

DRAFT

2017–20

WIOA **STRATEGIC WORKFORCE** **DEVELOPMENT PLAN FOR THE** **CAPITAL REGION**

Capital Region Counties:

Alpine, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Yolo and Yuba

January 17, 2017

Capital Area Regional Strategic Workforce Development Plan Program Years 2017-20

In July of 2014 Congress passed the Workforce Innovation and Opportunities Act also known as WIOA. WIOA Section 108 and California UI Code Sections 14221-22 require Local Workforce Development Areas (LWDA) to submit comprehensive local plans and regional plan to the State Workforce Development Board every four years. This document represents the Strategic Regional Plan for the for the workforce development areas comprising the Capital Region, which consists of Alpine, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Yolo, and Yuba Counties. This plan builds on previous work and is jointly submitted by the Chief Local Elected Officials (CLEOs) and the four Local Workforce Development Boards (LWDBs). The Regional Plan outlines strategies that assist youth and individuals with barriers gain access to employment opportunities, including career pathways, within critical industry sectors identified within the greater Capital Area Regional Planning Unit (RPU). The ultimate goal of these strategies is to support economic prosperity and income mobility. This will be completed through aligning the local plan objectives in support of sector strategies that enhance WIOA outcomes and the California Workforce Development Board's (CWDB) Unified Strategic Workforce Development Plan Goals. These goals include producing a million "Middle Skill" industry valued and recognized postsecondary credentials while doubling the number of apprenticeships statewide between the years of 2017 and 2027. Strategic areas of focus include:

- Development of the partner network
- Identification of Sector Partnerships and LMI/Workforce Analysis
- Development of Career Pathway Programs (Youth and Adult)
- Service Alignment/Resource Braiding
- Increase of Employer Work-based Training
- Continuous System Performance Review

The Capital Region RPU has developed the regional plan with a clear understanding of the State Policy Framework and its objectives. The State Policy Framework includes three policy objectives:

1. Demand Driven Skills Attainment
2. Enabling upward mobility, and
3. Aligning, coordinating and integrating programs and services

Seven strategies:

1. Sector strategies
2. Career pathways
3. Organizing regionally
4. Earn and learn models
5. Supportive services

6. Building cross-system data capacity
7. Integrating services and braiding resources

And two primary goals:

1. Producing a million “Middle Skill” industry valued and recognized postsecondary credentials
2. Doubling the number of apprenticeships statewide (between the years of 2017 and 2027)

Local systems are informed by collaborative regional planning and coordination that is formalized through the implementation of a Regional Planning Unit (RPU).

NOTE: The responses in this section focus on the regional efforts and initiatives applicable to the Capital Region. Individual local workforce area’s efforts and initiatives are described in each area’s local plan.

A. Provide a List of Regional Partners Who Are Party to the Plan

- i. Describe the geographic boundaries of the Regional Planning Unit and any plans to petition for a regional planning partner modification.

The Capital Region is comprised of four workforce development areas covering 9 counties: Sacramento, Yolo, Golden Sierra (El Dorado, Placer and Alpine) and North Central Counties Consortium (Yuba, Sutter, Colusa, Glenn). The four workforce development areas have a long history of working together on joint projects and initiatives, and there are no plans to petition for a modification.

- ii. List the regional partners who are party to the plan and describe their role in developing and implementing the regional plan.

The WIOA (Section 106) includes a requirement that the Governor identify planning regions in the state and enumerates specific elements that must be considered as part of this process. The purpose of identifying regions is to align workforce development activities and resources with larger regional economic development areas and available resources to provide coordinated and efficient services to job seekers and employers. The State of California, Employment Development Department’s (EDD) policy guidance #WSD15-17, California WIOA Regional Planning Units, issued on February 24, 2016,

identifies these local areas and names the following four local areas as the Capital Area Regional Planning Unit (RPU):

1. Golden Sierra Job Training Agency (Golden Sierra or GSJTA)
2. Sacramento Employment and Training Agency (SETA)
3. North Central Counties Consortium (NCCC)
4. Yolo County

In August and September of 2016, the RPU solidified its agreement for WIOA systems alignment through the signing of the “Memorandum of Understanding for the Capital Area Regional Planning Unit” or Capital Region MOU (**Exhibit___**). The purpose of the Capital Region MOU is to establish mutually beneficial relationships in regards to regional coordination and systems alignment including the regional planning items outlined in WIOA Section 106 commonly referred to as the A-H requirements. The RPU further agreed to work towards meeting the objectives in the state plan as indicated above. The RPU expanded the agreement to include the following seven additional elements of alignment:

1. Review and align local policies and procedures
 2. Investigate cobranding of initiatives
 3. Coordinate outreach and business engagement strategies
 4. Coordinate capacity building for Workforce Board Members, Chief Local Elected Officials, Partners and staff
 5. Coordinate Staff and system partners' development activities
 6. Coordinate regional business advisory groups and employer engagement strategies
 7. Continuous planning in response to state and federal requirements
- Specific detail on the MOU can be found in (**Exhibit___**). Representatives from the RPU membership meet to discuss these issues on a monthly basis. Further detail on the coordinated efforts of the parties to the MOU and the efforts of the RPU are expanded within the RPU’s regional plan.

Some examples of coordination include the collection of the regional and local Labor Market Data described in the previous section. Additional examples include Slingshot, Rapid Response, Proposition 39, the NEG Sector partnership and others.

