

Workforce Innovation and Opportunity Act

Local Plan

Program Years 2017-2020

Local Workforce Development Area:

San Benito County

Date of Submission:

VISION, GOALS, AND STRATEGY STATEMENT

A description of the Local Board’s strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on WIOA performance indicators described in Title 20 CFR 677.155(a)(1). Vision, goals, and strategy must be linked to the analytical background information.

Vision: San Benito County will have a trained, skilled and relevant workforce that meets the needs of local employers and improves the economic vitality of our community.

The Bay Peninsula Region determined goals for the region’s workforce development system. We will work with our regional partners on the goals and strategies championed in the Regional Plan. We will also add the following strategies to achieve those regional goals and enhance our local vision:

- **Regional Goal 1: Employers are actively engaged with the regional workforce system that understands and appropriately responds to their skilled workforce needs. (Demand-Driven skills attainment)**
 - Local Strategy: Integrate “better business services” and “training for high skilled high demand occupations.” Specific strategies are discussed in the appropriate section of the Local Plan below
 - Local Strategy: To continue to engage the employer community in the county through an annual survey. The WDB will adjust programs to fit employer needs based upon the results of the survey, and will develop partnerships with economic development and business organizations to ensure that services reach the businesses in the region
 - Local Strategy: To partner with the San Benito County Chamber of Commerce, San Benito County Business Council, Economic Development Corporation of San Benito County, San Benito County Farm Bureau, and San Juan Committee on their outreach efforts and hold multiple business roundtables throughout the year, covering the in-demand industry sectors listed in the Regional and Local Plans
 - Local Strategy: To establish ad-hoc committees to include:
 - Agriculture
 - Health Care
 - Construction
 - Water
 - Tourism & Hospitality (through the established Hospitality Employers Tourism Committee of the San Benito County Chamber of Commerce in collaboration with the Gavilan College Tourism, Retail & Hospitality Program)
 - Advanced Manufacturing (with the San Benito County Business Council and other regional partners)
 - Information and Communications Technology (with regional partners)

- **Regional Goal 2: Unemployed and underemployed individuals can (a) easily access and participate in workforce services appropriate for their skill levels, barriers to employment, and career goals; and (b) transition into relevant training opportunities to move up in a career pathway in an in-demand sector or occupation. (Upward Mobility)**
 - Local Strategy: Establish Training Programs that Create Employable Youth for the Future Workforce. Specific strategies are discussed in the appropriate section of the Local Plan below
 - Local Strategy: Partner with community organizations, educational institutions, and libraries to ensure that those in need are informed of the services provided by the WDB and local resource agencies, and to provide support services to assist those with barriers in pursuing the skills that will lead to sustainable careers
 - Local Strategy: Work with employers, the Small Business Development Center at California State University at Monterey Bay, and Gavilan College to develop Customer Service skill training that is applicable across sectors. This training will develop baseline skills needed to succeed in the industries present in the region and local area

- **Regional Goal 3: Regional workforce system partners align and coordinate services and resources to create a “no wrong door” employment and training network easily accessed by workers including high need and historically disadvantaged populations such as farmworkers, ex-offenders those who are limited English proficient, out of school and/or disconnected and foster youth (including former foster youth);**
 - Local Strategy: Integrate the goal of “full body scan relating to workforce services in our community” and “creating a road map for success.” The Planning Committee members have identified the following industries to be considered high demand in SBC and neighboring counties, through the utilization of a 2016 report from Economic Modeling Specialists, Inc. (EMSI) which is attached to this Local Plan, as well as regional economic analysis which are located in the appropriate section of the Bay Peninsula Regional Plan:
 - Agriculture
 - Health Care
 - Construction
 - Water
 - Tourism/Hospitality
 - Advanced Manufacturing
 - Information and Communications Technology
 - Local Strategy: Tap into funding opportunities to enhance and expand workforce services in our community, giving the Local Board the resources needed to better serve those who have the most barriers to employment. Members identified the following strategies:
 - Establish a Fund Development Committee: To reach out to potential funders.

- Partnering with the Grow San Benito Fund to deliver \$600,000 to local small businesses through Community Rebuilding Funding, as well as to develop and provide entrepreneurial services
- Work with Employment Development Department partners and regional workforce partners to build strong applications for state grant money
- Continue the partnership with the Community Action Board, which focuses on the lower income community in the county, and provides services to those who need additional assistance

Considering analyses described above, a strategy to work with the entities that carry out the core programs and other required partners to align resources available to the Local Area, to achieve the strategic vision of the local plan.

The America's Job Centers of California (AJCC) Partner meetings take place monthly the first Wednesday of the month. These Partner Collaborative planning meetings will be built around the achievement of the strategic vision of the Local Plan. The Partner Meetings allow for communication amongst all parties in the workforce development system to ensure that services are coordinated, effectively delivered, and that all entities are accountable and working towards the same vision.

Agenda items to that end have included:

- Discussion of customer satisfaction surveys in relation to continuous improvement processes
- Working with state partners to ensure adequate partner representation from UI and Wagner-Peyser at the County's AJCC
- Coordination of Rapid Response services to minimize duplication and maximize impact and exposure in the local area
- Introducing the vision of the local system to non-required partners, such as local libraries, and to discuss coordinating services and outreach to achieve larger systemic goals
- Enhancing the policy around ITAs to ensure that the priority of service, as well as a priority of industry-recognized and living wage job training, is adhered to

LOCAL PROGRAM ALIGNMENT TO IMPLEMENT STATE PLAN

A description of the workforce development system in the Local Area that identifies programs included in the system.

The local system has all core required partners included in its comprehensive one-stop AJCC located at 1111 San Felipe Road, Suite #107, Hollister, CA 95023. For further information, please consult the Local MOU attachment, which has a list of partners and services provided by each partner.

How the Local Board will support the seven policies identified in the State Plan and will work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment and implement the policy strategies emphasized in the State Plan.

Sector Strategies and Career Pathways –

The San Benito WDB will work with our regional partners on the following strategies to develop sector strategies and career pathways:

- Understand the immediate hiring and training needs of regional employers in order to create a pipeline of qualified candidates, and;
- Identify and map career pathways within each industry sector, in partnership with adult education, community colleges, employers, and other partners.

San Benito County will collaborate with our regional partners on the development of sector strategies and career pathways, keeping in mind the central roles that the agriculture/water sector plays in our county.

We seek to expand on the model created with our partners at West Valley College, Gavilan College, and local water districts to respond to the oncoming retirement of 50 percent of their workforce in the next 4-5 years. The aging agricultural workforce, and rising levels of automation and regulation in industry, also lend itself to programs such as this, and the WDB will be actively engaging leaders in the agriculture industry from the region to ensure that their workforce needs are met, and will partner with colleges to ensure that credentials are developed with industry engagement that will benefit the businesses of the region and those who seek employment in the sector.

Organizing Regionally –

San Benito County has been developing partnerships with our regional workforce boards through programs such as CityBuild and the Building Trades Multi-Craft Core Curriculum (MC3), where Proposition 39 funding has been utilized to create pre-apprenticeship orientation classes in the county, introducing the workforce to careers that support the construction industry both inside and outside of the county. This funding also supports the entry of at-risk youth, women, individuals with disabilities, and veterans into apprenticeship programs in the building trades, in collaboration with San Mateo and Santa Clara counties.

The WDB is also dedicated to participating in Regional Working Groups (such as the Monterey Bay Economic Partnership and discussions with our Bay Peninsula Region partners) that focus on on-ramping individuals with basic skills into sector workforce programs, participating in Strong Workforce Partnership convenings and Slingshot planning efforts, and sharing program models and best practices with all of our regional workforce partners.

Earn and Learn –

San Benito WDB champions the use of On-the-Job Training (OJT) and Work Experience as Earn and Learn models.

OJT provides knowledge or skills essential to the full and adequate performance of the job. Reimbursement to the employer of **up to a maximum of 50%** of the wage rate is provided to offset the extraordinary costs of the provision of the training and additional supervision required during the training. OJT agreements are limited of 400 hours in duration as appropriate to the occupation for which the participant is being trained, considering the content of the training, the prior work experience of the participant, and the individual service strategy of the participant.

Work Experience is a planned, structured learning experience that takes place in a workplace for a limited period. The Work Experience Program is an Individualized Service available to youth, unemployed adults and dislocated workers. Anyone referred or recruited to the program will go through the eligibility process. Those enrolled will complete the Individual Employment Plan which identifies Work Experience as part of the sequential process to assist in reaching their employment goal. This program is time limited to 400 hours. The County maintains as the employer of record during the training period.

The County is focused on growing the manufacturing base in the local area. The Local Board will partner with Gavilan College's Contract Ed division to hold summits for county manufacturers throughout the year, developing OJT curriculum that will be responsive to the needs of business, while giving Earn and Learn opportunities to jobseekers in the county.

Supportive Services –

Clients can receive transportation assistance at the AJCC and through the local Community Action Agency. Assistance is provided in the form of transportation tokens to and from the AJCC. All WIOA clients can receive supportive services including transportation, childcare, needs based payments, and other services needed so they can be put into a position of success at reaching their employment and training goals. In addition, clients can receive other supportive services through the local Community Action Agency including Rental Assistance, PG&E Assistance, Housing Assistance and other assistance the agency may provide.

Building Cross-System Data Capacity –

San Benito County will participate in the regional plan's proposed Client Wage Database, in order to track improvements and compare them with regional median wages, to assess and evaluate the effectiveness of sector and career pathway actions. We intend to propose linking our regional sector work with the Agriculture sector with the region's goal of identifying regional pilot sector and career pathways, in order to provide an on-ramp to self-sufficiency wage jobs that will be available as the current workforce increasingly enters into retirement.

Integrating Services and Braiding Resources –

The AJCC Partner meetings take place monthly the first Wednesday of the month. These meetings give an opportunity for partners, both mandated and not, to ensure that services are integrated and that common policies and practices are adhered to. These meetings drive discussions of shared funding opportunities and have led to proposals that would enhance the resources of the local

workforce system, such as applications for Accelerator Grants and participation in regional Slingshot efforts among all partners.

The WDB seeks to partner with educational institutions to help inform and direct the funding secured via the passage of Measure U this past November. The bond makes major improvements to San Benito High School, including new job and career readiness programs. Conversations are active between the WDB, the school district, California State University – Monterey Bay, and community colleges to ensure that programs developed with the funding are responsive to business needs and lead to sustainable careers for program participants.

INFORMATION ON SPECIFIED SERVICES AND SERVICE DELIVERY STRATEGIES

A description of the ways the Local Board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Target populations identified in WIOA Section 24(A)-(M).

The Memorandum of Understanding that is signed by all local partners sets “increasing the quality of life in our community” as part of the core vision of the local system. Listed specifically is a commitment to offer priority of services to all those with barriers to employment, with a priority order listed in line with state and federal statute.

By partnering with the Community Action Agency, Clients may receive assistance with their utility payments (LiHEAP), rental assistance, transportation tokens, Volunteer Income Tax Assistance (VITA), Recreational/Enrichment Scholarships, Food Vouchers, Housing Assistance for the homeless, hotel vouchers, and In-Home Support Services through Provider care takers. This partnership has resulted in a more comprehensive services delivery to local customers at the America’s Job Center.

A description of the way the Local Board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.

The Workforce Development Board will continue to focus on regional partnerships to promote high demand sectors for the benefit of our local residents. Currently, the WDB is a member of the Water Career Pathways Consortium.

The Water Career Pathways (WCP) Consortium was created to address the skilled worker shortages facing the Bay Area Region’s water industry. The WCP seeks to fill the needs identified by the research performed by the California Community College Centers of Excellence and the industry trade association Baywork, in collaboration with the Bay Area Community College Consortium.

The program was developed based on the report performed by the California Community College Center of Excellence and the work of the water industry represented by BAYWORK in collaboration with Bay Area Community College Consortium to identify of the needs for mission critical careers within the industry. One of the key findings was the fact that over 50% of its workforce was eligible for retirement and the workforce to replace them was not ready, which was the perfect formula to create this program.

WCP embraced the mission critical careers with the support and collaboration of several water districts, community colleges, universities high schools, workforce investment boards, and nonprofit organizations.

The consortium will focus its efforts in developing and implementing standardization of core competencies based on qualifications and certifications required by industry. This process will allow our educational partners teach students to be better prepared to work in the water industry. The Consortium is under the leadership of the West Valley College, as fiscal sponsor and lead program agency.

In addition, the WDB is a partner with the tri-county Workforce Development Boards including Monterey County and Santa Cruz County for the Prop 39 Pre- Apprenticeship Building Trades. A Prop 39 grant was received to promote the Building Trades to local residents. The first training was completed in November in Monterey County. The second training is currently taking place in Santa Cruz County. The third training is scheduled to take place in San Benito County.

The plans are to increase our local and regional partnerships to increase our partnerships in regional collaborative promoting career pathways and sector initiatives.

Outreach efforts to populate these programs with jobseekers are being coordinated through community partners, as well as core program partners such as Adult Education, Vocational Rehabilitation, and Wagner-Peyser staff. The Board is currently developing co-enrollment strategies for OJT programs with the Department of Rehabilitation, as well as working with Wagner-Peyser on expanding subsidized employment opportunities and co-enrollment for CalWorks participants.

A description of the way the Local Board will improve access to activities leading to a recognized post-secondary credential (including a credential that is an industry recognized certificate or certification, portable, and stackable).

WDB staff has had healthy and productive discussions and partnerships with training schools regarding their certified programs. We currently work with 12 training schools that offer certifications in variety of areas including: Truck Driving, Electrical Engineering Technician, Bookkeeping/Accounting, Medical Assisting, Dental Assisting, Cosmetology/Barbering, etc.

The Local Board will be participating with Gavilan College and local business associations on industry summits, working to develop curriculum that leads to credentials recognized by the businesses who

are hiring in the local area. This will begin in the Spring with a Manufacturers Summit, and will continue through collaborative work with the other in-demand sectors listed in this Local Plan.

