.

As short-term, universal interventions have been favored as a means by which to achieve rapid re-employment, and as WIA dollars have shrunk, the result has been fewer and fewer people trained under the Workforce Investment Act – 12% of enrollees in the past three years.⁷ Further, what training has been provided has typically been short term to assist with rapid reattachment to the labor market – just 24% of WIA training participants are in programs longer than one year.⁸ In some cases this has been consistent with the wishes of customers who urgently need to return to work as quickly as possible. In other cases, this focus has deprived motivated clients the opportunity to earn meaningful credentials that can support their long-term viability in a changing labor market. This short-term focus has exacerbated a widening skills mismatch while depriving employers of an adequate supply of skilled workers to meet their needs. Despite record unemployment, many employers continue to be unable to fill key positions.

⁵ Workforce Investment Act of 1998, Section 134 (d).

⁶ *The Economist* noted recently that unemployment for adults with postsecondary credentials is 4%, as compared to 9% for those with only a high-school diploma - to say nothing of the rates for non-high-school-graduates. We also know a postsecondary credential will only become more important to long-term career success, given research by Anthony Carnevale suggesting that 63% of jobs by 2018 will require some postsecondary education.

⁷ CSW analysis of data from the U.S. Department of Labor's WIASRD Annual Reports, covering 2008-2010.

⁸ Ibid.



We've seen postsecondary policies and practices changing to align with this increasing demand for workers with labor-market relevant skills and credentials. And yet, we see signs of how far the current workforce system is from the national emphasis on the importance of attainment of post-secondary degrees and credentials.

Currently, we see a different trend in the public workforce training system -- less focus on training rather than more, with a resulting marginalization of the system's importance in the movement to produce more adults with labor market relevant credentials.

So we have two very big issues to contend with – putting the unemployed back to work as rapidly as possible, but also investing the time and resources to increase the number of workers with the skills to support the current economy. There are too many workers unprepared to enter current job opportunities, needing more market-relevant credentials. At first blush these can seem to be competing priorities. But if we are open to re-thinking the One-Stop model entirely, we can craft a design that allows One-Stops to tackle these issues integratively.



What Should Be Different?

Current	➔	Future
Skills Enhancement or a Job		Credential + a Job
Transactional Employer Engagement		Relational Employer Engagement, using sector strategies
Client Case Management		Resource/Information Brokering for Clients
Services Under One Big Roof		Distributed Community-Based Services
Short Term Program Outcome Measurement		Long Term System Outcome Measurement

Key Components of a New One-Stop Delivery System

- Strong employer commitment to work and learning models, including methods to allow workers to work and learn simultaneously, on-the-job training opportunities and other experiential learning opportunities leading to credentials;
- Strategic employer engagement, moving away from passive labor exchange relationships;
- Attainment of longer-term employment as a result of labor market-relevant credentials as the mission, not just short-term job placement;
- Reinvented delivery capacity, including retrained and reoriented service delivery staff and a new distributed model of delivery;
- New measures of success that align with the new goals;
- Information and resource brokering are the key services to be delivered; and
- Community support for a new system that is tied to community economic success, with key community stakeholders seeing a strong value proposition for the One-Stops.



Eliminating the False Dichotomy Between School and Work

In this model, One-Stops would help clients meet their needs for employment and educational attainment integratively, helping workers quickly find jobs that can be combined with education. Workers should no longer have to focus solely on work or school. Rather, they should have opportunities to focus on employment offering educational opportunities. This is a radical departure from today's model, but it is a shift that could make the One-Stops truly relevant in the skill advancement world – becoming more critical to employers facing skills shortages and to workers needing immediate re-employment.

Repurposed One-Stops could work with employers to develop combinations of work and learning opportunities that enable workers to become learners. Promising employer practices illustrate flexible models that encourage workers to learn, devote resources to funding educational opportunities for workers, and connect workers to experiential education opportunities, including on-the-job training, apprenticeship models, and internships.