In addition to the four workforce boards, other regional partners include the State of California, Department of Rehabilitation (DOR) and the Employment Development Department (EDD)—Unemployment Insurance, Wagner-Peyser, Veterans, Trade Assistance Act, county CalWORKs departments, local

economic development agencies, county offices of education, the Capital Adult Education Regional Consortium (CAERC), Job Corps, as well as representatives of Indian and Native American, Migrant and Seasonal Farmworkers and older worker programs, and numerous community based organizations and other partners. Many of the regional partners are simultaneously conducting concurrent planning efforts and workforce board members, partners and staff are participating in these regional planning efforts. For example, the community college's "Doing What Matters for Jobs and the Economy" and "Strong Workforce" initiatives, and the CAERC's AB 86 Comprehensive Regional Plan, March 2015, both involve regional planning on workforce development, with the goal of alignment and consistency with other planning efforts. CAERC is comprised of 15 members, inclusive of four community colleges, and 11 K-12 school districts, as well as 23 partner organizations.

Central to these efforts is Valley Vision, a regional leadership organization focused on resolving complex problems and multi-stakeholder initiatives across the region. Valley Vision's focus areas include Project Slingshot, the Next Economy's workforce and economic development initiative, the Align Capital Region initiative to align education with industry and the Strong Workforce initiative. Due to Valley Vision's central role in regional planning matters, its expertise in conducting objective research and findings, and its ability to convene and coordinate multi-stakeholder initiatives, multiple regional partners have jointly subcontracted with Valley Vision to lead joint planning efforts. SETA, Los Rios Community College District, Align Capital Region, and private industry have all jointly invested in Valley Vision to lead planning efforts. Valley Vision is able to coordinate these multiple and often overlapping planning efforts in a more efficient manner that reduces the time commitment from partners and private industry.

B. Regional Economic and Background Analysis

- i. Provide a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations, and employment needs of employers in existing and emerging in-demand industry sectors and occupations. A local area may use an existing analysis, which is a timely current description of the regional economy, to meet the foregoing requirements.

In 2012, the Next Economy Cluster Workforce Action Plan (**Exhibit ____**), a region-wide economic analysis was released that turned attention to six promising business clusters that the region could tap for job creation and growth opportunity. Advanced Manufacturing, Education and Knowledge Creation, Clean Energy Technology, Information and Communications Technology, Health Services and Life Sciences, and Food and Agriculture were all identified as business clusters where the region has innate advantages, the strongest potential for growth based on economic performance indicators, and – together with the region’s prevailing government and construction sectors – could comprise a diversified, robust and sustainable regional economy.

The original cluster research study was commissioned by Next Economy partners at a time when the region was still digging out from the 2008 recession. The region’s economic hardship at that time had a lot to do with being heavily reliant on just two economic drivers – government and construction. While vital and significant, the dominance of these two sectors in the region’s economic equation left our economy unbalanced, unprepared and badly hit.

In 2016, the economic analysis was updated to reflect the post-recession environment to identify critical workforce skills gaps that exist within the six Next Economy-identified clusters today, mobilize and align cluster stakeholders around job strategies, and create targeted workforce action plans for each cluster that identifies skills gaps, education and training resources, and economic impact of the clusters. The Next Economy Cluster Research Workforce Needs Assessment (**Exhibit ____**) has been widely utilized throughout the region by workforce boards, education, economic development, private industry and other partners who agree that economic and other resources should target and grow these clusters.

Included in the Next Economy Cluster Research Workforce Needs Assessment are six cluster reports that provide an overview of the cluster, industry trends and economic impact, as well as an overview of the top demand occupations in the cluster requiring postsecondary education or training, along with projected occupational demand, institutions providing related education and training, and possible workforce gaps.

In addition, the regional workforce boards utilized EDD’s LMID Regional Planning Unit Report (**Exhibit ____**) for the analysis of labor market and economic conditions in the region. Also, in early 2016, the four local workforce boards in the region commissioned a comprehensive study conducted by EDD’s Capital Region Industry Clusters of Opportunity (2010-

15) that included an examination of additional clusters that are not reflected in the Next Economy Plan but offer job creation and economic growth. This report is attached as **Exhibit _____**.

- ii. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.

Analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in demand industry sectors and occupations can be found in the 2012 Next Economy Cluster Workforce Action Plan and the 2016 Next Economy Cluster Research Workforce Needs Assessment referenced above.

- iii. Provide an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

EDD's LMID Regional Planning Unit Report for the Capital Area referenced above was utilized for the analysis of labor market and economic conditions in the region.

- iv. Provide an analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers. A significant share of the California population is foreign born, including several million individuals in the workforce who are limited English proficient. The following counties have a workforce that is at least 15 percent limited English proficient: Imperial, Monterey, San Benito, Los Angeles, Tulare, Merced, Santa Clara, Madera, Fresno, Orange, San Joaquin, San Mateo, Santa Barbara, Kern, Kings, Alameda, San Francisco, Napa, Stanislaus, San Bernardino, Ventura, Riverside, San Diego, Yolo, Sutter, Contra Costa, and Sacramento. RPUs containing one or more of these counties must assess and specify in their regional plans how they will address the needs of and provide services to those who are limited English proficient. These RPUs are required to provide an assessment of the need to provide services to and how services will be provided to limited English proficient individuals.

All workforce development activities, including education and training, required under the WIOA legislation are available to adults and dislocated workers either directly through local workforce area job centers, through contracted service providers, through community based organizations, and through the vast network of public and private training institutions, including the school districts, vocational technical centers, community colleges, private proprietary schools, and four-year public and private educational institutions. The Capital Region's delivery of WIOA workforce services for adult and dislocated workers in education, employment and training activities include, but are not limited to:

1. Basic Services such as current Labor Market Information, standard job referrals, Re-employment assistance information, and supportive services information.

2. Individualized Services such as Comprehensive assessment, Individual Prevocational Services (Employability Skills), Individualized Employment Plan, Out-of-area Job Search, Workforce preparation, Internships, Financial literacy services, and English language acquisition.

3. Training Services such as Occupational Skills Training, Employed Worker Training, Customized Training, On-The-Job-Training, Transitional Jobs and Entrepreneurial and Self-Employment Training.