A description of the way Local Boards and their partners will facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

In April, 2016 the San Benito County Board of Supervisors approved a contract with Farmhouse Communications (Farmhouse) of Hollister, California to provide services related to the implementation of Rapid Response Lay-Off Aversion Activities for the San Benito County Workforce Development Board (WDB) with all activities to be implemented by June 30, 2016. During the months of May and June 2016, Farmhouse conducted a confidential, county-wide business survey in San Benito County.

More than 450 businesses were reached via telephone, online via email and in on-site visits in Hollister and San Juan Bautista. 100 business owners and managers completed the survey, 87 surveys were completed in English and 13 in Spanish. The survey provided an opportunity to connect with businesses, to determine their overall health, struggles and the general status of their operations. Two bilingual outreach teams visited business districts in San Juan Bautista and Hollister to connect with business owners and managers to garner their feedback. The survey instrument was patterned after that conducted by the California State University Monterey Bay Small Business Development Center in 2012 and was delivered in hardcopy and online versions in both English and Spanish. Work by Farmhouse Communications and affiliates is ongoing though unfunded.

Survey results and comments from business owners and managers indicate that they desire support for marketing their businesses. Information regarding services, workshops and local vendors are not reaching them. This can largely be attributed to dated and incorrect contact information, lack of resources for promotion of services via direct mail, ineffective email communications programs, lack of penetration by local traditional email, lack of bilingual and bicultural business support programs and lack of direct engagement by local service agencies and business associations. Lead agencies are being identified and tasked with coordinating local business support programs.

Performance will be evaluated on an annual basis by updating the “Ask the Experts” survey and conducting follow up inquiries with businesses that requested support as well as with agencies that may have been referred.

Collaboration with in the public, non-profit and educational sectors are necessary to optimize impact of Rapid Response Layoff Aversion and business support programs. In order to better coordinate and ensure more effective service, a service audit should be performed and summary posted and communicated to all audiences. In the event that a response opportunity is identified, a “Red Team” is alerted including County AJC and Rapid Response Staff in addition to the program consultant and affiliated business services agencies across all sectors as applicable to conduct an immediate assessment and employ services and programs as needed.

Many businesses can benefit from loan programs and to receive administrative support for record keeping, bookkeeping, tax filing and compliance. Support has already been assembled and delivered to several local, small Latino businesses in a collaborative effort of the Hispanic Chamber of Commerce and Farmhouse Communications in hosting a workshop the morning of August 5th with speakers ranging from Assemblymember Luis Alejo to the Board of Equalization and the Governor's Office of Business and Economic Development.

In order to attract large firms to operate in the available commercial buildings, San Benito County has to demonstrate that there are enough residents with the required skills. The America's Job Center in Hollister has several programs available, but very few business owners are aware they exist. Business owners could also benefit from training, the suggested topics include; marketing, cash flow management, employee retention/training, management. Employer training is harder to implement and in order to be successful requires collaboration from the various resources available.

With these factors in mind, the San Benito County Workforce Development Board is taking the lead on the suggested solutions, in collaboration with our local and regional partners, in the following ways:

- Increase Employment Engagement, including a focus on new employers
- Partner w/EDC, Chambers of Commerce, Business Council, and HDA
- More networking by WDB members and staff

A description of the way Local Boards and their partners will support a local workforce development system that meets the needs of businesses in the Local Area.

Continuous conversations occur with businesses, both through outreach by board members and staff, and through the WDB's annual survey of local businesses. The survey results help to shape the services and outreach of the county's business services team. The County WDB seeks to bring local Chambers of Commerce and Economic Development entities into the survey, to contribute to the contents of the survey, as well as to share in the data, outcomes, and strategies to respond to the local business community.

In consultation with business, including those on our Local Board, the WDB found four areas that they say the local system can establish now to better serve business in the community. These areas are:

- Provide on-site space for outreach and interviews
- Sharing business support resources online, such as information on tax incentives
- Promote WorkKeys
- Provide One-on-One Support/Small Groups/More WDB member interaction

A description of the way Local Boards and their partners will better coordinate workforce development programs and economic development.

The addition of board members who are tied to local business organizations and economic development entities will allow for increased outreach to those entities. This will allow the WDB to:

- Look into working agreements with economic development districts, chambers of commerce, business councils, and other economic development entities to identify and respond to emerging needs/growth so that future workforce needs are more effectively handled through joint, collaborative efforts.
- Work together to share real-time labor market data and workforce intelligence, effectively identifying gaps in skills needed by employers and implementing composite datasets.
- Work with regional partnerships to identify and design appropriate business and employment solutions to develop a layoff aversion strategy that helps employers retain a skilled workforce and provides workers a rapid transition to new employment as necessary, utilizing our annual survey of businesses to execute on that collaborative outreach directly to businesses.

A description of the way Local Boards and their partners will strengthen linkages between the AJCC delivery system and unemployment insurance programs.

The Local Board will ensure that Unemployment Insurance programs are a part of the AJCC through making available a direct linkage through technology to program staff who can provide meaningful information or services. This means providing direct connection at the onestop center, within a reasonable time, by phone or through a real-time Web-based communication to a program staff member who can provide program information or services to the customer.

The Local Board is in communication with the Employment Development Department to establish deeper linkages between our systems as EDD looks to hire a new UI Navigator for the area.

INFORMATION PERTAINING TO AJCCs

A description of the way the Local Board will ensure the continuous improvement of eligible providers of services through the system and that such providers will meet the employment needs of local employers, workers, and jobseekers.

The Local Board will evaluate how well the Hollister America's Job Center of California supports the achievement of the negotiated local levels of performance for the indicators of performance for the local area. We also will establish a regular process for identifying and responding to technical assistance needs and a regular system of continuing professional staff development, in partnership with the WIOA Technical Assistance program established by the State and run through the California Workforce Association. We will establish systems to capture and respond to specific customer feedback.

A description of the way the Local Board will facilitate access to services provided through the AJCC delivery system, including in remote areas, through the use of accessible technology and other means.

Services are provided county-wide to anyone interested in receiving services. We can provide targeted outreach to remote areas including Panoche, Tres Pinos, San Juan Bautista, Aromas. Likewise, CalJobs is available online for any person to access across the county. We plan to further our relationships with local school districts and libraries to ensure that they are aware of this tool, thereby providing an increased reach for the workforce development system in all areas of the county.

A description of the way entities within the AJCC delivery system, including AJCC operators and the AJCC partners, will comply with WIOA Section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

The San Benito County Workforce Development Board sees access to services for individuals with disabilities as a primary function of our work. We have ensured that physical structures are compliant for individuals with disabilities to have access to all services, as well as ensuring that ADA requirements on accommodations for employees and customers alike are adhered to. We are ensuring that the discussion around accessibility is a constant conversation with regional partners.

There is an assigned ADA compliant officer with the agency to assist with any type of ADA issues. Every other year, we are required to complete the self-assessment Methods of Administration (MOA) consisting of the biennial Physical and Program Access (PPA) Self-Assessment and Checklist. Additionally, we are required to have the AJCC ADA compliant via completion of the biennial Compliance Monitoring Checklist. There have been no issues with the State regarding ADA compliance.

A description of the roles and resource contributions of the AJCC partners.

The inclusion, as an appendix in each Local plan, of a list of MOUs and cooperative agreements that are in progress and copies of executed cooperative agreements that define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local AJCC system. This includes cooperative agreements (as defined in WIOA Section 107[d][11]) between the Local Board or other local entities described in WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721[a][11][B]) and the local office of a designated state agency or designated state unit administering programs carried out under Title I of such act (29 U.S.C. 720 et seq.) (other than Section 112 or part C of that Title 29 U.S.C. 732, 741 and subject to Section 121[f]) in accordance with Section 101(a)(11) of such Act (29 U.S.C. 721[a][11]) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

Please see the attached MOU and further agreements for detailed descriptions that fit these two Local Plan requirements.

Detail specifying how Local Boards will work with WIOA Section 166 grantees to include in their local plans their strategies to provide Indian and Native Americans equal access to AJCC services

The CalWORKs program offered TANF services to Native Americans. The department (Health & Human Services Agency) entered an agreement with North Fork Rancheria Tribal TANF to provide TANF services to Native Americans. There is representation by an organization that serves Native Americans in the planning of this Local Plan.

Detail specifying how Local Boards will work with WIOA Section 167 grantees to include in their local plans their strategies to provide eligible Migrant Seasonal Farmworkers equal access to AJCC services

MSFW Services are provided thru the State of California EDD to the agricultural community statewide specifically targets agricultural employers and employees classified as migrant, seasonal, or migrant food processing workers. Services for employers and job seekers, including but not limited to: job search assistance, CalJOBS navigation information and registration, general information about unemployment insurance, labor market information, training opportunities, referrals to supportive services or organizations also serving agricultural employees, employee rights and labor law information.

The Board also works with the San Benito County Migrant Center to manage a housing program for Migrant Seasonal Farmworkers, in contract with the San Benito County Farm Bureau. This program ensures 67 homes and 272 beds for the population during the growing season.

Detail specifying how AJCCs will serve as an on-ramp for the regional sector pathways emphasized in the corresponding regional plan

AJCCs will be an actively serving as an on-ramp for regional sector pathways, referring job seekers who have successfully addressed barriers to an appropriate pathway.

In order to accomplish this, the WDB is dedicated to building the capacity of the employees of the county's America's Job Center. The WDB will utilize the funding created by the State in the WIOA Technical Assistance Program run through the California Workforce Association to support those capacity building efforts, and will utilize procured trainers from the California Training Institute to ensure that the strategies delivered to our employees are of the highest industry standard.

The San Benito County AJCC in the last three months of the 2016 calendar year had over 4,000 individual visits. In a county of 55,000 total population, that is a strong footprint. Our AJCC will also leverage the regional marketing strategies of the Bay Peninsula Region to deliver news of the services provided at the San Benito County AJCC to our community, building our footprint even further and increasing our talent pool.

SPECIFIC PROGRAMS, POPULATIONS, AND PARTNERS

An examination of how the Local Board will coordinate local workforce investment activities with regional economic development activities that are carried out in the Local Area and how the Local Board will promote entrepreneurial skills training and microenterprise services.

The WDB has a partnership with the California State University – Monterey Bay Small Business Development Center in Salinas, who provide a staffperson to the AJCC in Hollister a few select days of every month to support entrepreneurship in the county, and guide prospective and established entrepreneurs to resources to help them begin and strengthen their businesses.

We look to further that relationship by building on the resources of the region to develop the connection between Workforce Boards and SBDCs throughout the region, and expand the amount of hours that SBDC staff is available to serve the county.

The Board also is working with the County Chamber of Commerce and Gavilan College to develop entrepreneurial skills training in the coming year, as part of a larger effort to incorporate the work of the leading economic institution and the leading educational institution that serves our county in the work of the Board.

A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the Local Area.

The San Benito County One-Stop Career Center provides many services designed to help workers in any phase of their job search. Basic employment services are offered free of charge, and include information about job openings and filing for unemployment benefits, job search workshops, resume information and assistance.

Specialized employment services offered to Adult and Dislocated Workers include:

- **On the Job Training (OJT):** OJT is a training by an employer that is provided to a paid participant while engaged in productive work. OJT provides knowledge or skills essential to the full and adequate performance of the job. Reimbursement to the employer of up to a maximum of 50% of the wage rate is provided to offset the extraordinary costs of the provision of the training and additional supervision required during the training. OJT agreements are limited of 400 hours in duration as appropriate to the occupation for which the participant is being trained, considering the content of the training, the prior work experience of the participant, and the individual service strategy of the participant.
- **Work Experience:** Work Experience is a planned, structured learning experience that takes place in a workplace for a limited period. The Work Experience Program is an Individualized

Service available to youth, unemployed adults and dislocated workers. Anyone referred or recruited to the program will go through the eligibility process. Those enrolled will complete the Individual Employment Plan which identifies Work Experience as part of the sequential process to assist in reaching their employment goal. This program is time limited to 400 hours. The County maintains as the employer of record during the training period.

- **Individual Training Account (ITA):** Scholarship may be awarded to eligible adults, dislocated workers and Out-of-School Youth for up to 1 year of training and \$4,000 for certified courses published in the Statewide Eligible Training Provider List (ETPL). This amount includes monies for tuition, books, fees, support services and required training supplies necessary to complete the program.
- **WorkKeys:** WorkKeys assessments have been used for more than two decades to measure essential workplace skills and help people build career pathways. WorkKeys assessments are based on situations in the everyday working world. The assessments measure “hard” and “soft” skills, helping individuals - from career seekers to longtime employees—measure their skills and advance their career goals, and employers find, hire, and develop quality talent. Under a new policy, all one-stop clients are required to successfully complete the WorkKeys program and receive certificates. Clients are given one month to complete WorkKeys. This helps to ensure that the basic job skills of talent pipeline coming from the workforce development system is in alignment with the needs of local employers.

A description of how the Local Board will coordinate rapid response activities carried out in the Local Area

It is the policy of the WDB to provide Rapid Response Services to all employers and impacted employees located within our jurisdiction. Whenever possible, these services will be provided utilizing the full resources of the WDB, the AJCC, and the local community, including cooperative efforts with adjacent Workforce Development Boards.

San Benito County maintains a Rapid Response Unit. This Unit provides services to all employers and impacted employees located within San Benito County jurisdiction. If a business is closing, the WDB coordinates with the business owner and employees to provide Rapid Response and Dislocated Worker services. Unemployment insurance information benefits, Wagner-Peyser and Trade Adjustment Act services will be coordinated with EDD. We coordinate Rapid Response activities through strong partnerships with EDD Wagner-Peyser program and other agencies. Based on the employees impacted, the WDB coordinates all Rapid Response activities with organized labor and Trade Adjustment Act, as appropriate.

The WDB will develop tools and programs that will add value to our Rapid Response activities, which include:

- Pre-Layoff Consultation Handbook
- Distribution of economic development information in a variety of media
- Development of a “fee for services” option for local employers

A description and assessment of the type and availability of youth workforce activities in the Local Area including activities for youth who are individuals with disabilities. Include successful evidence-based models of such activities.

The San Benito County Workforce Development Board is committed to shaping today's youth into a productive and skilled workforce of tomorrow. The County offers a variety of programs and services that are especially designed for youth or may be of interest to youth.