Shifting to Strategic Employer Engagement

The biggest role One-Stops currently play is job matching. At the end of the day, success is defined by how many people exit from the system with jobs that produce increased wages and retention. For the majority of job seekers, traditional job matching functions can be performed just as effectively through the private market place – requiring little or no One-Stop support. The ongoing development of tools and online resources allows for the traditional matching function to be carried out far more effectively than is done by the current approach of getting employers to list job orders with a public system.

One-Stops currently are focusing their interactions with employers and workers on passive, but administratively weighty, activities to connect workers with available employment opportunities and track these outcomes whether facilitated by the system or not. In many cases, individuals find employment on their own but are counted as “successes” because they are in the tracking system and are connected to services even if the service is simply checking to see if they got a job. There are certainly variations of this, and in some cases more intensive services *are* provided, but job matching remains at the core of current One-Stop operations.

We fully recognize that moving away from job matching runs counter to the focus of the Wagner-Peyser Act, a major One-Stop partner which provides rapid job matching services. We also recognize there is a real need for such services by a limited number of customers. However, we believe much of that can be accomplished through well staffed Resource Rooms with the current online tools available to participants.⁹

Moving away from staff intensive job matching would make it possible to focus resources more fully on strategic engagements with employers. For example, a number of workforce boards and One-Stops have begun undertaking sector strategies. These efforts bring together employers within an industry and facilitate a partnership between them and key educators to identify industry issues and solutions. Such

⁹ The Employment and Training Administration released a study of One-Stop self-services based on activity in 2005 through 2007 that concluded “Overall, the results demonstrated the considerable potential of the self-service delivery system to reach a large number of customers and to facilitate their access to an array of resources and tools that can assist them in conducting a job search and exploring career options. Resource rooms offer comfortable and inviting environments and staff are professional and do their best to be helpful. The service offerings are rich, and customers generally rate the services they use favorably.”



issues include training needed, curricula content, effective hiring and retention strategies, as well as identifying career pathways for employees and job seekers. It is a fundamentally different way of doing business – one that is focused on meeting the needs of both employers and workers.

Integrating work and learning requires changing long held perceptions that work and learning must occur sequentially rather than simultaneously. Moreover, employers must embrace a new reality of finding qualified workers. Strategic employer engagement is a key element to facilitating linkages between work and learning. One-Stops already have staff engaging employers. What's required in many cases is moving that engagement from the task level of taking job orders to working with companies and industries at a strategic level. This is a wholly different type of engagement and could result in dramatically better results, but would require professional development for staff. Taking a sector-based approach calls for working with employers providing jobs with family sustaining wages, and/or pathways to these jobs, and who are willing to engage in processes and practices that support acquisition of relevant credentials through shared time for work and learning, reimbursement for education, and other means that help workers increase their skills while working.

Shifting to Supporting Workers with Resource/Information Brokering

In this new vision of One-Stops, deep interaction with jobseekers would be quite different as well. One-Stop staff would broker resources, ensure all clients are able to access resources, and facilitate and encourage deep employer involvement. In most cases today, One-Stop staff provide a blend of employment readiness services and support to workers in their job search. As is often now the case, these services can be effectively provided through resource rooms connecting clients to online tools. In this model, we envision bolstering the quality and consistency of resource rooms -- allowing most clients to access technology-aided self-help tools for job matching and some skill development, such as computer competency enhancement or resume writing. Staff also could provide intensive help to individuals who are not successful on their own, including deeper assessments of occupational interests, aptitudes, and abilities. Key service components for this shift include:

Brokering Services through Deep Employer Engagement. In a model focused on intersecting work and learning, the One-Stop customer service representative would be charged with assessing clients and connecting them with employers and quality educational opportunities. After good employer-job seeker matches are found, the employers would support the worker to earn a labor market credential of value to the employer, through flexible scheduling, tuition reimbursement, and work-based supports. One-Stop customer service representatives would connect clients to training resources from a variety of sources, including employer resources.

Those with very low skill levels may need different and more intensive support that should include bridge programs, work supports and transitional employment in conjunction with learning opportunities through work. But the basic concept is the same for all customers – adults and youth – who are interested in improving their labor market worth.