Additionally, the Capital Area RPU promotes the development of training opportunities that facilitate career development in high demand occupational areas through educational scholarships or Individual Training Accounts (ITAs). Educational scholarships and ITAs may be utilized for trainings available through the State of California's Eligible Training Provider List (ETPL), which includes approved institutions, such as public educational institutions, or private vocational schools and colleges.

Regional planning efforts of the Capital Area RPU have included the identification of strengths and weaknesses of workforce activities and the delivery of services within the region. The following summarizes key strengths of the region's workforce system:

- Long history and high levels of collaboration and regional planning amongst the Workforce Development Boards and partners throughout the Capital Region.
- Experience with sector strategies, including regional and local sector-based workforce initiatives.

- Valley Vision’s provision of regional planning on multi-stakeholder initiatives.
- Promise Zone status in the Sacramento urban core.
- Strong employer partnerships.
- Strong understanding of regional labor market, employment trends, and projections.
- Diverse industry and employer base.
- Exceptional collaboration with the local community college district.
- Existing local partnerships among all WIOA Titles.
- Active career pathways and earn and learn models.
- Willingness of core partners to join regional efforts.
- Wage and employment growth; the region is rebounding from the recession.
- High quality pool of training providers, including access to many CTE programs available through Los Rios Community College District and AEBG partners.

The following summarizes challenges of the region’s workforce system:

- Lack of an integrated, shared data system across the core partners.
- Partners have less of a stake in the system because of lack of resources
- Still finding silos among Titles (opportunities for coordination under WIOA).
- Need for priority alignment between state level agencies and local service delivery.
- Need for sufficient and flexible resources to serve jobseekers with multiple barriers to employment, including basic skills deficiencies, criminal records, homeless, etc.
- Lack of geographic alignment between economic development regions, area planning councils and community college districts.
- Lack of central entity to coordinate business services across the region and partners.

C. Required Content on Regional Sector Pathways

- i. A description of the way planning partners, including local economic development agencies, assessed regional industry workforce needs, including

a description of the data sources utilized, the industry leaders engaged, and the manner in which industry engagement took place, including a summary of any relevant convening activities, the dates partners met, who attended, and what was decided.

All of the regional workforce boards in the Capital Area RPU have utilized the Next Economy and EDD reports (Exhibits ____, ____, and ____) to assess regional industry workforce needs. Assessments were conducted during the monthly WDB Directors' meetings. In development of these reports, Valley Vision and EDD solicited input from education, economic development agencies, private industry, labor, and community based organizations.

Each of the regional workforce boards is involved in sector pathways initiatives, and wherever possible, attempts to align with existing industry-led efforts to develop regional sector pathways. This approach is preferable to creating duplicative efforts that increase the time commitment for business leaders. Each local area's priorities may be different, but the following is a list of regional sector pathways initiatives that are applicable to all areas:

White House Healthcare Career Pathways

The Capital Region is one of 7 national pilot sites for the Whitehouse Initiative for Health Career Pathways launched in April 2016. The goal is to take to scale nationally standardized skills competencies in health care training programs that can establish core skill sets appropriate to each career pathway. The Capital Region was chosen as one of the 7 pilots due to its strong foundation of 15 years of industry-led career pathways work to coordinate demands for talent and increase the pipeline for demand healthcare occupations. The initiative is led by the major regional healthcare systems: Sutter Health, Kaiser Permanente, UC Davis Medical Center, and Dignity Health; and includes the regional workforce boards, colleges and education partners, economic development and community based organizations.

Construction and Energy Industry Sector Collaborative

This initiative is supported by the regional workforce boards and is led by the North State Building Industry Association, which represents over 500 business members from the construction and related sectors. Through

regular monthly meetings, the initiative focuses on aligning construction-related education and training programs with industry needs, and developing career pathways that start in the high schools and are connected to careers in construction and related sectors.

AgPlus Initiative

The regional workforce boards are partners in this initiative led by the Center for Economic Development, California State University, Chico and Valley Vision. The regional partnership covers 28 counties throughout California's Central Valley and has been designated a federal Investing in Manufacturing Communities Partnership area. The goal is to advance the region's agriculture-related manufacturing economy, transforming raw goods into value-added product, and the mission is to catalyze the growth and creation of food and beverage manufacturing businesses and middle-skills jobs in the Central Valley. The initiative's focus includes: 1) K-12 Food and Beverage Manufacturing Career Pathways, 2) Community College-Industry Curriculum and Training Alignment, 3) Supplier Network Mapping and Match-Making, 4) Central Valley AgPlus University Research Partnership, 5) Central Valley Innovation Hub (iHub) Network, 6) Rural-Urban Connections Strategy (RUCS) Planning and Business Tools, 7) Central Valley Export Training Program and, 8) Regional Finance Fund.

Slingshot Initiative

Led by the Capital Area Region's workforce boards, Project Slingshot's goal is to enhance the innovation ecosystem by promoting entrepreneurial skills training and microenterprise services. The funds for Slingshot are being made available through a competitive RFP process. Project SlingShot addresses three areas of focus, which are mentoring networks that connect entrepreneurs to experienced executives, providing physical spaces for entrepreneurs, such as co-working facilities, maker spaces, incubators and accelerators, and the creation of a Resource Navigator, a searchable, interactive online tool that will house a comprehensive inventory of all the support services available to entrepreneurs across the region. The initiative will enable the nine-county region's innovation ecosystem to expand and strengthen the support it provides to entrepreneurs, small businesses, and start-ups, and will serve to prioritize efforts that will connect rural communities to urban resources.

Expected impacts of the regional SlingShot initiative are:

- Increased access to and communication about regional resources through the creation of a web-based resource navigator
- Increased business incubation and entrepreneurial mentoring
- The fostering of an entrepreneurial and innovative culture

An innovation ecosystem will create more businesses and jobs throughout the region, will create a skilled talent pool, and will support a resilient economy offering widespread mobility opportunities.