Our programs prepare youth for postsecondary educational opportunities or employment linking academic and occupational learning together. Programs include tutoring, study skills training, and instruction leading to completion of secondary school (including dropout prevention), alternative school services, mentoring by appropriate adults, paid and unpaid work experience (such as internships and job shadowing), occupational skills training, leadership development, and appropriate supportive services. Youth participants will also receive guidance and counseling and follow-up services.

San Benito County utilizes the following specific strategies as well:

- Work Experience Program: Work Experience is a planned, structured learning experience that takes place in a workplace for a limited period. The Work Experience Program is an Individualized Service. Anyone referred or recruited to the program will go through the eligibility process. Those enrolled will complete the Individual Employment Plan which identifies Work Experience as part of the sequential process to assist in reaching their employment goal. This program is time limited to 400 hours. The County maintains as the employer of record during the training period.
- Outreach to youth in colleges & high schools: The San Benito County WDB is in constant contact with the schools and colleges in our area. The WDB has participated not only in outreach from schools to youth, but to youth directly through the utilization of Youth Customer Focus Groups, in cooperation with other workforce board partners in the region. These focus groups give feedback to the boards to determine the best strategies both for outreach and outcomes to ensure success for program participants in achieving their educational and employment goals.
- WorkKeys: WorkKeys assessments have been used for more than two decades to measure essential workplace skills and help people build career pathways. WorkKeys assessments are based on situations in the everyday working world. The assessments measure "hard" and "soft" skills, helping individuals - from career seekers to longtime employees—measure their skills and advance their career goals, and employers find, hire, and develop quality talent. Under a new policy, all one-stop clients are required to successfully complete the WorkKeys program and receive certificates. Clients are given one month to complete WorkKeys. This helps to ensure that the basic job skills of talent pipeline coming from the workforce development system is in alignment with the needs of local employers.

How the Local Board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

Referrals are made to and from local secondary, alternative schools, and schools listed on the Statewide ETPL. The WDB has ongoing communication with training providers, which includes participation on the Board itself.

Industry outreach activities done at a regional and local level will be shared with education and training partners, ensuring that all of the workforce system's local entities are working from the same data. Reviews of ETPL programs will be thorough, and only programs relevant to sustainable career skills and in alignment with locally-applicable sectors will be allowed on the ETPL.

The WDB is also reaching out to both K-12 and community college institutions to discuss the direction of workforce development training activities related to the passage of Measure U, which will invest \$60 million in improvements to San Benito High School, in order to ensure training programs align with recognized sectors and lead to industry-recognized credentials.

How the Local Board will coordinate WIOA Title I workforce development activities with the provision of transportation and other appropriate supportive services in the Local Area.

Clients can receive transportation assistance at the AJCC and through the local Community Action Agency. Assistance is provided in the form of transportation tokens to and from the AJCC. All WIOA clients can receive supportive services including transportation, childcare, needs based payments, and other services needed so they can be put into a position of success at reaching their employment and training goals.

The Board has worked with the county's transportation authority to ensure that there is a bus route that leads to the AJCC in Hollister, as well as to procure transportation fare that is made available to any individual who has that need who enters the AJCC. The AJCC leases a 14 passenger van through Community Action that assists in transporting jobseekers to and from the AJCC and to and from training locations as well.

In addition, clients can receive other supportive services through the local Community Action Agency including Rental Assistance, PG&E Assistance, Housing Assistance and other assistance the agency may provide.

Plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C. 49 et seq.) services and other services provided through the AJCC delivery system.

The AJCC Partner meetings take place monthly the first Wednesday of the month. These Partner Collaborative planning meetings will be built around the achievement of the strategic vision of the

Local Plan. The Partner Meetings allow for communication amongst all parties in the workforce development system to ensure that services are coordinated, and that all entities are working towards the same vision.

How the Local Board will coordinate WIOA Title I workforce development activities with adult education and literacy activities under WIOA Title II. This description must include how the Local Board will carry out the review of local applications submitted under title II consistent with WIOA Sections 107(d)(11)(A) and (B)(i) and Section 232.

The transfer of WIA to WIOA has opened the doors to a deeper working relationship with Adult Education, both on a regional and local level. Adult Education is an active partner in stakeholder meetings around the development of this Local Plan. During the Regional Partner meeting, Adult Ed was in attendance, including local colleges which do offer adult education.

The Local Board will be in communication with our Title II partners in regards to the review of local applications, and will develop a process with them to ensure alignment of resources and strategic outcomes. This will include a process that ensures submission of applications to the Local Board for its review for consistency within this Local Plan, and an opportunity for the Local Board to make recommendations to the eligible agency to promote alignment with the Local Plan, as called for in WIOA Department of Education Final Rule 463.21(b)(1-2).

REQUIRED INFORMATION PERTAINING TO GRANTS AND GRANT ADMINISTRATION

An identification of the entity responsible for the disbursement of grant funds described in WIOA Section 107(d)(12)(B)(i)(III), as determined by the CEO or the Governor under WIOA Section 107(d)(12)(B)(i).

The County of San Benito is the recipient of all grant funds. If services are procured, the WDB will take action. The County Board of Supervisors will then ratify the board's action. Eventually, the County will disburse the funds and staff will monitor the progress.

The competitive process that will be used to award the subgrants and contracts for WIOA Title I activities.

Currently, services are not being contracted out. The last youth RFP was a failed procurement due to non-response. The next Youth RFP will be released in the early spring. In addition, the One Stop Operator RFP will be released in early spring.

PERFORMANCE GOALS 2017-2018

PROGRAM	Employment Rate 2 nd Quarter after Exit	Employment Rate 4 th Quarter after Exit	Median Earnings 2 nd Quarter after Exit	Credential Attainment within 4 th Quarter after Exit
Adult	65.5%	65.5%	\$5,157	55.9%
Dislocated Worker	69%	69.5%	\$7,308	63%
Youth	64%	65%	baseline	55%

FEDERAL HIGH PERFORMANCE BOARD REQUIREMENTS AND LOCAL PLANS

Do you have a status report or description of local policies on Priority of Service, MOU Phase I, and MOU Phase II policy?

All MOU's have been completed prior to June, 2016. A partner meeting was scheduled on April 7, 2016 to explain this requirement and to give further guidance. WDB has identified the required partners under WIOA. The partners include: Department of Rehabilitation (DOR), Peninsula Family Services (Senior Services), EDD, Community Action Agency (CAA), Public Authority and CalWORKS Employment Services. The Priority of Service is a major part of the MOU, with all partners agreeing to the statutorily required order of priority.

Staff worked closely with each partner individually as questions arose. Several revisions to the MOU were made by our partners during this process. Once the MOU was final, staff prepared the final MOU and had each partner sign it. We then had the WDB approve the MOU which then was sent to County Counsel for their review and approval.

We anticipate a completed MOU Phase II by July, 2017.

Please see the attached MOU, with coordinated descriptions of services designed to avoid duplication, for further details.

TRAINING ACTIVITY

Do you have a description of how training services will be provided through individual training accounts or contracts, and how they will be coordinated to ensure informed selection of training programs?

Individual Training Account Scholarships may be awarded to eligible adults, dislocated workers and Out-of-School Youth for up to 1 year of training and \$4,000 for certified courses published in the

Statewide Eligible Training Provider List (ETPL). This amount includes monies for tuition, books, fees, support services and required training supplies necessary to complete the program.

Contracts will be negotiated with providers of training that lead to living wage jobs. These contracts will only be entered into with the knowledge and recommendation of employers who are hiring for those jobs.

Access to the Eligible Training Provider List, and the reports therein, will be made available through our website, as well as in our AJCC location, so that any potential participant will be able to properly assess the quality of the training program for themselves. Staff will be available in the AJCC to help guide those who need assistance in disseminating the information contained in the reports.

TRANSPARENCY, ACCESSIBILITY, AND INCLUSIVITY

Efforts should be made to involve CBOs that have experience serving or working with high-need and historically disadvantaged communities such as farm workers, exoffenders, out of school and/or disconnected and foster youth, including former foster youth.

Local Boards and their regional partners should give due consideration to the language needs of the communities in their jurisdiction, ensuring accessibility and outreach efforts so that community organizations and prospective recipients of services are aware of and can participate in public comment process.

The WDB does have great relationships with partnering agencies and will solicit feedback from:

- EDD
- DOR
- Peninsula Family Services
- CalWORKS Employment Services (TANF)
- Community Action Agency (CAA)
- Public Authority
- Gavilan College
- San Benito County Health & Human Services Agency
- Youth Alliance
- YMCA
- San Benito High School Workability Program/TPP
- San Benito County Probation Department
- Chamber of Commerce
- San Benito County Business Council
- Economic Development Corporation of San Benito County
- San Benito County Farm Bureau
- Other Community Organizations that are connected to the above entities

INTAKE AND CASE MANAGEMENT

A description of how intake and case management is currently handled

From the point of the intake appointment and the eligibility determination, documents must be verified and reviewed within 15 days. The participant should be enrolled within 30 days. 100% verification is conducted of all eligibility documentation according to eligibility policies and procedures and copies of all verification are maintained in the individual client file. Individual program counselors are responsible for documentation of all program activity for each client, which is also maintained in the individual client file.

OTHER MISCELLANEOUS REQUIREMENTS

The direction given by the Governor and the Local Board to the AJCC operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA Section 134(c)(3)(E) and 20 CFR Section 680.600.

The Memorandum of Understanding that is signed by all local partners sets “increasing the quality of life in our community” as part of the core vision of the local system. Listed specifically is a commitment to offer priority of services to all those with barriers to employment, with a priority order listed in line with state and federal statute.

The order is below:

- 1) Veterans and eligible spouses who are also recipients of public assistance, other low income individuals, or individuals who are basic skills deficient
- 2) Individuals who are the recipient of public assistance, other low income individuals, or individuals who are basic skills deficient
- 3) Veterans and eligible spouses who are not included in WIOA’s priority groups
- 4) Other individuals not included in WIOA’s priority groups

The local plan should identify the portions that the Governor has designated as appropriate for common response in the regional plan where there is a shared regional responsibility, as permitted by 20 CFR Section 679.540(b).

The Bay Peninsula Regional Plan utilizes data from all Local Areas, including San Benito County, to highlight the following:

- Analysis of economic conditions, including existing and emerging in-demand industry sectors
- Analysis of the knowledge and skills needed to meet the needs of regional employers
- Analysis of the regional workforce

- Analysis of workforce development activities

The San Benito County Workforce Development Board will partner with their regional partners on career pathway development and sector strategies as it pertains to the activities outlined in the Regional Plan, with a strong local emphasis on the Advanced Manufacturing and Information and Communication Technologies planning activities. In those sectors, which are represented in higher proportion in the counties represented by our regional partners, we will work with our local partners to ensure employment opportunities for the jobseekers in the county are in alignment with those regional strategies.

Addressing the needs of the Limited English Proficient community:

By partnering with the Community Action Agency, Clients may receive assistance with their utility payments (LIHEAP), rental assistance, transportation tokens, Volunteer Income Tax Assistance (VITA), Recreational/Enrichment Scholarships, Food Vouchers, Housing Assistance for the homeless, hotel vouchers, and In-Home Support Services through Provider care takers. This partnership has resulted in a more comprehensive services delivery to local customers at the America's Job Center.

In addition to outreach activities, many of the activities in AJCCs are designed with the language needs of the San Benito County community in mind. Examples:

- Translation services are provided to limited English individuals
- Most staff are bilingual in Spanish, and are given additional compensation when they are certified bilingual
- All documents are printed in both Spanish and English.

LOCAL BOARD ASSURANCES

Through PY 2017-20, the Local Workforce Development Board (Local Board) assures the following:

- A. The Local Board assures that it will comply with the uniform administrative requirements referred to in the *Workforce Innovation and Opportunity Act* (WIOA) Section 184(a)(3).
- B. The Local Board assures that no funds received under the Workforce Development Act will be used to assist, promote, or deter union organizing (WIOA Section 181[b][7]).
- C. The Local Board assures that the board will comply with the nondiscrimination provisions of WIOA Section 188.
- D. The Local Board assures that the board will collect and maintain data necessary to show compliance with the nondiscrimination provisions of WIOA Section 188.
- E. The Local Board assures that funds will be spent in accordance with the WIOA, written Department of Labor guidance, and other applicable federal and state laws and regulations.
- F. The Local Board assures it will comply with future State Board policies and guidelines, legislative mandates and/or other special provisions as may be required under Federal law or policy, including the WIOA or state legislation.
- G. The Local Board assures that when allocated adult funds for employment and training activities are limited, priority shall be given to veterans, recipients of public assistance and other low-income individuals for individualized and training services. (WIOA Section 134[c][3][E], and CUIA Section 14230[a][6])
- H. The Local Board certifies that its America's Job Center of CaliforniaSM (AJCC) location(s) will recognize and comply with applicable labor agreements affecting represented employees located in the AJCC(s). This shall include the right to access by state labor organization representatives pursuant to the *Ralph Dills Act* (Chapter 10.3 [commencing with Section 3512] of Division 4, of Title 1 of the Government Code, and CUIA Section 14233).
- I. The Local Board assures that state employees who are located at the AJCC(s) shall remain under the supervision of their employing department for the purposes of performance

evaluations and other matters concerning civil service rights and responsibilities. State employees performing services at the AJCC(s) shall retain existing civil service and collective bargaining protections on matters relating to employment, including, but not limited to, hiring, promotion, discipline, and grievance procedures.

- J. The Local Board assures that when work-related issues arise at the AJCC(s) between state employees and operators or supervisors of other partners, the operator or other supervisor shall refer such issues to the State employee's civil service supervisor. The AJCC operators and partners shall cooperate in the investigation of the following matters: discrimination under the *California Fair Employment and Housing Act* (Part 2.8 [commencing with Section 12900] of Division 3, of Title 2 of the Government Code), threats and/or violence concerning state employees, and state employee misconduct.
- K. The Local Board assures that it will select the One-Stop Operator with the agreement of the CEO, through a competitive process, or with approval from the local elected official and the Governor's Office. (WIOA Section 121[d][2][A]). The AJCC Operator is responsible for administering AJCC services in accordance with roles that have been defined by the Local Board.