Ensuring Access. In the best of One-Stops there is good interaction among partner agencies that can fill gaps identified in the assessment process – for example, referral to adult basic education for those with basic skills deficits. Currently, many One-Stops simply make the referral and do not work with a customer on their occupational needs until the basic skill deficiencies are addressed through another agency. As a result, many people are “lost” by this mode of operating and are never recovered. A new One-Stop approach would ensure that all clients are connected to relevant supportive services, working to ensure that online tools are accessible to all participants.



Shifting to a Distributed Services Model

Given the functions in this new model, and the range of services and tools that now can be accessed over the internet, we must consider whether there are more efficient ways to deliver the same services than by operating relatively large brick-and-mortar sites carrying high real estate costs that eat up a significant share of One-Stop budgets. We need to think about cost-effective opportunities to distribute services throughout our communities beyond the one WIA-mandated physical One-Stop in each Local Workforce Investment Area. A significant number of WIBs have experimented with the creative use of satellite locations, and that offers a body of knowledge that can be used to inform redesigning the delivery model to take advantage of logical community resources and centers at marginal cost, such as libraries, community centers, or schools. With a combination of well-trained staff and good web-based tools, a distributed model can make services available close at hand to diverse customers while being affordable.

Many WIBs have adopted a distributed approach to employer services, in the belief that going to employer sites and communicating electronically is more effective than asking them to come to a One-Stop. In this new One-Stop concept, that approach will be even more crucial; employer engagement would become a function led by employers -- and would occur where it meets their needs. Similarly, job-seeker engagement in this new model is not exclusively One-Stop-based. Instead, people seeking help would be able to choose among going to a full service One-Stop, a convenient mini-site, and/or to obtain needed services online.

Key Implementation Components

Staffing and Staff Training. Staff members are the most critical component in ensuring that this new approach is effective at addressing client and employer needs. Extensive staff training will be needed to shift to a different employer and jobseeker interaction process. Staff will be required to be more highly skilled at employer engagement and better able to provide intense support to customers to ensure they can access resources. Service providers, including in many cases, community colleges, must look at their roles with a new perspective. It must be made clear what is required to qualify as a provider in a new approach. Without a dedicated, energized, and fully capable staff and service providers, the effort will not succeed.

Civic Engagement. The core of this new approach is about creating economically thriving communities. Civic engagement and the support, alignment and contributions of a variety of stakeholders are critical for ensuring success. In order to do this, we need to engage local elected officials and the community in discussing, modeling, and bringing local context to the model. Stakeholder alignment in support of a new One-Stop proposition will come through information sharing and dialogue. We believe getting to this deep level of civic engagement is crucial to the overall success of a work and learning model.

Shift to System Measurement. We need consistent measures for One-Stops – not for programs but for *One-Stops*. In spite of not offering a physical co-location of partners, One-Stop efforts can reflect much more tightly organized collaborations of agencies with common goals. We can and should craft metrics that align with what we ask the reimagined One-Stops to deliver, and then use those metrics at a One-Stop level, not an agency or program level. Possible candidates for a few core measures for One-Stops include, but are not limited to: number of clients who acquire labor market relevant credentials through employer support; number of clients who attain a job with family sustaining wages (may be measured in progressions to recognize this multi-step process requires staying with a customer over a much longer period of time); and total employer contributions to the process of work and learning.



Building the Movement

As is the case in bringing change to any large institution, the process is arduous and can be painful. Not only is there the ever-present resistance to change, but there are always perceived winners and losers in any restructuring. Before venturing into a major system change, we must be confident that the new model can achieve the expected outcomes. We need to research the kernels that exist now in this new arena, develop a full blueprint for a new type of One-Stop, and to test it out in selected locations. Obviously there are phases to each of these steps and there is a logical sequence for carrying them out. We propose the following steps to begin implementing this historic new approach to One-Stop delivery.