Align Capital Region

The regional workforce boards are engaged in this initiative which is deploying an operating system to improve how business, education, and community partners advance regional outcomes and economic prosperity in the Capital region. Its mission is to integrate community stakeholders and resources to ensure student success, workforce readiness, and overall prosperity. Regional workforce boards are participating on the Steering Committee (Governing Board), the Operating Committee, and the Alignment Teams toward the strategic goal of aligning college and career readiness efforts with regional workforce needs across high- growth industry sectors.

Also, see Next Economy reports described above and attached as **Exhibits ____ and ____**.

- ii. An analysis of the manner in which regional partners, including industry leaders, have determined, or will determine whether existing training and education programs in the region were/are meeting industry’s workforce needs. This analysis should provide a description of any areas of identified training and education deficiency and what planning partners have committed to do to resolve relevant deficiencies.

The workforce development areas of the Capital Area RPU will determine effective education and training providers and programs through the number of job seekers successfully completing career pathway education and training programs in targeted industry sectors. This will be accomplished and measured by:

1. Increasing the number of programs and credentials resulting in “middle-skills jobs” listed on the State’s ETPL, and increasing the

percentage of Individual Training Accounts (ITAs) approved to fund career pathways in high-demand, high-wage occupations.

2. Fostering coordination, cooperation and braiding of WIOA funds with core program funds, such as TANF and DOR, and other partner funds.
3. Offering training-related subsidized employment opportunities to support classroom instruction and improve the marketability of graduates.
4. Expanding cohort trainings and monitoring ITA obligations to ensure WIOA resources are maximized.
5. Tracking, reporting and sharing outcome data on industry-recognized certificates/degrees attained, employment gained, job retention, and earnings increases among education, workforce, and human service and economic development systems.
6. Evaluating and publishing education and training provider outcomes, including certificates/credentials attained and employment outcomes.

If education and training deficiencies are identified, the RPU will convene discussions between education and training providers, industry, and other stakeholders to affect alignment of education and training programs with industry needs.

Additionally, the Capital Area RPU will continue to work collaboratively with the Los Rios Community College District, Capital Adult Education Regional Consortium (CAERC), and training providers to ensure there is sufficient regional capacity and **access** to industry recognized credentials or certificates for SWAJCC customers in the region:

- Participating in assessments of Career Technical Education (CTE) and other program offerings to ensure alignment with emerging and current regional industry sector needs.
- Taking inventory and evaluating pathway trainings on an annual basis to identify opportunities improvement, expansion, or elimination of programs.
- Promoting communication and marketing channels to increase local workforce system staff, partner and customer awareness of course offerings, enrollment deadlines, and training provider services.

- iii. A description of any existing career pathway programs in the region that have been identified as meeting leading and emergent industry sector needs. This description should specifically articulate the manner in which industry participated in the identification of relevant pathways.

As mentioned previously, each of the regional workforce boards is involved in sector pathways initiatives, and wherever possible, attempt to align with existing industry led efforts to develop regional sector pathways. This approach is preferable to creating duplicative efforts that increase the time commitment for business leaders. Each local area's priorities may be different, but the following is a list of regional sector pathways initiatives that are applicable to all areas:

White House Healthcare Career Pathways

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Construction and Energy Industry Sector Collaborative (CEISC)

This initiative is supported by the regional workforce boards and is led by the North State Building Industry Association, which represents over 500 business members from the construction and related sectors. Through regular monthly meetings, the initiative focuses on aligning construction-related education and training programs with industry needs, and developing career pathways that start in the high schools and are connected to careers in construction and related sectors.

Capital Region Prop 39 MC3 Initiative

The Capital Region MC3 (CRMC3) initiative is led by SETA and supported by the regional workforce boards. The initiative provides career assessment and

testing, case management, support services, GED preparation, occupational skills/pre-apprenticeship training and on-the-job training (OJT) to enrolled participants to prepare them for emerging jobs and career ladders in the construction/energy efficiency sectors. As the lead agency, SETA partners with the GSJTA, the Sacramento Sierra Building and Construction Trades Council (SSBTC), regional Joint Apprenticeship Coordinators, three campuses of the Los Rios Community College District, Northern California Construction Training (NCCT), NSBIF, the California Conservation Corps, Job Corps, and other local community-based and training partners.

The CRMC3 initiative includes the convening of an Industry Advisory Panel. To capitalize on existing efforts and reduce duplication of efforts, CRMC3 coordinates its meetings with the Construction and Energy Industry Sector Collaborative (CEISC), which is a regional community collaborative led by NSBIF. The Collaborative includes training providers, community stakeholders, elected officials, workforce development agencies, organized labor, and employers. The intent of the Industry Advisory Panel is to ensure alignment with CEISC in meeting the employment and training needs of job seekers and industry, as well as to continue to build a pipeline of opportunity in the construction and energy efficiency industry.

“Build Your Own Workforce” Initiative

This initiative is led by SETA and supported by the regional workforce boards. It is an employer engagement model that clarifies the types of employer support and activities that local boards can provide to increase the employment of entry level workers in their communities. The program will be delivered utilizing the train-the-trainer concept with businesses teaching other businesses how they can hire, train and mentor their own entry-level workers. The program will be developed by business for business. Industries targeted will start with construction, hospitality/tourism, and advanced manufacturing business sectors. This model will provide employers the tools to build their own workforce, and will include developing services and supports to assist other businesses in hiring, training and mentoring entry-level workers. The result will be a “Turn- Key” Mentorship and New Hire Training solution to aid the supervisors and managers of small to medium sized companies in growing their workforce, and that can be utilized by all workforce boards within the Capital Area RPU. The solution will include a road map/template for Career Pathways Development within business clusters and a Coaching Manual for Supervisory Personnel that can be modified for an employer’s specific business.

