

IV. Common Goals, Objectives, and 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 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 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), 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; CCC)
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, CCC)

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 (both short and long-term), underemployed, low-skilled, low-income, veterans, individuals with disabilities, and other at-risk populations.

Objective 1: Increase the capacity of career technical education (CTE).

ACTIONS TO GET US THERE

1. Advocate for more CTE courses at the community colleges. (Short-term; CCC)
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 and occupations with skills shortages. (Long-term; CCC)
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; CCC)
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 investment in effective 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, to the maximum extent feasible, with the Department of Industrial Relations/Division of Apprenticeship Standards (DIR-DAS)-approved apprenticeship programs. (Short-term; State Board)
5. For the development and implementation of pre-apprenticeship programs, assist and encourage Local Boards to work with Local Building Trades Councils to adopt nationally-recognized and DOL-approved pre-apprenticeship curriculum: “Multi-Craft Core Curriculum” (MC3).

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, AmeriCorps, and industry-themed high schools as a viable pathway to career readiness. (Short-term; CDE, State Board)
4. Provide practical OJT for older youth who are enrolled in or have recently completed postsecondary education or training. (short-term; State Board)
5. 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 higher education) 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 help them successfully 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, Job Corps, and AmeriCorps 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; CCC)
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)