Phase 1: More Fully Test and Explore the Theoretical Model

First, we need to expand the model concepts and test them with key stakeholders. The model should outline more deeply what the appropriate role should be for the One-Stops in increasing credentials; the corresponding types of services that should be offered at the One-Stop; the roles of all the partners (including employers, postsecondary institutions, other training entities, and other stakeholders) in the One-Stop; and, starting with a hypothetical allocation, how many people, starting at what current skill and educational level, could be trained through completion of what level of credential and how long it will take. Assumptions will need to be listed, including assumptions for priority of service. For example: Will/should the One-Stop prioritize people who have already completed some course work towards a credential and just need help finishing? Should individuals be prioritized who can enter postsecondary coursework without remediation? Or should individuals with low basic skills be prioritized for services that accelerate their acquisition both of stronger basic skills and occupational skills, including readiness to enter post-secondary education? People will manage what is measured, so we need to be sure we are measuring the right outcomes.

We envision a series of discussions with thoughtful leaders in policy and practice to hone the concept and create the initial measures.

We also expect to inform the development of this model through research of nascent models of One-Stops that already are incorporating elements of it in terms of service mix, priorities, and measures. We will reflect our conclusions in a research paper on the potential. We will link this work to various other innovations under development such as web-based learning efforts now underway.

Phase 2: Policy Recommendations

Once we have a clear picture of what is possible and general consensus on the framework for a new model among those engaged in exploring and more fully developing this model, we will develop more detailed policy and practice recommendations. These recommendations will be identify and address needed policy reforms, one-stop design options, service delivery models, funding assumptions, and other areas of potential change.





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Advanced Manufacturing Workforce Development Council Activities Report

**Chair – Ro Khanna, Counsel
Wilson Sonsini Goodrich and Rosati**

The newly formed Advanced Manufacturing Workforce Development Council (AMWDC) met on January 25, 2013 at Laney College in Oakland. The AMWDC discussed:

- Vision statement as drafted in the framework document
- Rebranding manufacturing to “advanced manufacturing” for better engagement with the public and network partners
- Distilling objectives that the Council considered in the draft framework.

The primary outcome from this meeting was the Council’s recommendation to produce a 4-6 page collaborative report, drafted by Council members and CWIB staff, distilling regional economic data on manufacturing specialization and elevating 3-5 recommendations for the Council to present to the State Board.

Discussion Item: The AMWDC’s scope and objective: vision, strategy, and recommendations to the State Board.

Council members were invited to tour of the Laney College Machine Technology program facilities. Following the tour, The AMWDC convened for the first time. The Council worked through the draft framework document prepared by CWIB staff (Attachment 1) to define and further conceptualize what advanced manufacturing is and why it matters to California’s workforce and economic development. While the working definition of advanced manufacturing is helpful, a broader, more dynamic definition may be necessary to capture the continuous change and scope of advanced manufacturing.

“Innovation” as a framing concept was helpful to begin the discussion of rebranding manufacturing to encourage greater public and network partner engagement. Further refinement of the strategy to rebrand advanced manufacturing will be taken up at later meetings.

The Council had a productive discussion that encompassed the diversity of the Council members’ experiences. The topic of industry recognized credentialing programs was not fully discussed due to time limitations. The Council adjourned the meeting with the objective of elevating 3-5 recommendations to be presented to the State Board for further input. The recommendations will be a component of a 4-6 page report that includes distillation of economic data on California’s regional manufacturing specialization. The Chair requested voluntary assistance from council members to draft the report. Volunteer Council members will work with CWIB support staff to complete the report by the next scheduled meeting on March 8th, 2013. Membership roster is provided as Attachment 2.

Why Advanced Manufacturing Matters in California

Innovation, highly skilled workers, and successful businesses –

Advanced Manufacturing is California's pathway toward shared prosperity

The Advanced Manufacturing Workforce Development Council (AMWDC) seeks to increase the number of industry recognized credentials for highly skilled incumbent workers as well as entry-level workers from certified training programs; meet employers' long-term skills needs through experience-based "learn and earn" training programs; and help grow good paying jobs by supporting best practices within regional workforce and economic development networks.

Advance Manufacturing is...