Workforce Development Professional Apprenticeship

Sponsored by the California Workforce Association (CWA) and piloted by the SWI, the Workforce Development Professional Apprenticeship is a State-wide apprenticeship that combines classroom training with on-the-job training to Workforce Development Professionals. Workforce Development Professionals who successfully complete the apprenticeship program receive a State Apprenticeship Council Certificate documenting their attainment of journey-level Workforce Development Professional skills.

Teaching Internship

This apprenticeship is supported by the regional workforce boards and led by the Sacramento County Office of Education. The program offers an intensive and nontraditional pathway into teaching for second career professionals and recent graduates. Following a paid internship model, the program includes practical, relevant coursework for Single Subject Math/Science and Multiple Subject candidates. Intern teachers are assigned on-site mentors and receive ongoing coaching from SCOE supervisors as well as faculty from the School of Education. All credential classes are carefully sequenced to ensure interns are well prepared for their first teaching assignment.

- iv. A description of the work being done by industry, workforce boards, economic development agencies, and relevant faculty partners to recommend and implement any necessary adjustments to further develop career pathway programs that meet regional industry needs.

Regional Mapping Project – The Capital Region’s workforce boards have engaged Valley Vision to conduct a comprehensive mapping project of all the industry advisory groups throughout the region. The goal is to increase the effectiveness of industry advisory groups that are working on sector pathways by better informing, communicating and aligning these multiple efforts. A secondary goal is to increase participation from smaller business by reducing the overall time commitment required to participate.

D. Required Content on Industry-Valued Post-Secondary Credential Attainment

- i. Identify the process used to determine industry-valued and recognized postsecondary credentials. Describe the process taken to ensure industry leads this discussion and process.

As mentioned previously, the local workforce boards of the Capital Area RPU, utilized the Next Economy Cluster Workforce Action Plan (**Exhibit ___**), a region-wide economic analysis was released that turned attention to six promising business clusters that the region could tap for job creation and growth opportunity. Advanced Manufacturing, Education and Knowledge Creation, Clean Energy Technology, Information and Communications Technology, Health Services and Life Sciences, and Food and Agriculture were all identified as business clusters where the region has innate advantages, the strongest potential for growth based on economic performance indicators, and – together with the region’s prevailing government and construction sectors – could comprise a diversified, robust and sustainable regional economy.

The original cluster research study was commissioned by Next Economy partners at a time when the region was still digging out from the 2008 recession. The region’s economic hardship at that time had a lot to do with being heavily reliant on just two economic drivers – government and construction. While vital and significant, the dominance of these two sectors in the region’s economic equation left our economy unbalanced, unprepared and badly hit.

In 2016, the economic analysis was updated to reflect the post-recession environment to identify critical workforce skills gaps that exist within the six Next Economy-identified clusters today, mobilize and align cluster stakeholders around job strategies, and create targeted workforce action plans for each cluster that identifies skills gaps, education and training resources, and economic impact of the clusters. The Next Economy Cluster Research Workforce Needs Assessment (**Exhibit ___**) has been widely utilized throughout the region by workforce boards, education, economic development, private industry and other partners who agree that economic and other resources should target and grow these clusters.

Included in the Next Economy Cluster Research Workforce Needs Assessment are six cluster reports that provide an overview of the cluster, industry trends and economic impact, as well as an overview of the top demand occupations in the cluster requiring postsecondary education or training, along with projected occupational demand, institutions providing related education and training, and possible workforce gaps.

In addition, the regional workforce boards utilized EDD's LMID Regional Planning Unit Report (**Exhibit ____**) for the analysis of labor market and economic conditions in the region. Also, in early 2016, the four local workforce boards in the region commissioned a comprehensive study conducted by EDD's Capital Region Industry Clusters of Opportunity (2010-15) that included an examination of additional clusters that are not reflected in the Next Economy Plan but offer job creation and economic growth. This report is attached as **Exhibit _____**.

Analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations can be found in the 2012 Next Economy Cluster Workforce Action Plan and the 2016 Next Economy Cluster Research Workforce Needs Assessment referenced above.

- ii. Identify the current industry-valued and recognized postsecondary credentials being emphasized in the regional plan and the process that will be used to ensure their relevance in subsequent years as labor markets change.

The local workforce boards of the Capital Area RPU will target postsecondary credentialing programs that lead to career pathways in the Advanced Manufacturing, Education and Knowledge Creation, Clean Energy Technology, Information and Communications Technology, Health Services and Life Sciences, and Food and Agriculture industry sectors identified in the Next Economy reports as in demand in this region.

Review of training related placements, as well as forecast reports on industry sector demands and trends will be evaluated by the Capital Area RPU on an annual basis and strategies developed, and actions taken accordingly.

- iii. Identify the manner in which regional partners, including industry leaders determined that the relevant credentials are actually industry valued.

The Next Economy reports, which represent the engagement of education, economic development agencies, private industry, labor, and community based organizations, were utilized to determine that relevant credentials are industry valued.

- iv. Identify the relevant training and education providers providing the credentials.

As mentioned previously, relevant education and training opportunities are offered by providers available through the State's ETPL, which includes approved institutions, such as public educational institutions, or private vocational schools and colleges.

- v. Identify how the regional planning partners will establish regional goals for, and track attainment of, industry recognized credentials produced in each region, including each Local Board's contribution, and the total contribution of industry recognized credentials produced by the partners collectively in the RPU.

All of the workforce boards track the number of training-related placements and work closely with the community colleges, adult education and other partners providing training services to track the attainment of industry recognized credentials. In addition, the boards will be established regional credential attainment goals with the State and will be measuring performance against these goals on an annual basis.