SIGNATURE PAGE

Instructions

The Local Board chairperson and local CEO must sign and date this form. Include the original signatures with the request.

By signing below, the local CEO and Local Board chair agree to abide by the Local Area assurances included in this document.

Local Workforce Development Board

Chair

Alex Arias
Signature

Alex Arias
Name

Chairman
Title

6/30/17
Date

Local Chief Elected Official

Jaime Delacruz
Signature

Jaime Delacruz
Name

Chairman, Board of Supervisors
Title

6/27/17
Date

LIST OF COMPREHENSIVE AJCCs AND AJCC PARTNERS IN THE LOCAL AREA

There is one AJCC in San Benito County:

1111 San Felipe Road, Suite #107

Hollister, CA 95023

(831) 637-5627

Partners:

- 1) EDD
- 2) DOR
- 3) Peninsula Family Services
- 4) CalWORKS Employment Services (TANF)
- 5) Community Action Agency (CAA)
- 6) Public Authority
- 7) Gavilan College
- 8) San Benito County Health & Human Services Agency
- 9) San Benito High School Workability Program/TPP

AJCC MOU LOCAL AREA GRANT RECIPIENT LISTING

STATE of CALIFORNIA

LOCAL AREA GRANT RECIPIENT LISTING

[WIOA Sections 107(d)(12)(B)(i)]

San Benito County Workforce Development Board

(Name of Local Workforce Development Area)

ENTITY	ORGANIZATION	CONTACT (NAME/TITLE)	MAILING ADDRESS (STREET, CITY, ZIP)	TELEPHONE, FAX, E-MAIL
Grant Recipient (or Subrecipient if applicable)	Community Services & Workforce Development (CSWD)	Enrique Arreola, Deputy Director	1111 San Felipe Road, Suite #108, Hollister, CA 95023	831-634-4918, earreola@cosb.us
Fiscal Agent	San Benito County, Health & Human Services Agency	Cynthia Larca, Deputy Director, Fiscal	1111 San Felipe Road, Suite #103, Hollister, CA 95023	831-636-4180, clarca@cosb.us
Local Area Administrator	Community Services & Workforce Development	Enrique Arreola, Deputy Director	1111 San Felipe Road, Suite #108, Hollister, CA 95023	831-636-4918, earreola@cosb.us
Local Area Administrator Alternate	CSWD	Sylvia Jacquez, Program Manager	1111 San Felipe Road, Suite #107, Hollister, CA 95023	831-637-5627, sjacquez@cosb.us

CEO Signature: _____

Date: _____

If a Local Grant Subrecipient has been designated, please submit a copy of the agreement between the Chief Elected Official and the Subrecipient. The agreement should delineate roles and responsibilities of each, including signature authority.

LOCAL WORKFORCE DEVELOPMENT BOARD BYLAWS

The Local Workforce Development Board is required to submit a copy of their Bylaws as an attachment to the local plan. Include the Bylaws under this cover page.

COUNTY OF SAN BENITO WORKFORCE INVESTMENT BOARD

BYLAWS

ARTICLE I. AUTHORIZATION, PURPOSE & FUNCTIONS

A. Name/Location

The name of the organization shall be the Workforce Investment Board of San Benito County, hereinafter referred to as "**WIB**".

The principal office of the WIB shall be located at 1111 San Felipe Road, Suite 107, 108 and/or Suite 207 (or as deemed necessary), Hollister, California, or such other place as the directors may designate from time to time.

B. Authorization

The WIB is established under Section 117 of the Workforce Investment Act of 1998, Public Law 105-220, hereinafter called the "WIA."

The San Benito County Board of Supervisors, by Resolution No. 00-74, adopted on July 5, 2000, designated the San Benito County Workforce Investment Board as its agent to fulfill the mandates of the WIA.

C. Purpose

The purpose of the WIB is to set policy for the San Benito County workforce investment system in coordination with statewide workforce investment efforts. The local WIB shall promote effective outcomes consistent with statewide goals, objectives, and negotiated local performance.

D. Functions:

Pursuant to Section 117 of the WIA, the following are mandated responsibilities of the WIB:

1. In partnership with the Board of Supervisors, development of a local plan for the Workforce Investment Area;
2. Identification of eligible providers of youth activities and the awarding of grants or contracts on a competitive basis, based on recommendations of the Youth Council;
3. Identification of eligible providers of training services;
4. In the event that the local one-stop operator does not provide individualized services in the local area, identification of eligible providers of individualized services in the local area by awarding contracts;
5. Development of a budget for itself for the purpose of carrying out the duties of the WIB under the WIA, subject to the approval of the Board of Supervisors;
6. In partnership with the Board of Supervisors, overseeing the one-stop delivery system, employment and training activities and youth activities in the local Workforce Investment Area;
7. In partnership with the Board of Supervisors, negotiation of local performance measures with the Governor;
8. Establishment of a Youth Council pursuant to Section 117 of the Act and, in partnership with the Board of Supervisors, appointing its members;
9. Provision of assistance to the Governor in developing a statewide employment statistics system;
10. Coordination of workforce development activities conducted under the WIA with local economic development strategies and develop employer linkages with such activities;
11. Promotion of the participation of private sector employers in the state workforce investment system; and
12. Compliance with all other applicable laws and regulations when directed by the California Workforce Investment Board or its administrative agencies.

ARTICLE II. MEMBERSHIP

A. Membership

Subsequent to the initial appointments, the number of members may be determined by this organization itself. In this instance, the provisions of federal and state laws regarding membership must be met, but in no event shall the WIB have less than 19 nor more than 50 members.

B. Appointment

Members of the WIB are appointed by the Board of Supervisors from nominations by appropriate sources. All members of the WIB shall also be directors of the WIB.

C. Nominations

Nominations to the private sector seats on the WIB shall be made by the business, professional and/or trade organizations in the San Benito County area. The number of nominations made shall be at least 150 percent of the number of appointments to be made.

Required One-Stop partner members are nominated by their organization. In instances where there is more than one agency that could fulfill the role of a particular mandated One-Stop partner, the decision for which agency will be seated on the WIB will be made by the San Benito County Board of Supervisors, with a recommendation from the WIB's Executive Committee.

Other members are selected at the discretion of the San Benito County Board of Supervisors.

While the WIB may establish a committee to review nominations, the appointing authority rests with the San Benito County Board of Supervisors and is not a shared function of the WIB.

D. Membership Categories

Membership of the WIB is to be composed as follows:

- I. Majority business members (50% + 1)
2. Mandated members* representing the following categories (numbers indicated are for minimum representation):
 - (a) Educational agencies (2)
 - (b) Labor organizations (2)
 - (c) Community based organizations (2)
 - (d) Economic development agencies (2)
 - (e) Representatives of each of the One-Stop partners

** Members may represent multiple categories*

E. Criteria for Membership

- I. Representatives of business in the local area shall be appointed from among individuals nominated by local business organizations and business trade associations that reflect employment opportunities of the local area, and shall be owners of businesses, chief executives or operating officers of businesses or other business executives, including human resources executives, or employers with optimum policymaking or hiring authority.
2. Representatives of local educational entities, including representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions (including community colleges), shall be selected from individuals nominated by regional or local educational agencies, institutions, or organizations representing local educational entities.

3. Representatives of labor organizations nominated by local labor federations, including a representative of an apprenticeship program, shall comprise at least 15 percent of WIB members, unless the local labor federation fails to nominate enough members. If this occurs, then at least 10 percent of the WIB members shall be representatives of labor organizations.
4. Representatives of local community-based organizations, including organizations representing individuals with disabilities and veterans, and organizations that serve populations with barriers to employment, such as the economically disadvantaged, youth, farm workers, homeless, and immigrants.
 - (a) Representatives from community based organizations that are required One-Stop partners will also be counted as community based organization members.
5. Representatives of economic development agencies, including private sector economic development entities.
 - (a) Economic development agency One-Stop partners may each nominate a representative to the WIB and that representative will also be considered to be an economic development category member.
6. Required One-Stop partner members nominated by their organization.
7. Membership of the local WIB may include other individuals or representatives of entities as the San Benito County Board of Supervisors may determine to be appropriate.
8. WIB members may be appointed to represent multiple constituencies on the WIB.

F. Authority of Board Members

Members of the local WIB that represent organizations, agencies, or other entities shall be individuals with optimum policy making authority within those organizations, agencies, or entities.

G. Term of Appointment

Members shall be appointed to the WIB for terms of three years, with the proviso that initial members will be appointed for one, two, and three year terms, in order to provide for the staggered terms required by law. It shall be the decision of the Board of Supervisors concerning which initial member shall be appointed for one, two, or three years, with the proviso that the staggered appointments will be divided relatively equally between private sector and public sector members.

ARTICLE III. REMOVAL AND RESIGNATION OF MEMBERS

A. Removal of Members

The Chairperson may recommend to the WIB the removal of a member for cause or absenteeism. Removal shall require the affirmative vote of two-thirds of the full WIB. The decision of the WIB is final and may not be appealed.

The following shall be grounds for removal:

1. Removal for Cause:
Cause shall be defined as determination by the WIB that the member is unable to effectively represent the categorical seat to which he/she is appointed due to change of employment or status that substantially alters the member's qualifications which were present and considered in making the initial appointment.
2. Removal for Absenteeism:
Members may be removed from membership on the WIB if the member is absent for more than one-half of the regularly scheduled meetings of the full WIB during a twelve-month program year, or failure to attend three consecutive meetings for executive committee members without prior notification of inability to attend.

B. Procedure for Removal

1. The Executive Committee shall meet to consider the removal of a member from the WIB.
2. The member in question shall be given written notice not less than five days prior to the meeting at which the Executive Committee will vote on his/her removal.
3. The member in question shall be given reasonable opportunity to speak before the Executive Committee; however failure to appear before the Executive Committee shall not be an impediment to the removal action.
4. The Executive Committee may recommend removal by a majority vote. The Executive Committee Chair shall forward their recommendation to the full WIB for final action.
5. The Chairperson shall inform the member in writing of the committee's decision within five (5) calendar days of the meeting.

C. Resignation of Membership

Resignation of WIB members should be effected by a written letter of resignation addressed to the Chairperson of the WIB and submitted to CSWD thirty days prior to the effective date of resignation. The Chairperson shall forward the notice to the Board of Supervisors within five days of receipt from the resigning member.

D. Vacancies

Vacancies created by the removal or resignation of members shall be filled for the remainder of the member's term using the provisions described in ARTICLE II.

ARTICLE IV. DUTIES OF MEMBERS

A. Attendance

Members shall attend meetings of the WIB and of committees to which they are appointed. The Executive Committee shall routinely review member attendance at WIB and committee meetings.

B. Notification of Absence

Members shall notify the Chairperson of the WIB or staff of any expected absence for a meeting by 5:00 PM of the day before the meeting, indicating good and sufficient reasons for the absence. Such notification may be direct or through staff of the WIB.

C. Service on Committees

Each member of the WIB shall serve on committees as necessary.

ARTICLE V. MEETINGS AND ACTIONS

A. Schedule of Regular Meetings

1. The WIB shall hold regular quarterly meetings at 3:00 P.M. on the second Tuesday of the first month of each quarter.
2. Alternate dates for regular meetings may be set either by the Chair of the WIB, if ten (10) working days' notice is provided to all members, or by a majority vote at a duly constituted meeting.
3. Regular meetings may be canceled either by the Chair of the WIB or by a majority vote at a duly constituted meeting.
4. Subcommittees will meet as often as required to fulfill their responsibilities, at least one time per year.

B. Public Meetings

All meetings of the WIB and the Youth Council shall be open to the public, and noticed in conformance with the Ralph M. Brown Act (Gov. Code §54950, *et seq.*).

C. Meeting Minutes

The Secretary or staff shall record in the minutes the time and place of the meeting, members who are present, official acts of the WIB, and the number of votes of members, ayes, noes, and abstentions. When requested by a member, his or her dissent or approval, and reasons, shall be recorded. When a member abstains due to a conflict of interest, his or her abstention and the reasons shall be recorded in the minutes. The minutes shall be presented for approval at the succeeding regular meeting.

D. Notice of Meetings

Notice of full WIB meetings will be published in a current newspaper of record at least one week in advance of the meetings, and shall be further provided as specified in section E below, in compliance with the Brown Act. Emergency meetings shall be noticed in compliance with the Brown Act.

E. Agendas

The agenda for the WIB and Youth Council regular meetings, special meetings, and meetings of standing committees shall specify the time and place of the meeting and shall contain a brief description of each item of business to be transacted at the meeting, including items to be discussed in closed session. Copies of the agenda and board packet shall be sent electronically to members of the WIB or Youth Council (or to standing committee members in the case of a committee meeting); and shall be posted and distributed in compliance with the Brown Act. Agenda packets will be mailed to board members who may not have access to the internet or members of the public who request a copy of the agenda packet.

F. Public Testimony

Every agenda for a regular meeting shall provide an opportunity for members of the public to directly address the WIB regarding any matter within the WIB's jurisdiction that is not on the agenda, as well as an opportunity to address the WIB regarding any item on the agenda during the WIB's discussion of each agenda item, pursuant to Brown Act requirements.

G. Special Meetings

A special meeting of the WIB may be called by the Chairperson, or the Board of Supervisors, or by a majority vote of the Executive Committee, or upon written request of a majority of the WIB members. Notice of special meetings shall be delivered to members personally, by mail or electronically in compliance with the Brown Act. The Notice shall state the time, place, and the business to be considered. Special meetings shall be called and conducted in accordance with the Brown Act.

H. Quorum

For purposes of conducting a meeting of the full WIB or the Executive Committee, a quorum of the WIB or Executive Committee shall be any number over fifty (50) percent of the total number of members who have been duly appointed to the WIB or Executive Committee, provided that at least half of the private sector members are present. At meetings of other committees, a quorum shall consist of a simple majority of the membership of the committee.

I. Voting

Each member of the WIB or Youth Council shall have one (1) vote. Every decision or act made by a majority of the WIB or Youth Council members present at any meeting where a quorum is present shall be regarded as the official action of the WIB or Youth Council. Members choosing to abstain from voting on specific actions will not affect majority requirements and their abstention will be counted as support of the majority vote.