Innovation. Innovation has been a central feature of California's economic success. Innovative practices are key to economic development. The future of advanced manufacturing in California will rely on innovation at all points in a manufacturing value chain enabled by highly skilled workforce

The value chain in advanced manufacturing

From the planning stages, to the production process, and onto the distribution network, thinking of advanced manufacturing as an expansive value chain is a way to understand how manufacturing is changing in California. Collaborative Economics has identified three categories within the typical regional manufacturing value chain: production, design, and logistics:

- Design: includes companies that provide engineering services, specialized design, and consulting services.
- Logistics: includes freight, warehousing, and delivery companies that move goods from producers to customers, including other producers and end users.
- Production: includes companies that directly produce a good.

The value chain may be either centralized at single employer's site or diffuse amongst many employers, yet the value chain addresses three fundamental characteristics of advanced manufacturing: specialization, customization, and flexibility. These characteristics are suited to meet the demand of a global economy. Processes, equipment, and skilled workforce, all three of these components must be equally specialized, customized, and flexible. Workers, however, are the key factor in driving innovation in the advanced manufacturing industry sector.

Highly skilled workers will drive innovation

The drivers of innovation have been and will continue to be the state's highly skilled, diverse workforce. Through a highly skilled workforce, innovative practices will drive economic development in the advanced manufacturing industry sector. Yet how will the state meet the challenge of making sure manufacturing employers have the highly skilled workforce needed to compete globally?

To grow good jobs and address manufacturers' long-term skills needs, one of the main goals of the Advanced Manufacturing Workforce Development Council is to increase the number of industry recognized credentials for both incumbent and entry-level workers. By removing barriers and shaping policy at the state level the AMWDC seeks to support education and training programs that are designed by manufacturers. These training programs must also lead to career pathways with self-sufficiency wage employment outcomes. Regional engagement is key, but it is not the aim of the AMWDC to engage regional manufactures; The AMWDC will, however, support and leverage resources for regional workforce and economic development networks (Regional Networks), comprised of local workforce boards, educators, labor, and employers, to partner and provide sector pathways for workers to attain industry recognized credentials in experience-based on-the-job training.

Advanced manufacturing in California has a competitive advantage

California is geographically positioned to meet global needs. Global markets provide an opportunity for manufacturing since the industry sector is export driven. Emergent international markets, such as China's growing domestic economy, create new opportunities for manufacturers in the state.

Domestic markets also present new opportunities for expansion. Many domestic end-users of manufacturing products require greater customization and specialization, such as firms in the mining and extraction industry that require precision parts. However, regional and statewide value chains benefit from in-state manufacturing processes.

Advanced manufacturing has a future

High-technology manufacturing as an emergent industry is projected to grow. Growth in this economic base industry sector has grown nearly 3.0 percent since 2009 (over 9,000 middle-skill, high wage jobs). Industries within this sub-sector include: computer and electronic product, machinery, and primary metal manufacturing.

Many workers in the manufacturing industry sector will soon retire and there will be a need for highly skilled workers with experience in the field. According to 2011 American Community Survey data, nearly 1 in 5 manufacturing industry sector workers are 55 years of age or older.

Advanced manufacturing will provide good jobs

The Brookings Institute reports that of the top ten nationwide metropolitan statistical areas (MSA) in the high-technology manufacturing industry with the highest median wages, six of the MSAs are located in California. Many of the MSAs produce specialized goods unique to the nationwide manufacturing industry sector.

Nearly half of all the projected jobs in manufacturing are middle-skill jobs. Occupations, such as machinists, welders, electronic engineering technicians, production and planning clerks, as well as administrative assistants and sales representatives, will require some postsecondary education, but not a four-year degree, and will have good wages with career mobility opportunities.

Advanced Manufacturing will provide opportunities for public-private engagement

Experience is often cited by employers as a key qualification in the hiring process because many employers understand the importance of on-the-job training (OJT) for entry-level workers. However, employers remain uncertain about the future of California's economy, often citing high costs as a barrier to train incumbent and entry-level workers. Regional workforce and economic development networks that include manufacturing industry sector employers engaged in a "learn and earn" job training strategy typically report lower labor costs, less aversion to training investments, and a high success rate of job placement after participant has developed the necessary skills and job competency. "Learn and earn" strategies may entail on-the-job training where public investment, such as WIA program funding, pay for half of a program participant's wages.