E. Required Content on Accessibility and Inclusivity

- i. A description of regional planning outreach efforts made to include stakeholders and CBOs representing the individuals from target populations that represent the demography of the region, including those groups who have experience serving or working with high-need and historically disadvantaged communities such as farmworkers, ex-offenders, those who are limited English proficient, out of school and/or disconnected and foster youth (including former foster youth). This description should include how and which groups (by name) were contacted and invited to participate in regional planning efforts.

All of the regional workforce boards in the Capital Area RPU have conducted planning efforts that include public input meetings with multiple stakeholders from education, economic development, private industry and community based organizations via local Workforce Development Board (WDB) meetings, required partner and other regional planning meetings. In

addition, the WDB Directors meet on a monthly basis with regional partners and stakeholders to plan and discuss alignment of policies, procedures and systems across the region.

These meetings provide an opportunity for partners providing direct services to share current workforce development information and to discuss increasing the efficiency of regional and local systems by eliminating duplication, leveraging program funding and improving referrals and aligning with state and regional goals. Furthermore, ongoing regional training opportunities through the Capital Area Investment Zone (CAIZ) Training Team are provided, ensuring consistent professional development and capacity building activities covering a comprehensive spectrum of topics.

- ii. A description of the manner in which AEBG consortia participated in the WIOA regional planning process.

Many members and partners of AEBG consortia are WDB members within the Capital Area RPU, including the community college districts, county offices of education, adult education districts, and DOR. Consortia members attend monthly meetings covering a wide range of workforce development and related topics including updates on both local and regional workforce efforts. AEBG consortia input on the Capital Area RPU's regional workforce plan, as well as each local plan is being solicited.

- iii. An analysis of the need for basic skills education in the RPU, including background on the demography and languages spoken in the region, as well as an enumeration of the estimated number of individuals being served regionally, the types of basic skills related services offered in the RPU, and an overview of the way the regional partners are working together to meet any unmet needs.

The LMID Regional Planning Unit Report (**Exhibit___**) prepared by EDD, September 1, 2016, provides the background on the demography and languages spoken in the Capital Region. The local workforce boards within the Capital Region are active members and participate in AEBG consortia meetings. The CAERC AB 86 Comprehensive Regional Plan (**Exhibit___**) issued in March 2015 indicates that in the 2013-14 program year, approximately 25,000 adult learners in the Capital Region were provided elementary and secondary skills programs and services, including non-accredited high school diploma, General Education

Development (GED) preparation and testing, credit recovery courses, Adult Basic Education (ABE), and Adult Secondary Education (ASE) courses. The Plan further indicates that in the same program year, approximately 13,000 adult, immigrant and English learners were provided English as a Second Language (ESL), Vocational ESL, and U.S. Citizenship courses. Courses cover the breadth of language proficiency levels from Beginning through Advanced Literacy. Member and partner agencies of CAERC have capitalized on building community partnerships to enhance basic skills related services by integrating technology, as well as blending learning as an option for course instruction with distance learning.

The following CAERC's priorities are consistent with the WIOA regional and local plan goals:

1. Build and Expand Adult Education Offerings
 2. Develop Alignment and Pathways
 3. Increase Student Support Services
 4. Enhance Data and Accountability Systems
- iv. An analysis of the way basic skills education will be integrated into regional sector pathways programs emphasized by the regional plan, including an analysis of any strategies to serve members of the regional population who have limited English proficiency.

Workforce development areas of the Capital Region RPU serve as on-ramps for sector pathways by offering a progressive continuum strategy aligning and integrating education, job training, counseling, and support services to create seamless pathways to postsecondary credentials and employment. For low-skilled adults, career pathways may begin later in life. Workforce area career pathway systems allow individuals to enter at any skill level, to stop when the need arises and to re-enter without having to repeat what has already been learned. Pathways within the systems weave together job centers, adult education, community college programs, CBOs, and employers. Pathways may begin with adult basic education programs, such as English language acquisition. Basic education effectively serves as a bridge program that prepares low-skilled adults to enter and succeed in postsecondary education, often integrating adult education with occupational skills training in the same class, thereby providing an occupational context for education. Individuals that are limited- English

proficient are provided English language instruction to increase proficiency levels sufficient to succeed in courses and programs requiring a certain level of proficiency for participation.

- v. A description of regional efforts to streamline and coordinate intake, assessment, and referrals of individuals needing basic skills remediation.

The workforce boards comprising the Capital Area RPU are working towards aligning intake, assessment and referral processes for individuals in need of basic skills education within the region. This is being accomplished through ongoing RPU meetings, including line staff from the four local workforce systems, along with core program and other partners involved in the provision of adult basic education, adult secondary, high school completion/equivalency, and English language services. In addition, the boards are reviewing local policy directives and formal processes and will be adopting revised policies and processes that are consistently aligned.

- vi. An analysis of the ways in which RPU partners, including Local Boards, Community Colleges, Adult Schools, and AEBG consortia will ensure program and physical accessibility and participation in regional sector pathway programs for individuals with disabilities.

Services to individuals with disabilities (IWDs) are fully integrated within all workforce board systems within the Capital Region. Each system has a designated an Equal Opportunity (EO) Officer and three of the four workforce areas have Disability Resource Coordinators (DRCs) established under and funded by the U.S. Department of Labor's Disability Employment Initiative (DEI).

As a result of the DEI, workforce areas within the Capital Region are able to provide IWDs additional technical assistance and support through the designated DRCs. Under the four year DEI initiatives, the DRCs provide ongoing training local workforce system and partner staff to continue to build and increase their capacity to ensure effective service delivery and awareness of disability etiquette and accommodation needs. In addition, the initiatives have helped to cultivate improved and increased physical access to job centers and career pathways by IWDs, have improved physical and program accessibility through strengthened relationships with core programs and other partners, such as community colleges, WIOA Title II funded partners, and AEBG consortia, have strengthened relationships with

employers, and increased job placement opportunities for IWDs. To ensure the continuous improvement of physical accessibility to the system for IWDs, ongoing evaluation by the Capital Area RPU of resources and adaptive stations and assistive technologies available region-wide will be conducted on an ongoing basis. Upon the introduction of new technologies or adaptive equipment to the local workforce development systems, the DRCs will coordinate training to ensure proper use of the equipment or technologies.

