

## WIA Local Plan Program Years 2013-17

### State Plan Appendix H – Local Plan Guidance

#### **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) and 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.

## **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" analysis<sup>1</sup>.*

The local plan must include the following information consistent with the Workforce Investment Act (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 racial, ethnic, linguistic groups, older persons, youth, veterans, individuals with disabilities, Native Americans, and others;

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<sup>1</sup> "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.

- 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:**

**To meet the workforce needs of high demand sectors of the state and regional economies.**

Consistent with the Workforce Training Act, the CLEO and 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 [CUIC 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 Wagner-Peyser 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 on-the-job training (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 the California Department of Industrial Relations Division of Apprenticeship Standards (DIR-DAS) approved/registered apprenticeship programs, through memorandums of understanding or other formal mechanisms. Explain how services are 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 (CUIC 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 Transitional Adjustment Assistance program.

## **SECTION 4 ADULT STRATEGIES**

*Using 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 21<sup>st</sup> 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, 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).

## **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;
- Describe how the local planning process considered the regional training and education pipeline, including but not limited to K-12 education, Career Technical Education (CTE) and vocational education, the community college system, other postsecondary institutions, and other Local Workforce Investment Areas (LWIA);
- 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 Employment Training Partner List (ETPL) and ensure that such providers meet the employment needs of local area employers and participants;
- Describe how the local board is serving unemployment insurance claimants and Transitional Adjustment Assistance service recipients;
- Describe how the local board recognizes opportunities to prepare workers for “green jobs” as defined by EDD’s Labor Market Information Division<sup>2</sup> related to other sources of federal funding;
- Describe the policies in place to integrate the federal registered and California DIR-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 Integrated Service Delivery 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.

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<sup>2</sup> 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 (MOU)**

The WIA requires that a MOU be executed between the local board and each of the One-Stop partners concerning the operation of the One-Stop delivery system. 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 [WIA Section 118(b)(2)(B)]. The MOUs are not static documents. Therefore, local boards are encouraged to review long standing MOUs to ensure they still accurately reflect the service delivery model in the local area and the ongoing relationship between the local board and its local partner. Those MOUs that do not reflect this partnership should be updated or amended. Some additional examples that would cause an MOU to be updated might be:

- The signatories on the original MOU no longer act in the same capacity as when the MOU was originally executed.
- The reduction of WIA funding over the past several years has caused a change in staffing patterns, decreased the number of co-locations or impacted the methods of client referrals between One-Stop partners.
- A participating partner agency in an umbrella MOU no longer provides services in the One-Stop Center.
- The partner agency is providing access to their program's core services electronically, versus being physically present in the One-Stop Center.

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 CUIIC 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)]

<b>WIA SECTION 136(b) COMMON MEASURES</b>	<b>2012/13 STATE GOAL</b>	<b>2012/13 LWIA GOAL</b>	<b>2013/14 LWIA PROPOSED GOAL</b>
<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 Program Year (PY) 2012/13 performance goals as a benchmark, local boards are asked to propose their PY 2013/14 WIA common measure performance goals. The local boards 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.

The State Board intends to use the PY 2013/14 proposed local performance goals in its negotiations with the U.S Department of Labor Employment Training Administration (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.