J. Procedure

All members may make motions and vote except as restricted by ARTICLE VI of these Bylaws. All questions shall be decided by a majority vote of those members present. Members shall not be allowed to vote by proxy or secret ballot.

K. Official Records

All official records of the WIB shall be kept and maintained at the principal office designated in these Bylaws. Records to be kept include but are not limited to budgets, contracts, grant proposals, request for proposals, agenda notices, meeting minutes for the WIB and all standing committees and/or ad hoc committees having and exercising any of the authority of the WIB, and WIB correspondence. All official records of the WIB are subject to the California Public Records Act (Gov. Code §6250 *et seq.*) and are open to inspection by the general public at all times during normal business hours.

ARTICLE VI. CONFLICT OF INTEREST

A. Voting

All members of the WIB and its committees shall comply with the California Political Reform Act (Gov. Code §81000 *et seq.*) and the San Benito County Conflict of Interest Code in conducting the WIB's official business. In addition to complying with all requirements of the Political Reform Act and County's Conflict of Interest Code, no member of the WIB, or any of the WIB's committees, shall vote on a matter under consideration by the local WIB regarding the provisions of services by such member (or by an entity that such member represents); or that would provide a direct financial benefit to such member or his/her immediate family member.

In addition to complying with all requirements of the Political Reform Act and County's Conflict of Interest Code, no member shall participate in the discussion concerning any portion of a plan, a contract, a subcontract, or any other matter, which may provide financial benefit to the member or immediate family of the member or to an organization represented by the member or immediate family of the member including participation as a director.

Membership on an advisory board is not deemed to be representation for purposes of this restriction.

B. Disclosure

In order to avoid a conflict of interest or the appearance of such conflict, each member shall disclose his or her financial interests, in compliance with the County's Conflict of Interest Code and any conflict of interest code adopted by the WIB.

C. Record of Abstention

Minutes of meetings shall record the abstentions of members who are prohibited from voting due to a conflict of interest.

ARTICLE VII. OFFICERS

A. Officers & Duties

Officers of the WIB shall consist of:

1. Chairperson – The WIB Chairperson shall be a private business representative and shall be the presiding officer of the WIB and of the Executive Committee. The WIB chairperson shall be a voting member of the WIB and the Executive Committee, and shall serve as an ex-officio, non-voting member of all standing committees. The WIB Chairperson's duties shall include:
 - (a) Presiding at WIB meetings, deciding points of order, announcing all business, entertaining motions, putting motions to vote) and announcing vote results;
 - (b) Appointing all committee chairpersons and committee members;

- (c) Recommending to the Executive Committee removal of committee chairpersons and members.
- 2. **Vice Chairperson** - The WIB Vice-Chairperson shall perform the duties of the Chairperson in his/her absence and shall serve as the Chairperson of the Programs/Planning Committee.
- 3. **Treasurer** - The WIB Treasurer shall serve as the Chairperson of the Audit/Evaluation Committee.
- 4. **Secretary** - The WIB Secretary shall keep minutes of meetings in the absence of staff

B. Terms of Office

Officers' terms shall be for one year beginning on the July meeting of the full WIB. In the event an officer of the WIB resigns or is removed from the WIB or from office, the position that officer held shall be declared vacant and the unexpired term shall be filled by the WIB following the election procedure set forth in Article VII Section C.

C. Election of Officers

Each year a Nominating Committee will be appointed by the WIB Chairperson at the April meeting to propose a slate. Once the Nominating Committee has proposed a slate of officers, other nominations may be made from the floor during the WIB meeting at which the slate is presented. The election will take place at the last regular meeting before the July meeting.

ARTICLE VIII. COMMITTEES

A. General Committee Provisions

The WIB shall have four standing committees as designated in Section B of this Article. All standing committee meetings shall be subject to the provisions of the Brown Act.

B. Standing Committees

1. **Executive Committee**

The membership of the committee shall be seven. The Executive Committee of the WIB shall be appointed by the Chairperson of the WIB and shall consist of the WIB Chairperson, who shall also preside over the Executive Committee, three business members, and three non-business members. The Executive Committee shall be empowered to act for the WIB in all matters, except setting policy and removal of members. This shall include acting upon committee recommendations.

2. **Programs/Planning Committee**

The membership of the committee shall be not less than four and not more than seven. The Programs/Planning Committee shall be appointed by the Chairperson of the WIB. The Chairperson of this committee shall be the WIB Vice-Chairperson. The membership shall have a majority of its members from the private sector. The Programs/Planning Committee shall be responsible for review and advice, as necessary, on matters relating to program planning including but not limited to the following **matters**:

- (a) Preparation of draft and final plans, including budgets;
- (b) Preparation and issuance of requests for proposals;
- (c) Evaluation of proposals;
- (d) Incorporation of selected proposals into a service plan;
- (e) Recommendation on award of contracts to service providers;
- (f) Identification of eligible individualized service and training providers;
- (g) Recommendation on local policy.

The Programs/Planning Committee shall hold hearings as necessary and take public testimony under rules to be established by the committee. It shall advise the full WIB regarding action to be taken.

3. **Bylaws Committee**

The number of committee members shall be not less than four and not more than seven, this committee shall have a Chairperson and Vice-Chairperson who are members of the WIB and shall include the Chairperson of the WIB. The source of additional members shall be left to the discretion of the WIB Chairperson who appoints all committee members. The duties of the Bylaws Committee include:

- (a) Annual review of the existing bylaws of the WIB and suggesting amendments to the WIB. It may also review Bylaws amendments proposed by other members in order to make recommendations on such amendments to the WIB.
- (b) Review federal and state legislation and regulations and develop alternatives for meeting their requirements in San Benito County.
- (c) Pursue the adoption of an agreement between the WIB and Board of Supervisors based on a course of action selected from the alternatives.
- (d) Define such changes in bylaws and policies as might be required by the agreement.

4. **Audit/Evaluation Committee**

The number of committee members shall be not less than four and not more than seven. The WIB Treasurer shall chair the Audit/Evaluation Committee. The remaining membership shall be balanced between private sector and non-private sector members at the discretion of the WIB Chairperson with the advice of the Treasurer. The duties of the Audit/Evaluation Committee include:

- (a) Establishing standards for financial controls and reporting for funds expended within the jurisdiction of the WIB.
- (b) Reviewing and negotiating local performance measures and evaluating contractors' performance.
- (c) Annually reviewing reports and/or monitoring and advising the WIB regarding actions to be taken.

C. Other Committees

From time to time the WIB may establish special program committees to accomplish specific projects. The need for such committees and their composition and structure will be determined by the full WIB or the Executive Committee.

D. Term of Appointment

Unless otherwise specified in the request to serve as a member of any committee, the term of appointment shall be one year. Each year, after the elections at the July meeting, the WIB Chairperson shall review all committee assignments and a committee appointment roster will be distributed, in writing, to all members.

ARTICLE IX. YOUTH COUNCIL

A. Youth Council

Pursuant to Section 117(h) of the Act, there shall be established a permanent Youth Council. The Youth Council shall be a subgroup of the WIB. Youth Council members who are not members of the WIB shall be voting members of the Youth Council and nonvoting members of the WIB. The Chair of the Youth Council must be a member of the WIB.

B. Duties of the Youth Council

Youth Council shall develop the portions of the local plan relating to eligible youth activities; recommend eligible providers of youth activities to be awarded grants or contracts on a competitive basis by the WIB to carry out the youth activities; conduct oversight with respect to eligible providers of youth activities; coordinate authorized youth activities in San Benito County; and perform other duties as determined to be appropriate by the WIB Chair.

C. Number, Composition and Appointments

Members of the Youth Council shall be appointed by the WIB and such appointments shall be ratified by the San Benito County Board of Supervisors. The number and composition of the Youth Council shall be determined by the WIB Chairperson in cooperation with the San Benito County Board of Supervisors, in compliance with WIA Section 117(h)(2)(A), as amended from time to time, and 20 C.F.R. Section 661.335, as amended from time to time.

Membership of the Youth Council shall include:

1. Members of the local WIB with special interest or expertise in youth policy;
2. Representatives of youth service agencies, including juvenile justice and local law enforcement agencies;
3. Representatives of local public housing authorities;
4. Parents/Grandparents of eligible youth seeking WIA program assistance;
5. Individuals, including former participants, and representatives of organizations, that have experience relating to youth activities; and
6. Representatives of the Job Corps, as appropriate.

Membership may include such other individuals as the chairperson of the local WIB, in consultation and cooperation with the San Benito County Board of Supervisors, determines to be appropriate.

ARTICLE X. AMENDMENT OF BYLAWS

The Bylaws may be amended at any duly noticed regular meeting of the full WIB at which a quorum is present. An affirmative vote of a majority of the WIB shall be required to amend these Bylaws.

ARTICLE XI. SEVERABILITY

If any part of these bylaws is held to be null and/or void, the validity of the remaining portion of the bylaws shall not be affected.

Approved July 5, 2000

Amended 8/14/12

Approved As To Legal Form:
San Benito County Counsel's Office

By: Shirley L. Murphy
Shirley L. Murphy, Deputy County Counsel

Date: July 27, 2012

PROGRAM ADMINISTRATION DESIGNEE AND PLAN SIGNATURES

This local plan represents the San Benito County Workforce Development Board's efforts to maximize and coordinate resources available under Title I of the *Workforce Innovation and Opportunity Act*.

This local plan is submitted for the period of July 1, 2017 through June 30, 2021 in accordance with the provisions of the WIOA.

Local Workforce Development Board Chair

Alex Arias
Signature

Alex Arias
Name

Chairman
Title

6/30/17
Date

Chief Elected Official

Jaime Delacruz
Signature

Jaime Delacruz
Name

Chairman
Title

6/27/17
Date

PUBLIC COMMENTS RECEIVED THAT DISAGREE WITH THE REGIONAL AND LOCAL PLAN

Local Board Record of Comments

Section 108 of the *Workforce Innovation and Opportunity Act* requires the Local Boards to publish the local plan for public comment. The Local Workforce Development Board (Local Board) should include with their local plan submittal, all comments that have been received that disagree with the local plan, how the Local Board considered that input and its impact on the narrative in the local plan.

Local Plan Section and Page Number(s)	Comment/Response
Section: Vision, Goals, and Strategy Statement, Regional Goal 1 Page Number(s): 2	Comment: Fourth bullet, first item should be "Agriculture." "Agricultural" is an adjective. Second item should be "Health Care", not "Healthcare"
	Local Board Response: Adjustments were made accordingly.
Section: Vision, Goals, and Strategy Statement, Regional Goal 3 Page Number(s): 3	Comment: "EMSI" should be spelled out with first mention, with EMSI in parentheses, to read: Economic Modeling Specialists, Inc. (EMSI). First bullet, first item should be "Agriculture." "Agricultural" is an adjective.
	Local Board Response: Adjustment made accordingly.
Section: Vision, Goals, and Strategy Statement, Regional Goal 3 Page Number(s): 4	Comment: Second paragraph, AJCC should be spelled out at first mention, with AJCC in parentheses, to read: America's Job Centers of California (AJCC)
	Local Board Response: Adjustment made accordingly.

Section: Local Program Alignment to Implement State Plan, Sector Strategies and Pathways-Organizing Regionally Page Number(s): 5	Comment: San Benito County “has” been, not “have” been.
	Local Board Response: Adjustment made accordingly.
Section: Local Program Alignment to Implement State Plan, Sector Strategies and Pathways-Earn and Learn Page Number(s): 5	Comment: “OJTs” should be spelled out with first mention, with OJT in parentheses, to read: On-the-Job Training (OJT). In the paragraph following, should read “limited to” rather than “limited of” 400 hours.
	Local Board Response: Adjustment made accordingly.
Section: Local Program Alignment to Implement State Plan, Sector Strategies and Pathways-Earn and Learn Page Number(s): 5	Comment: Last paragraph on page, “Intensive Service” is old WIA terminology. Better to say “Individualized Service” under WIOA.
	Local Board Response: Adjustment made accordingly, and throughout the document.
Section: Information on Specified Services and Service Delivery Strategies, WCP section Page Number(s): 7	Comment: The only concern I have is that the research performed by the Centers of Excellence and Baywork that is referenced is based on older data from 2009. Placement data from the current WCP program at Gavilan could be used to support the program, in addition to the older research.
	Local Board Response: Local Board will partner with Gavilan to update data going forward. No changes made to the document.
Section: EMSI Highest Ranked Occupations Report	Comment: Uses 2014 Median Hourly Earnings, rather than 2016 Median Hourly Earnings. This should be updated.

Page Number(s):	Local Board Response: Local Board will work with EMSI to update information going forward. No changes made to the document.
Section: Workforce Development Board MOU-Attachment A- page A1, Layoff Aversion Page Number(s):	Comment: Reads: Examples of “lay” aversion activities. Should read: Examples of “layoff” aversion activities:
	Local Board Response: The attachment is a signed MOU document, and the error is incorporated into that document. Editing the MOU is beyond the purview of this Local Plan. No changes made to the document.