Further, the workforce boards with the Capital area RPU will coordinate with community colleges, adult education, AEBG consortia and other partner programs to review reasonable accommodation policies and procedures ensuring a comprehensive, systematic approach to ensuring IWDs physical and programmatic accessibility and participation in regional sector pathway.

- vii. As appropriate, an analysis of the need for, and a description of the means by which regional partners will work together to place individuals enrolled in TANF/CALWORKS in regional sector pathway programs.

Based on the California Department of Social Services (CDSS), Welfare to Work (WTW) Division's Annual Summary January 2016, approximately 16,000 CalWORKs applications were approved in Fiscal Year (FY) 2014-15 in the nine counties comprising the Capital Area RPU, which is approximately seven percent of the state's total, 230,000 approved cases. Many CalWORKs recipients within the Capital Region are low-skilled adults and often are basic skills deficient with little or no work experience. The workforce boards within the region promote sector pathway programs to CalWORKs recipients by providing on-ramps for sector pathways through a progressive continuum strategy that aligns and integrates education, job training, counseling, and support services to create seamless pathways to postsecondary credentials and employment. For low-skilled adults, career pathways may begin later in life. Workforce area career pathway systems allow individuals to enter at any skill level, to stop when the need arises and to re-enter without having to repeat what has already been learned.

Pathways for CalWORKs within the regional workforce system will weave together job centers, county CalWORKs staff, adult education, community college programs, CBOs, other partners and employers. Workforce system staff, as well as core program and other partners will integrate/braid services through strong, comprehensive IRTs to ensure the success of CalWORKs

recipients as they progress along pathways. Pathways may begin with adult basic education programs, such as English language acquisition. Basic education effectively serves as a bridge program that prepares low-skilled adults to enter and succeed in postsecondary education, often integrating adult education with occupational skills training in the same class, thereby providing an occupational context for education. CalWORKs individuals that are limited-English proficient are provided English language instruction to increase proficiency levels sufficient to succeed in courses and programs requiring a certain level of proficiency for participation.

Ongoing participation on the Los Rios Community College District's CalWORKs Interagency Coordinating Council (ICC) provides an important means of communication for community organizations, local workforce boards within the Capital Region, county CalWORKs offices, representatives of the California Community Colleges Chancellor's Office (CCCCO) and other key stakeholders involved in CalWORKs planning and service delivery to ensure all partners keep abreast of issues, changes in policy, and the evolving needs of CalWORKs students. Coordinated efforts, such as identifying mutual program goals and protocols and procedures, promoting continuous improvement, and ensuring ongoing communication between Los Rios Community College District and the key stakeholders and partner agencies ensures service and system alignment and is essential to the success of CalWORKs students participating in career pathways within the Los Rios Community College District. Additionally, meetings of the ICC focus on information-sharing on new policies, programs, services, funding, local trends, concerns, student educational and employment data, and other areas relevant to CalWORKs service delivery in the Los Rios Community College District.

- viii. An analysis of the way regional program partners will work together to provide supportive services to individuals enrolled in regional sector pathways programs, including individuals from populations with barriers to employment. Regional plans should demonstrate how partners will work together to ensure a comprehensive provision of services that facilitate program completion.

The workforce development areas of the Capital Region RPU provide a variety of wraparound and support services to customers to increase their success in education, training and employment activities, and work with all core programs and partners to coordinate education, training, and support

services through an Integrated Resource Team (IRT) approach. Wraparound services through resource referral are provided by coaches within the job centers. Enrolled customers are assigned a career coach that develops an Individual Employment Plan outlining the short and long terms goals and the plan to attain those goals including addressing any barriers to successful program completion and outcomes.

Financial needs assessments are conducted with customers by career coaches to determine the appropriate level of support needed. When a customer is supported by an IRT, including other system partners or programs, a determination is made on the responsible party or parties for the provision of support. Support services include social service supports such as transportation, childcare and housing assistance. Other support includes ancillary supports, such as training and work clothing and boots, tools, equipment, union dues and employment-related fees. Support services are provided during customer participation in individualized career services, and may be provided to assist in the retention of employment for a short period of time.

- ix. A description of the role of CBOs, such as Independent Living Centers, in helping provide services to and integrating individuals with barriers to employment into region sector pathway programs, including participation in program development, outreach, and the provision of specialized supportive services for relevant target populations.

The local workforce boards of the Capital Region continue to ensure that the full range of employment and training opportunities are available to all populations, especially those who may have become disenfranchised in the past facing multiple barriers to employment. At local job centers and through building, strengthening, and maintaining strong partnerships with community based organization, such as local Independent Living Centers, and other core program and partner organizations traditionally serving special populations, the Capital Region is able to ensure universal access to services and staff at all job center locations. By working together and integrating resources and services, the needs of special populations are met.

Services within the systems are provided by job center staff, co-located partners, cross-trained staff providing access to partner services, or through real-time access to partner services, including community based organizations serving special populations. Through established MOUs, with

core program and other partner agencies, the Capital Region ensures services are targeted, coordinated and provided to individuals on public assistance, limited English proficient, immigrant, migrant and seasonal farm workers, individuals with disabilities, ex-offenders, older individuals, veterans, homeless, as well as Native Americans. Many of these organizations have co-located staff throughout the local workforce systems to assist with outreach efforts and to further ensure that all populations have access to employment, education and training opportunities.