Many employers also report that training programs, from K-12 to community colleges to private CTE facilities, have not kept pace with technological advancements and system processes in the industry sector. At the regional level, sector partnerships between training programs and employers can help build a pipeline of talented, highly skilled workers to meet future industry sector demand. These sector partnerships also create opportunities for workers to gain economic mobility through career pathways. The AMWDC supports sector partnerships that encourage standardized, industry recognized credentialing and experience-based accredited training as a means to build lifelong learning and occupational mobility for workers within the industry sector. Engaged sector partners can work together to achieve greater articulation between public education institutions and CTE training programs. Greater articulation helps lower the cost of training, increases successful training outcomes, and maintains a greater level of flexibility for education providers to stay current with changes within the industry sector.

For California to stay competitive manufacturers need to be engaged by regional workforce and economic development network partners to assure that highly skilled workers are prepared trained for their long-term skills needs. AMWDC's focus will be to encourage the development of successful training programs, resulting in industry recognized credentials that meet the needs of advanced manufacturing sector employers.

Where can we go from here?

There is a lot of work to be done to help advanced manufacturing build a pathway to shared prosperity for all Californians. Many of California's workers, dislocated workers, and students are primed to be the engine for this shared prosperity. In summary, the AMWDC will:

- Seek to promote manufacturing in the context of Advanced Manufacturing as key to California's tradition of innovation, economic prosperity, and source of high-paying and high-skilled career paths;
- Cultivate regional advanced manufacturing sector partnerships that are driven by data analysis of projected regional industry and occupational growth;

- Address acute skills shortages and identify industry recognized certifications and help develop or guide training programs that provide industry recognized credentials.

**California Workforce Investment Board
Advanced Manufacturing Workforce Development Council
Member Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Jose Anaya	Statewide Director, Advanced Manufacturing Economic and Workforce Development Program California Community College
John Brauer	Executive Director of Workforce and Economic Development California Federation of Labor
Josie Camacho	Executive Secretary-Treasurer Alameda Labor Council – AFL-CIO
Michael Gallo	Chief Executive Officer Technical Employment Training Inc.
Pamela Kan - Vice-Chair	President Bishop Wisecarver Corporation
Ro Khanna- Chair	Counsel Wilson Sonsini Goodrich and Rosati
Stephen Levy	Director & Senior Economist Center for Continuing Study of the California Economy
Brian McMahon	Undersecretary Labor & Workforce Development Agency
Lisa Mortenson	Chief Executive Officer American Biodiesel, Inc. dba Community Fuels

**California Workforce Investment Board
Advanced Manufacturing Workforce Development Council
Member Roster**

Ms. Diane Ravnik	Director Department of Apprenticeship Standards San Francisco, CA 94202-0603
Ms. Beata Richey	Beata Richey, Executive Director & Chief Executive Officer BAPAC
Mr. Bruce Stenslie	President & Chief Executive Officer Economic Development Collaborative, Ventura County

Career Pathways and Education Committee Activities Report

Chair – Michael Gallo, Chief Executive Officer Technical Employment Training Inc.

The first Career Pathways and Education Committee (CPEC) meeting will be scheduled for late February or early March. At its first meeting, the CPEC will focus on the following:

- Committee Framework – members will discuss and adopt its operating framework that will outline its objective and guide its work (Attachment 1).
- Action Steps –Strategies, priorities, and activities will be discussed to begin its work of aligning career technical education programs, workforce development programs with industry needs to develop career pathways for student and workers.

Please review the attached draft framework that was developed by the chair and the proposed membership roster (Attachment 2).

California Workforce Investment Board (CWIB) Career Pathways & Education Committee Proposed Framework *Draft 11/21/2012*

Purpose

Implement comprehensive strategies to align education with workforce preparation as a catalyst for economic prosperity and to successfully compete within the 21st Century workplace.