Highest Ranked Occupations

Top 20 Occupations (5-Digit) in San Benito County, CA

Emsi Q2 2016 Data Set

August 2016



5730 Chambertin Drive
San Jose, California 95118
(408) 794-1200

Parameters

Regions

Code	Description
6069	San Benito County, CA

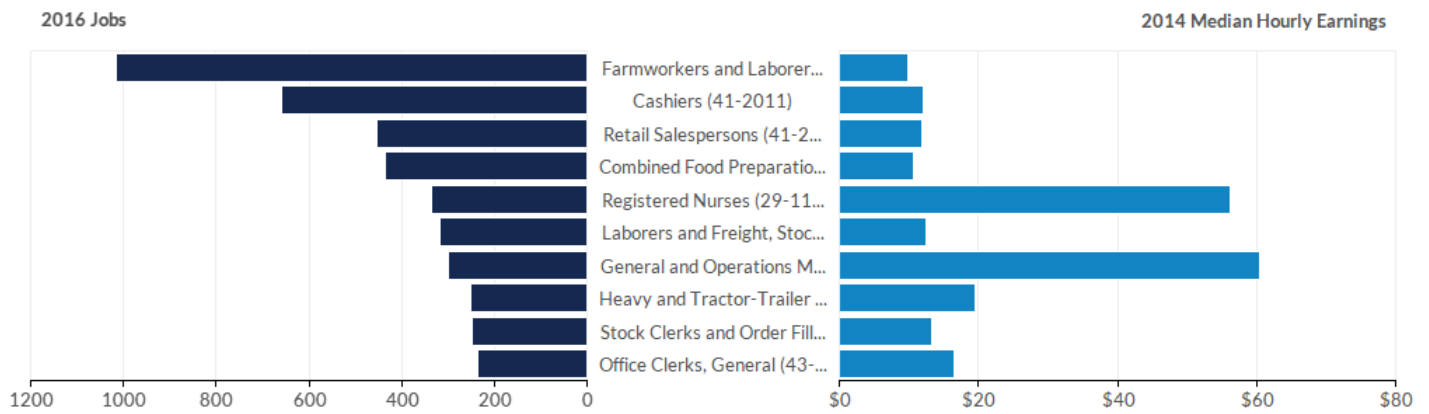
Timeframe

2016 - 2017

Datarun

2016.2 – Employees

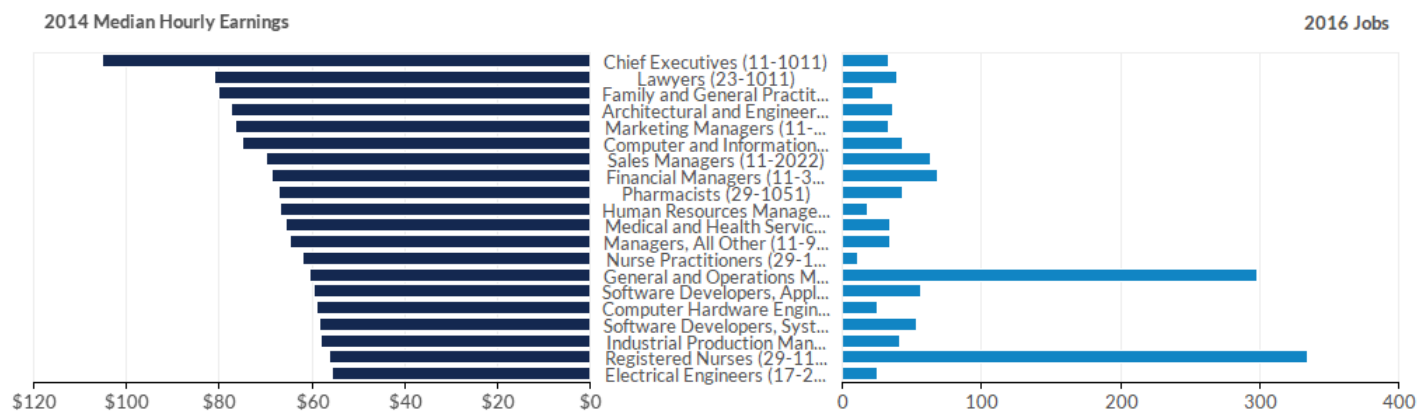
Largest Occupations



Occupation	2016 Jobs	2017 Jobs	Change in Jobs (2016-2017)	% Change	2014 Median Hourly Earnings
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,016	971	-44	-4%	\$9.85
Cashiers	658	695	36	6%	\$12.07
Retail Salespersons	452	479	27	6%	\$11.92
Combined Food Preparation and Serving Workers, Including Fast Food	436	454	18	4%	\$10.63
Registered Nurses	334	340	6	2%	\$56.27
Laborers and Freight, Stock, and Material Movers, Hand	317	336	19	6%	\$12.56
General and Operations Managers	298	309	10	3%	\$60.46
Heavy and Tractor-Trailer Truck Drivers	250	264	14	6%	\$19.58
Stock Clerks and Order Fillers	247	259	12	5%	\$13.37
Office Clerks, General	236	242	7	3%	\$16.60
Painters, Construction and Maintenance	201	215	14	7%	\$21.88
Personal Care Aides	195	234	39	20%	\$11.32
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	184	189	5	3%	\$18.23
Packers and Packagers, Hand	182	189	7	4%	\$10.93
Food Preparation Workers	180	190	10	5%	\$11.47
Waiters and Waitresses	176	167	-9	-5%	\$10.76
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	169	174	5	3%	\$11.34
Team Assemblers	160	169	9	5%	\$14.26

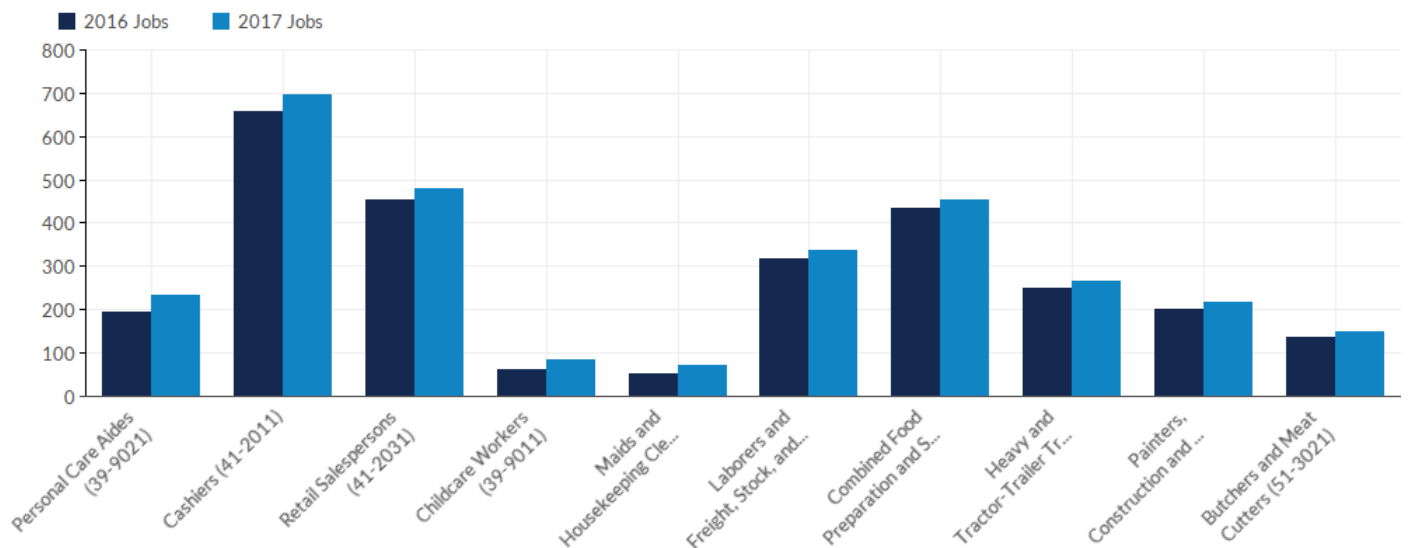
Occupation	2016 Jobs	2017 Jobs	Change in Jobs (2016- 2017)	% Change	2014 Median Hourly Earnings
Elementary School Teachers, Except Special Education	158	161	3	2%	\$31.02
Teacher Assistants	155	159	4	2%	\$13.87

Highest Paying Occupations



Occupation	2016 Jobs	2017 Jobs	Change in Jobs (2016-2017)	% Change	2014 Earnings Per Worker
Chief Executives	34	34	0	0%	\$105
Lawyers	39	40	1	3%	\$81
Family and General Practitioners	22	22	0	0%	\$80
Architectural and Engineering Managers	36	39	3	8%	\$77
Marketing Managers	33	34	1	3%	\$77
Computer and Information Systems Managers	44	46	2	5%	\$75
Sales Managers	64	66	2	3%	\$70
Financial Managers	68	70	2	3%	\$69
Pharmacists	43	44	1	2%	\$67
Human Resources Managers	18	19	1	6%	\$67
Medical and Health Services Managers	34	34	0	0%	\$66
Managers, All Other	34	35	1	3%	\$65
Nurse Practitioners	11	11	0	0%	\$62
General and Operations Managers	298	309	11	4%	\$60
Software Developers, Applications	57	61	4	7%	\$60
Computer Hardware Engineers	25	28	3	12%	\$59
Software Developers, Systems Software	54	58	4	7%	\$58
Industrial Production Managers	41	43	2	5%	\$58
Registered Nurses	334	340	6	2%	\$56
Electrical Engineers	26	28	2	8%	\$56

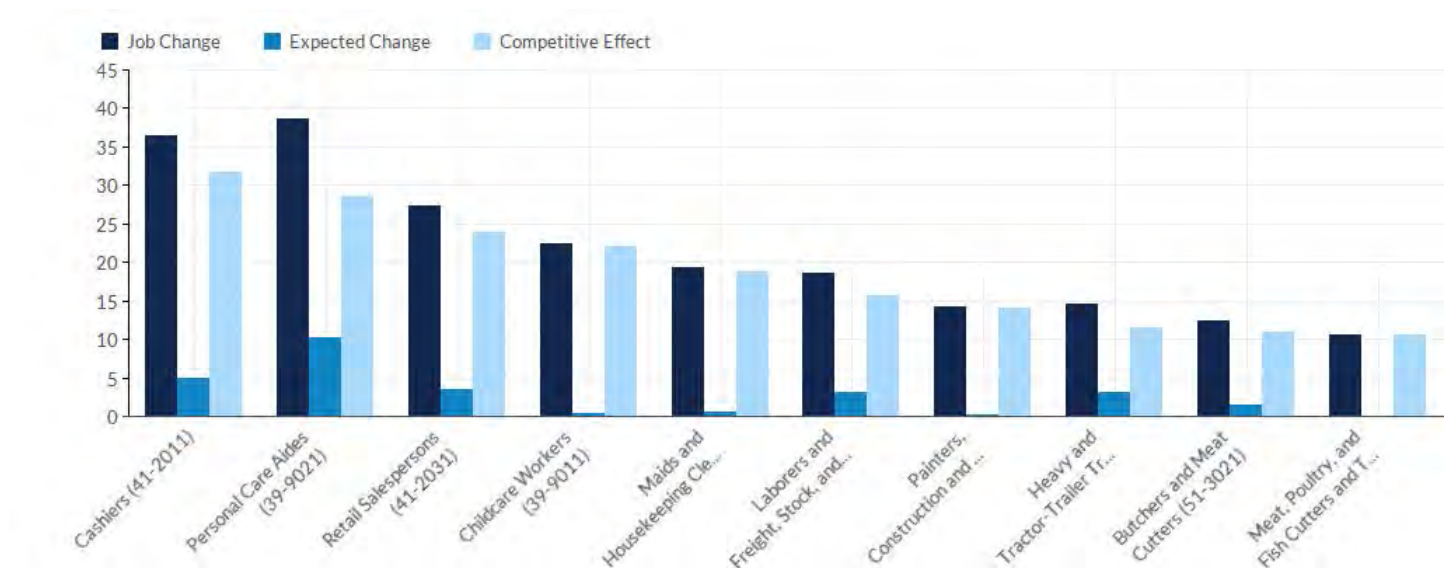
Fastest Growing Occupations



Occupation	2016 Jobs	2017 Jobs	Change in Jobs (2016-2017)	% Change	2014 Median Hourly Earnings
Personal Care Aides	195	234	39	20%	\$11.32
Cashiers	658	695	36	6%	\$12.07
Retail Salespersons	452	479	27	6%	\$11.92
Childcare Workers	62	85	22	36%	\$13.39
Maids and Housekeeping Cleaners	53	72	19	36%	\$11.97
Laborers and Freight, Stock, and Material Movers, Hand	317	336	19	6%	\$12.56
Combined Food Preparation and Serving Workers, Including Fast Food	436	454	18	4%	\$10.63
Heavy and Tractor-Trailer Truck Drivers	250	264	14	6%	\$19.58
Painters, Construction and Maintenance	201	215	14	7%	\$21.88
Butchers and Meat Cutters	136	149	12	9%	\$18.67
Stock Clerks and Order Fillers	247	259	12	5%	\$13.37
Meat, Poultry, and Fish Cutters and Trimmers	98	108	11	11%	\$12.30
General and Operations Managers	298	309	10	3%	\$60.46
Food Preparation Workers	180	190	10	5%	\$11.47
Team Assemblers	160	169	9	5%	\$14.26
First-Line Supervisors of Retail Sales Workers	138	146	8	6%	\$22.98
Home Health Aides	53	61	8	15%	\$11.02

Occupation	2016 Jobs	2017 Jobs	Change in Jobs (2016- 2017)	% Change	2014 Median Hourly Earnings
Packers and Packagers, Hand	182	189	7	4%	\$10.93
Light Truck or Delivery Services Drivers	107	114	7	6%	\$15.07
Office Clerks, General	236	242	7	3%	\$16.60