As mentioned previously, financial needs assessments are conducted with all enrolled customers by career coaches to determine the appropriate level of support needed. When a customer is supported by an IRT, including other system partners or programs, a determination is made on the responsible party or parties for the provision of support. Support services include social service supports such as transportation, childcare and housing assistance. Other support includes ancillary supports, such as training and work clothing and boots, tools, equipment, union dues and employment-related fees. For enrolled, special populations, such as IWDs, specialized supportive services can include the purchase of software programs and equipment that assists the visually or hearing impaired conduct work at computer stations once placed into employment. Support services are provided during customer participation in individualized career services, and may be provided to assist in the retention of employment for a short period of time.

- x. A description of the process Local Boards and their partners will use to retain individuals in relevant programs as they work their way through the career pathway progressing into livable wage jobs and careers.

As mentioned previously, the workforce development areas of the Capital Region RPU provide a variety of wraparound and support services to customers to increase their success in education, training and employment activities, and work with all core programs and partners to coordinate education, training, and support services through an IRT approach, better ensuring the success of customers as they progress along their career pathway journey. Wraparound services through resource referral are provided by coaches within the job centers. Enrolled customers are assigned a career coach that develops an Individual Employment Plan outlining the short and long terms goals and the plan to attain those goals including addressing any barriers to successful outcomes. Financial needs assessments are conducted with customers by career coaches to determine the appropriate level of support needed. When a customer is supported by an IRT, including other system partners or programs, a determination is made on the responsible party or parties for the provision of support. Support

services include social service supports such as transportation, childcare and housing assistance. Other support includes ancillary supports, such as training and work clothing and boots, tools, equipment, union dues and employment-related fees. Support services are provided during customer participation in individualized career services, and may be provided to assist in the retention of employment for a short period of time.

F. Required Content on Job Quality Considerations

- i. Provide a description of the projected earnings of those employed in occupations directly related to the regional sector pathway programs emphasized in the regional plan.

The projected earnings for those employed in targeted industry sectors are detailed in the JP Morgan Chase funded cluster update to the Next Economy Cluster Workforce Action Plan. (**Exhibit**) This is a region-wide economic analysis that turned attention to six promising business clusters that the region could tap for job creation and growth opportunity in the Advanced Manufacturing, Education and Knowledge Creation, Clean Energy Technology, Information and Communications Technology, Health Care and Life Sciences, and Food and Agriculture sectors.

- ii. Provide a comparison of the foregoing wage levels to the median wage in the relevant RPU.

As indicated in the attached Next Economy Cluster Reports, the median hourly wage across all occupations in the Capital Region is \$22.69 per hour. While the RPU's median earnings performance measure does not compare directly to the median hourly wages, when compared to the per hour median performance goal, it represents 52% of the Capital Region's total median wage experience. However, given the Region's focus on hard-to-serve customers with multiple barriers to employment, including low-income, public assistance, homeless, individuals with disabilities, and its focus on developing entry-level jobs with career pathways for these customers, this overall level of performance is exemplary.

- iii. Provide a description of the way each of the Local Boards in the RPU will assist and prioritize working with employers who offer jobs with good wages and benefits, especially those employers who have a history of hiring high need or historically disadvantaged population, including from populations with barriers to employment.

The workforce boards within the Capital Area RPU, in collaboration with workforce, education and economic development partners, conduct employer roundtables focusing on priority and emerging industry sectors to determine the workforce training and educational barriers that hinder job creation in the regional economy. Sector initiatives are driven by and developed with input received directly from the employer community. These roundtables provide input on the barriers that employers face in hiring individuals as well as skill gap deficiencies in the regional workforce which inhibit job creation in the regional economy. The input provides the basis for training curriculum development and the creation of industry advisory committees that support the training initiatives with an increased commitment to hire training program graduates.

A few significant employers that have demonstrated consistent hiring of hard to serve, high need populations within the Capital Region include Turner Construction, Sutter Health, Kaiser, Dignity Health, UC Davis Med Center, and Siemens, representing the construction, health services, and advanced manufacturing industry sectors.

- iv. Provide a description of the process Local Boards will take to implement incumbent worker training strategies to ensure progression along career pathways.

The workforce development areas of the Capital Region RPU provide support and direction to both employers and their incumbent workers. Industries are in constant transition driven by changing national and state policy (i.e., healthcare reform and climate change legislation), global competitiveness, and innovation. This is especially true for small and medium sized businesses, which require frequent workforce skills upgrading in order to remain competitive. In response, local systems are able to provide guidance to employers on sustainability, up to and including upgrade training to their incumbent workers. By aligning upskills training programs for incumbent workers in key industries that drive local and regional economies, the local workforce systems of the Capital Region are able to meet the skills demands of employers, as well as provide career ladder opportunities for incumbent workers. This is coordinated and realized through strong employer engagement, industry-valued and recognized training, and support from career coaches within the local workforce systems.

The workforce boards have a successful track record of working with the Employment Training Panel to leverage ETP funding for incumbent worker training and are able to quickly implement new pathway programs where demands arise.

G. Required Content on Regional Assessment

- i. Provide a description of how the regional partners in the RPU will work together to track training-related employment for individuals entering the labor market.

The RPU will develop, adopt, and implement a consistent, regional case closure process that will require the timely collection and entry of training-related employment outcome data in CalJOBS for customers completing a training activity. The data will be reviewed on an annual basis and used to assess the value of the trainings being provided.

- H. A description of the manner federal WIOA regional plan requirements not covered by the State Plan required content are being met

Not applicable.

- I. Provide Regional Memorandum of Understanding(s) or Cooperative Service Agreements between RPU partners.

See Exhibit ____.

- J. Provide Any Community College and AEBG Related Attachments to the Regional plan, including Strong Workforce Program regional plans required as part of Assembly Bill (AB) 1602 (Assembly Budget Committee, Chapter 24, Statutes of 2016).

See Exhibits _____.