Objective 1. Expand Career-Based Education Opportunities for All Students

Strategies/Approaches

- Create educational environments that integrate career-based education with core academics for real-world relevance
- Designate funding specifically for career-based education and skills acquisition
- Establish/ expand partnerships and regional collaborative efforts with business and industry
- Increase articulation with Community Colleges and Universities
- Increase career awareness and exploration opportunities at Elementary School level
- Prepare teachers and provide professional development opportunities for delivering career-based education

Objective 2. Create Opportunities for All Students to Receive Nationally-Recognized, Industry-Valued Certifications/Credentials

Strategies/Approaches

- Develop Career Readiness Credential as graduation requirement
- Integrate work place experience as graduation requirement (i.e. career goal related, community service, government, community based organizations, etc.)
- Create career-oriented learning environments within the classroom
- Integrate industry-valued standards within curriculum and classroom setting

Objective 3. Build Linkages Between Public Education and Growth/Demand Industry Sectors

Strategies/Approaches

- Establish/ expand partnerships and regional collaborative efforts with business and industry

- Align educational oppportunities with labor market demands (reference CTE Model Curriculum Standards drafted, August 2012)
- Create workplace internship opportunities for students
- Align educational pathways for college and career success

**California Workforce Investment Board
Career Pathways and Education Council
Member Roster**

NAME	TITLE ORGANIZATION/AFFILITATION
Brian McMahon	DESIGNEE FOR MARTY MORGENSTERN Labor & Workforce Development Agency
Lupita Cortez Alcalá,	Deputy Superintendent of Public Instruction Department of Education
Kenneth Burt	Political Director California Federation of Teachers
Jerome Butkiewicz	Workforce Readiness Manager San Diego Gas and Electric
Louis Franchimon	Executive Secretary Napa-Solano Building Trades Council
Michael Gallo (Chair)	Chief Executive Officer Technical Employment Training Inc.
Pamela Kan	President Bishop Wisecarver Corporation
Jennifer Ortega	California State Director America's Edge
The Honorable Henry R. Perea	County Supervisor County of Fresno
Diane Ravnik	Director Department of Apprenticeship Standards
Alma Salazar	Vice President of Education and Workforce Development Los Angeles Area Chamber of Commerce Unite-LA
Hermelinda Sapien	President Center for Employment Training
Bruce Stenslie	President & Chief Executive Officer Economic Development Collaborative, Ventura County

**California Workforce Investment Board
Career Pathways and Education Council
Member Roster**

Van Ton-Quinlivan	DESIGNEE FOR CHANCELLOR HARRIS California Community Colleges
Jeremy Smith	Deputy Legislative Director State Building and Construction Trades
Joseph Williams	Chief Executive Officer Youth Action Project
POTENTIAL MEMBERS NOT ON STATE BOARD	
Mayor Christopher Cabaldon	Executive Director Linked Learning Alliance
Linda Collins	Executive Director Career Ladders Project
Ruben Lizardo	Deputy Director Policy Link
Dale Marsden	Superintendent San Bernardino City Unified School District
Nicole Rice	Policy Director, Government Relations CMTA

Item 4. Information: State Board and Executive Committee Meeting Schedule

The following dates and times have been confirmed for the meetings of the State Board and Executive Committee. All meeting dates are posted on the State Board's website at http://www.cwib.ca.gov/meeting_schedule.htm

State Board Meeting Dates

Wednesday May 8, 2013

Tuesday August 13, 2013

Tuesday November 12, 2013

Tuesday February 11, 2014

Tuesday May 13, 2014

Tuesday August 12, 2014

The meetings will be held in Sacramento. We anticipate that the meetings will begin at 10:00 am. The duration and meeting locations will be confirmed at a later date

Executive Committee Meeting Dates

Thursday April 11, 2013

Thursday July 25, 2013

Thursday October 24, 2013

The meetings will be held from 10:00 am to 12:00 pm. Webex and teleconference will be available for those who are unable to attend in person.

Item 5. Open Discussion

Item 6. Other Business

Item 7. Public Comment