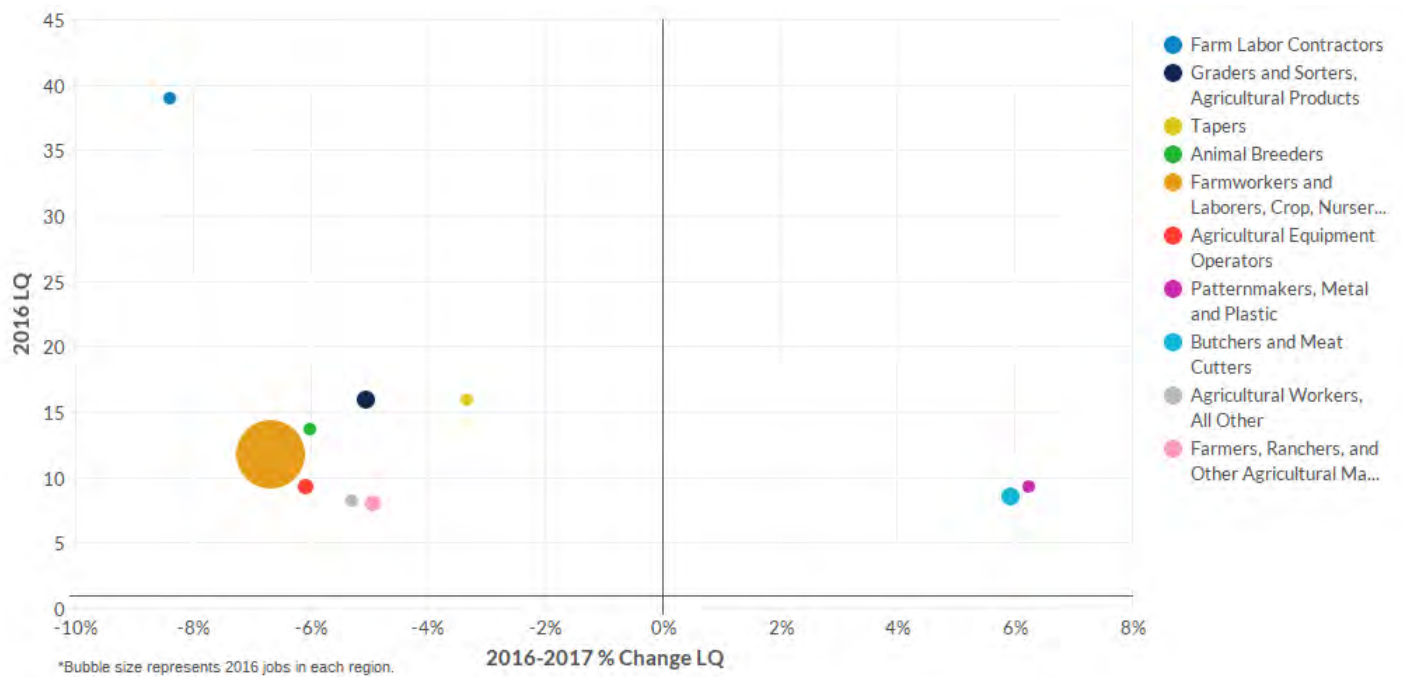
Most Competitive Occupations



Occupation	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
Cashiers	36	-3	8	5	32
Personal Care Aides	39	8	2	10	29
Retail Salespersons	27	-2	5	3	24
Childcare Workers	22	0	1	1	22
Maids and Housekeeping Cleaners	19	0	1	1	19
Laborers and Freight, Stock, and Material Movers, Hand	19	-1	4	3	16
Painters, Construction and Maintenance	14	-2	2	0	14
Heavy and Tractor-Trailer Truck Drivers	14	0	3	3	11
Butchers and Meat Cutters	12	0	2	2	11
Meat, Poultry, and Fish Cutters and Trimmers	11	-1	1	0	11
Stock Clerks and Order Fillers	12	0	3	3	10
Team Assemblers	9	-3	2	-1	9
Combined Food Preparation and Serving Workers, Including Fast Food	18	4	5	9	9
First-Line Supervisors of Retail Sales Workers	8	0	2	2	7
Food Preparation Workers	10	1	2	3	7
General and Operations Managers	10	0	4	4	7
Light Truck or Delivery Services Drivers	7	-1	1	0	6
Packers and Packagers, Hand	7	-1	2	1	6

Occupation	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
Bakers	6	0	1	1	5
First-Line Supervisors of Production and Operating Workers	5	-2	1	-1	5

Highest Occupation Location Quotient



Occupation	2016 Jobs	2017 Jobs	% Change	2016 LQ	2017 LQ	% Change LQ	2014 Median Hourly Earnings
Farm Labor Contractors	6	6	-5%	39.03	35.75	-8%	\$28.33
Graders and Sorters, Agricultural Products	103	100	-3%	15.95	15.15	-5%	\$9.92
Tapers	36	35	-4%	15.94	15.40	-3%	\$30.11
Animal Breeders	5	5	-4%	13.72	12.89	-6%	\$16.71
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,016	971	-4%	11.78	11.00	-7%	\$9.85
Agricultural Equipment Operators	78	75	-3%	9.35	8.78	-6%	\$16.65
Patternmakers, Metal and Plastic	4	4	6%	9.32	9.90	6%	\$14.41
Butchers and Meat Cutters	136	149	9%	8.53	9.04	6%	\$18.67
Agricultural Workers, All Other	13	12	-4%	8.26	7.82	-5%	\$13.71
Farmers, Ranchers, and Other Agricultural Managers	72	69	-3%	8.07	7.67	-5%	\$44.86
Painters, Construction and Maintenance	201	215	7%	7.54	7.92	5%	\$21.88
First-Line Supervisors of Farming, Fishing, and Forestry Workers	38	36	-4%	7.27	6.87	-6%	\$25.00
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	10	10	7%	6.59	6.93	5%	\$11.73
Judicial Law Clerks	9	9	0%	6.46	6.37	-1%	\$26.29
Farmworkers, Farm, Ranch, and Aquacultural Animals	58	57	-3%	6.37	6.06	-5%	\$13.07

Occupation	2016 Jobs	2017 Jobs	% Change	2016 LQ	2017 LQ	% Change LQ	2014 Median Hourly Earnings
Terrazzo Workers and Finishers	3	3	3%	5.89	5.98	1%	\$20.30
Food Batchmakers	83	85	3%	5.83	5.87	1%	\$11.05
Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	12	12	1%	5.69	5.61	-2%	\$10.13
Meat, Poultry, and Fish Cutters and Trimmers	98	108	11%	5.53	6.01	9%	\$12.30
Drywall and Ceiling Tile Installers	61	58	-5%	5.52	5.26	-5%	\$33.33

Appendix A - Data Sources and Calculations

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

MEMORANDUM OF UNDERSTANDING
Between
Employment Development Department
America's Job Center of California
Workforce Development Board

1. **Preamble/Purpose of MOU:** It is the purpose of this agreement to establish a cooperative and mutually beneficial relationship between the parties and to set forth the relative responsibilities of the parties.

The Workforce Innovation and Opportunity Act (WIOA) requires that a MOU be developed and executed between the San Benito County Workforce Development Board (WDB) and the America's Job Center of CaliforniaSM (AJCC) partners to establish an agreement concerning the operations of the AJCC delivery system. The purpose of the MOU, is to establish a cooperative working relationship between the parties and to define their respective roles and responsibilities in achieving the policy objectives. The MOU also serves to establish the framework for providing services to employers, employees, job seekers and others needing workforce services.

California's one-stop delivery system, the AJCC, is a locally-driven system which develops partnerships and provides programs and services to achieve three main policy objectives established by the California Workforce Development Strategic Plan, which includes the following:

- Foster demand-driven skills attainment
- Enable upward mobility for all Californians
- Align, coordinate, and integrate programs and services

These objectives will be accomplished by ensuring access to high-quality AJCCs that provide the full range of services available in the community for all customers seeking the following:

- Looking to find a job.
- Building basic educational or occupational skills.
- Earning a postsecondary certificate or degree.
- Obtaining guidance on how to make career choices.
- Seeking to identify and hire skilled workers.

2. **Local/Regional Vision Statement, Mission Statement, and Goals**

Vision: San Benito County will have a trained, skilled and relevant workforce that meets the needs of employers and increases the quality of life in our community.

Mission: The mission of the San Benito County Workforce Development Board is to provide a variety of trainings, services and resources to unemployed, under-employed and dislocated workers which will raise their education and skill levels to ensure their success in the workforce.

3. **Parties to the MOU:** Required partners include local/regional representatives of the

following programs:

- WIOA Title I Adult, Dislocated Worker, and Youth: Department of Health and Human Services Agency (HHSA) and Community Services & Workforce Development (CSWD)
 - WIOA Title II Adult Education and Literacy: Gavilan College
 - WIOA Title III Wagner-Peyser: Employment Development Department (EDD)
 - WIOA Title IV Vocational Rehabilitation: Department of Rehabilitation (DOR)
 - Carl Perkins Career Technical Education: Gavilan College
 - Title V Older Americans Act: Peninsula Family Services
 - Job Corps: San Jose Job Corps
 - Native American Programs (Section 166) – N/A
 - Migrant Seasonal Farmworkers (Section 167)
 - Veterans: Employment Development Department (EDD)
 - Youth Build – N/A
 - Trade Adjustment Assistance Act: Employment Development Department (EDD)
 - Community Services Block Grant: Community Services & Workforce Development (CSWD)
 - Housing & Urban Development: Housing Authority of the County of Santa Cruz
 - Unemployment Compensation: Employment Development Department (EDD)
 - Second Chance - N/A
 - Temporary Assistance for Needy Families/CalWORKs: Department of Health and Human Services Agency (HHSA) CalWORKS Division
4. **Effective Dates and Term of MOU:** This MOU shall be binding upon each party hereto upon execution by such party. The term of this MOU shall be three years, commencing on the date of execution by all parties. The MOU will be reviewed not less than once every three years to identify any substantial changes that have occurred.
5. **AJCC System, Services:** AJCC's services as required by WIOA Law and to be provided by the AJCC Partners to this MOU are outlined in Attachment A, AJCC System Services.
6. **Responsibility of AJCC Partners:**
- The AJCC partner agrees to participate in joint planning, plan development, and modification of activities to accomplish the following:
 - Continuous partnership building.
 - Continuous planning in response to state and federal requirements.
 - Responsiveness to local and economic conditions, including employer needs.
 - Adherence to common data collection and reporting needs.
 - Make the applicable service(s) applicable to the partner program available to customers through the one-stop delivery system.
 - Participate in the operation of the one-stop system, consistent with the terms of the MOU and requirements of authorized laws.

- Participate in capacity building and staff development activities in order to ensure that all partners and staff are adequately cross-trained.

7. **Funding of Services and Operating Costs:**

All relevant parties to this MOU agree to share in the operating costs of the AJCC system, either in cash or through in-kind services. The cost of services, operating cost, and infrastructure costs of the system will be funded by all AJCC partners through a separately negotiated cost sharing agreement based on an agreed upon formula or plan.

AJCC partners will ensure that the shared costs are supported by accurate data, the shared costs are consistently applied over time, and the methodology used in determining the shared costs are reflected in the separately negotiated Cost Sharing Agreement.

The purpose of this RSA will be to establish the terms and conditions under which the participating partners will share resources within the One-Stop Delivery System.

8. **Methods for Referring Customers:**

The referral process may include the following: Ensure that intake and referral processes are customer-centered and provided by staff trained in customer service.

- Ensure that general information regarding AJCC programs, services, activities and resources shall be made available to all customers as appropriate.
- Describe how customer referrals are made electronically, through traditional correspondence, verbally or through other means determined in cooperation with partners and operators.
- Describe how each AJCC partner will provide a direct link or access to other AJCC partner staff that can provide meaningful information or service, through the use of co-location, cross training of AJCC staff, or real-time technology (two way communication and interaction with AJCC partners that results in services needed by the customer).

9. **Access for Individuals with Barriers to Employment:**

AJCC will ensure that policies and procedures established by AJCC and programs and services provided by One-Stop Centers are in compliance with the Americans with Disabilities Act. Recommended topics include the following:

- A definition of the term “individuals with barriers to employment.”

Barriers to Employment: Characteristics that may hinder an individual’s hiring promotion or participation in the labor force. Identification of these barriers will vary by location and labor market. Some examples of individuals who may face barriers to employment include: single parents, women, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, certain veterans, ethnic minorities, individuals with disabilities and those with limited English speaking ability or a criminal record or with a lack of education, work experience, credential, child care arrangements, transportation

or alternative working parents.

- A commitment to offer priority for services to recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient when providing individualized career services and training services with WIOA adult funds. Veterans and eligible spouses continue to receive priority of service among all eligible individuals; however, they must meet the WIOA adult program eligibility criteria and meet the criteria under WIOA Section 134 (c) (3) (E). As described in TEGL 10-09, when programs are statutorily required to provide priority, such as the WIOA adult program, then priority must be provided in the following order:
 - 1) Veterans and eligible spouses who are also recipients of public assistance, other low income individuals, or individuals who are basic skills deficient.
 - 2) Individuals who are the recipient of public assistance, other low income individuals, or individuals who are basic skills deficient.
 - 3) Veterans and eligible spouses who are not included in WIOA's priority groups.
 - 4) Other individuals not included in WIOA's priority groups.
- An attached "system map" that identifies the location of every comprehensive and affiliate AJCC within the Local Area. See Attachment B

This section should also include a commitment from each AJCC partner to ensure their policies, procedures, programs, and services are in compliance with the Americans with Disabilities Act of 1990 and its amendments, in order to provide equal access to all customers with disabilities.

10. Shared Technology and System Security:

WIOA emphasizes technology as a critical tool for making all aspects of information exchange possible, including client tracking, common case management, reporting, and data collection. To support the use of these tools, each AJCC Partner agrees to the following:

Comply with the applicable provisions of WIOA, Welfare and Institutions Code, California Education Code, Rehabilitation Act, and any other appropriate statutes or requirements.

- The principles of common reporting and shared information through electronic mechanisms, including shared technology.
- Commit to share information to the greatest extent allowable under their governing legislation and confidentiality requirements.
- Maintain all records of the AJCC customers or partners (e.g. applications, eligibility and referral records, or any other individual records related to services provided under this MOU) in the strictest confidence, and use them solely for purposes directly related to such services.
- Develop technological enhancements that allow interfaces of common information needs, as appropriate.
- Understand that system security provisions shall be agreed upon by all partners.

11. Confidentiality:

The AJCC Partner agrees to comply with the provisions of WIOA as well as the

applicable sections of the Welfare and Institutions Code, the California Education Code, the Rehabilitation Act, and any other appropriate statute or requirement to assure the following:

- All applications and individual records related to services provided under this MOU, including eligibility for services and enrollment and referral, shall be confidential and shall not be open to examination for any purpose not directly connected with the delivery of such services.
- No person will publish, disclose use, or permit, cause to be published, disclosed or used, any confidential information pertaining to AJCC applicants, participants, or customers overall unless a specific release is voluntarily signed by the participant or customer.
- The AJCC partner agrees to abide by the current confidentiality provisions of the respective statutes to which AJCC operators and other AJCC partners must adhere, and shall share information necessary for the administration of the program as allowed under law and regulation. The AJCC partner, therefore, agrees to share client information necessary for the provision of services such as assessment, universal intake, program or training referral, job development or placement activities, and other services as needed for employment or program support purposes.
- Client information shall be shared solely for the purpose of enrollment, referral or provision of services. In carrying out their respective responsibilities, each party shall respect and abide by the confidentiality policies of the other parties.

12. Non-Discrimination and Equal Opportunity:

The AJCC partner shall not unlawfully discriminate, harass or allow harassment against any employee, applicant for employment or AJCC applicant due to gender, race, color, ancestry, religion, national origin, veteran status, physical disability, mental disability, medical condition(s), age, sexual orientation or marital status. The AJCC partner agrees to comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990) and related, applicable regulations.

The AJCC partner will assure compliance with the Americans with Disabilities Act of 1990 and its amendments, which prohibits discrimination on the basis of disability, as well as other applicable regulations and guidelines issued pursuant to the Americans with Disabilities Act.

13. Grievances and Complaints Procedure: The AJCC partner agrees to establish and maintain a procedure for grievance and complaints as outlined in WIOA. The process for handling grievances and complaints is applicable to customers and partners. These procedures will allow the customer or entity filing the complaint to exhaust every administrative level in receiving a fair and complete hearing and resolution of their grievance. The partner further agrees to communicate openly and directly to resolve any problems or disputes related to the provision of services in a cooperative manner and at the lowest level of intervention possible.

14. American's with Disabilities Act and Amendments Compliance: The AJCC

partner agrees to ensure that the policies and procedures as well as the programs and services provided at the AJCC are in compliance with the Americans with Disabilities Act and its amendments. Additionally, partners agree to fully comply with the provisions of WIOA, Title VII of the civil Rights act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, 29 CFR Part 37 and all other regulations implementing the aforementioned laws.

15. **Modifications and Revisions:** This MOU constitutes the entire agreement between the parties and no oral understanding not incorporated herein shall be binding on any of the parties hereto. This MOU may be modified, altered, or revised, as necessary, by mutual consent of the parties, by the issuance of a written amendment, signed and dated by the parties.

16. **Termination:** The parties understand that implementation of the AJCC system is dependent on the good faith effort of every partner to work together to improve services to the community. The parties also agree that this is a project where different ways of working together and providing services are being tried. In the event that it becomes necessary for one or more parties to cease being a part of this MOU, said entity shall notify the other parties, in writing, 30 days in advance of that intention.

17. **Administrative and Operations Management Sections:**

a. **License for Use:** During the term of this MOU, all partners to this MOU shall have a license to use all of the space of the AJCCs for the sole purpose of conducting acceptable AJCC services as outlined herein.

b. **Supervision/Day to Day Operations:**

1. The day-to-day supervision of staff assigned to the AJCCs will be the responsibility of the site supervisor(s). The original employer of staff assigned to the AJCCs will continue to set the priorities of its staff. Any change in work assignments or any problems at the worksite will be handled by the site supervisor(s) and the management of the original employer.
2. The office hours for the staff at the AJCCs will be established by the site supervisor(s) and the primary employer. All staff will comply with the holiday schedule of their primary employer and will provide a copy of their holiday schedule to the operator and host agency at the beginning of each fiscal year.
3. Disciplinary actions may result in removal of co-located staff from the AJCCs and each party will take appropriate action.
4. Each party shall be solely liable and responsible for providing to, or on behalf of, its employee(s), all legally-required employee benefits. In addition, each party shall be solely responsive and save all other parties harmless from all matters relating to payment of each party's employee(s), including compliance with social security withholding, workers' compensation, and all other regulations governing such matters.

- c. **Dispute Resolution:** The parties agree to try to resolve policy or practice disputes at the lowest level, starting with the site supervisor(s) and staff. If issues cannot be resolved at this level, they shall be referred to the management staff of the respective staff employer and the operator, for discussion and resolution.
- d. **Press Releases and Communications**
 - 1. All parties shall be included when communicating with the press, television, radio or any other form of media regarding its duties or performance under this MOU. Participation of each party in press/media presentations will be determined by each party's public relations policies. Unless otherwise directed by the other parties, in all communications, each party shall make specific reference to all other parties.
 - 2. The parties agree to utilize the AJCC logo developed by the State of California and the Local Board on buildings identified for AJCC usage. This also includes letterhead, envelopes, business cards, any written correspondence and fax transmittals.
- e. **Hold Harmless/Indemnification/Liability:** In accordance with provisions of Section 895.4 of the California Government Code, each party hereby agrees to indemnify, defend and hold harmless all other parties identified in this MOU from and against any and all claims, demands, damages and costs arising out of or resulting from any acts or omissions which arise from the performance of the obligations by such indemnifying party pursuant to this MOU. In addition, except for Departments of the State of California which cannot provide for indemnification of court costs and attorneys fees under the indemnification policy of the State of California, all other parties to this MOU agree to indemnify, defend and hold harmless each other from and against all court costs and attorneys fees arising out of or resulting from any acts or omissions which arise from the performance of the obligations by such indemnifying party pursuant to this MOU. It is understood and agreed that all indemnity provided herein shall survive the termination of this MOU.

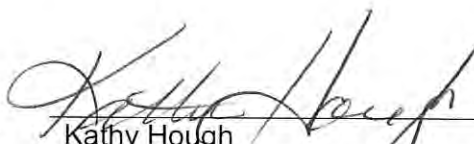
SIGNATURES:

In WITNESS THEREOF, the parties to this Memorandum of Understanding execute this agreement. The person(s) signing this Memorandum of Understanding on behalf of each partner and/or its organization represent that they are duly authorized by the partner and/or its organization to execute this Memorandum of Understanding on its behalf.

Dated:

6/1/16

By:



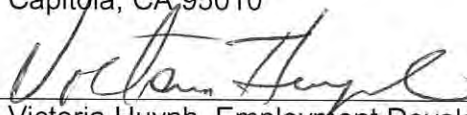
Kathy Hough
Interim Chair, San Benito County
Workforce Development Board
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May 27, 2016



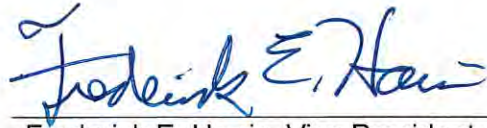
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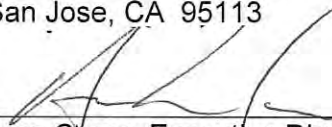
Frederick E. Harris, Vice President of
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6/1/16



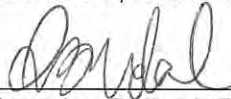
Donna Hezel, District Administrator
San Jose District Office
Department of Rehabilitation
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5/26/16



Arne Croce, Executive Director
Peninsula Family Services
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6/2/16



~~Cleannise Bullard, Project Director~~
Northern California Outreach & Admissions
Job Corps
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San Jose CA 95127

Raman Brandal
Admissions counselor

6/2/16



Jenny Panetta, Executive Director
~~California Department of Housing and
Community Development~~
2931 Mission St
Santa Cruz, CA 95060-5709

Housing Authority of the
County of Santa Cruz

America's Job Center of California

Employment Services: San Benito County AJCC Employment Services provide classroom, on-the-job training and work experience services to participants, while offering significant subsidies to businesses.

Description- of Services:

- **On-the-Job Training (OJT):** OJT is a program in which individuals are training at the job site under the guidance and supervision of participating employers. In turn, those employers qualify for reimbursement of up to 50% of eligible employee wages while the employees are in training for up to 600 hours. Employers may contract for more than one position, depending on the labor needs of the company. This allows for simultaneous training sessions and faster staff development. The OJT program makes it easier for employer and employee alike to take the time to thoroughly training for the real-world business skills that are required to fully reach their potential and become vital assets to their employers.
- **Work Experience Training:** The Work Experience program is designed to assist eligible participants by teaching and encouraging the development of self-reliant life skills and professional work ethic. All participants will receive employment readiness training, and are then placed with an employer of their preference for 600 hours of training.
- **Scholarships:** Individual Training Account (ITA) Scholarships provide funding up to \$4,000 to cover tuition, books, and supplies for individual classroom training of a wide range of professional job skills. The ITA scholarships provide job training with experts in prestigious and highly demanded professions such as health care, solar engineering, laboratory techs and many more, all in a comfortable learning environment. Trainees who successfully complete the program receive valuable certificates of completion and job placement assistance.
- **Youth Employment Services:** Provides youth with building their marketable job skills and creating solid work opportunities in San Benito County. AJCC is a tremendous resource and information center for any young person looking for career help. We offer a wide range of services tailored to provide vital help to young people in the workforce, including career counseling, college guidance, job search assistance, vocational training, tutoring and mentorship services, resume building assistance and much more.

Employer Services: AJCC offers a myriad of critical services and programs designed to assist employers in every aspect of labor needs. From helping local employers find quality workers through our regularly updated job applicant database, to providing business development, retention and expansion assistance, or delivering immediate help to workers and businesses affected by layoffs and plant closures.

Rapid Response Services: In times of economic difficulty, large scale industrial plants and factories may be forced to lay-off large numbers of employees all at once. To help everyone affected, employees and employers alike, a Rapid Response team has been created, including representatives of the AJCC, the local Employment Development Department and the Workforce Development Board staff. Together, these partnering organizations provide streamlined access to their combined resources and services, providing vital information, advice and training before, during and after the layoff.

- **Layoff Aversion:** Activities to assist workers facing layoffs due to potential plan or company closures.
 - Examples of lay aversion activities
 - Consultation with at-risk business to explore refocus of company to serve new and changing markets.
 - Retraining employee to adapt to new markets and/or emerging high-growth industries.
 - Establish contracts with agencies with known expertise in business assessment to implement intervention strategies, including skills upgrade training for at risk employees.
 - Training for managers and supervisors to assume new functions and responsibilities within at risk business.
 - Meeting with employers and employees of at risk companies for closure or layoff.

Community Services & Workforce Development – Community Action Board (CAB)

Offers services under the Community Services Block Grant (CSBG), Community Development Block Grant (CDBG), HOME Grant, Continuum of Care (CoC) Grant, and others targeting low-income in San Benito County. All services are dependent upon availability of funding.

The CAB will assist our vulnerable populations with resources to obtain skills, knowledge and opportunities toward self-sufficiency.

- **Low-Income Home Energy Assistance Program (LIHEAP):**
 - Provides financial assistance to offset the costs Pacific Gas & Electric (PG&E), Propane or Wood.
 - Weatherization services are provided via referral to Central Coast Energy Services.
- **Housing & Homeless Services:**
 - **Helping Hands** provides assistance to Homeless individuals/families with a permanent disability.
 - **Winter Shelter for Families:** Provides San Benito County homeless families, with children 17 years or younger, shelter from December through March.
 - **Warming Shelter:** Provides San Benito County homeless individuals, age 18+ shelter from December through March.
 - **Hotel Vouchers:** Since funds are limited, vouchers are provided only when funds are available and for extreme cases to homeless individuals/homeless families.
 - **Homeless Partners:** Provide referrals to partner agencies
 - **My Father's House:** Day center located at 910 Monterey St, Hollister, CA (831) 801-2922.
 - **Emmaus House:** Domestic Violence Shelter for Woman and Children (877) 778-7978
 - **Housing Opportunities for Persons with Aids (HOPWA):** Provides housing assistance and supportive services for low-income persons with HIV/AIDS and their families.
 - **Housing Support Services**
 - **CalWORKs Housing Support Program (HSP):** Rapid Re-housing services to homeless families enrolled in the CalWORKs program. The program provides rental assistance of up to 6 months, security deposit, utility assistance, emergency assistance, case management and support services.
- **Transportation Tokens:** Bus tokens are provided to individuals when needed for appointments at 1111 San Felipe Road.
- **Volunteer Income Tax Assistance:** FREE tax preparation assistance to low-income residents from January to April.
- **Food & Clothing Referrals:** Provides referrals to local food bank, and thrift stores for food and clothing for low-income families.
- **Youth Enrichment:** Provide scholarships to low-income children and youth to participate in enrichment activities through referrals from probation, school personnel, City of Hollister Recreation, YMCA, Youth Alliance as well as direct application by parents.

WIOA TITLE IV VOCATIONAL REHABILITATION: CA Department of Rehabilitation (DOR)

Description of Services:

- Services offered include: employment, training and education services for eligible individuals seeking jobs or wishing to enhance their skills and technical assistance for employers.
- Vocational Rehabilitation (VR) services determined by eligibility, economic need, and individual need as authorized by the Rehabilitation Act of 1973 to include:
 - Medical and psychological exams and trial work experiences as necessary for determination of eligibility;
 - Vocational evaluations as necessary for program services planning;
 - Physical/mental restoration services (not covered by other comparable benefits);

- Physical aids (orthotic/prosthetic devices, wheelchairs, hearing aids, low vision aids);
- Academic, vocational, and work adjustment training;
- Special services for the deaf and hard of hearing and the blind and visually impaired;
- Counseling and guidance;
- Job development and job placement services;
- Rehabilitation technology (adaptive equipment and workplace accommodations not provided by the employer);
- Supported employment, independent living, and post-employment services;
- Temporary assistance with transportation and living expenses (if appropriate) while participating in the VR program; and
- Evaluation, training, and placement.
- Provision of training and technical assistance to AJCC partners on topics that may include auxiliary aides and services, and rehabilitation technology for individuals with disabilities.

Referral Process:

- Contact the VR counselor in person, by phone, by email, or through AJCC standard referral process. Provide the individual's name, address, phone number, and known or suspected disabling condition. If the VR counselor is not available for immediate assistance or is out of the office, provide the customer with VR informational sheet (provided in regular print, large print, or Braille) and a VR application. All referrals of all disability groups will be provided information about DOR services at the AJCC orientation. The VR counselor will make arrangements for a specialty counselor if necessary.
- Provide training and technical assistance to AJCC partners on eligibility for and scope of VR services.
- Provide technical assistance to employers on disability etiquette, recruitment and selection, reasonable accommodations, accessibility to programs and services, physical access surveys, publications, referrals, and resources. DOR agrees to refer customers to other AJCC partners as appropriate.

Peninsula Family Service (PFS)

Description of Services:

- Services to older workers most in need, ages 55 or older, who meet the federal guidelines for low-income (defined as an income at or below 125% of the Federal Poverty Level) and are legal residents;
- Classroom training and on-the-job training/work experience in nonprofit and public agencies for up to 20 hours per week of paid wages;
- Provision of eligibility determination for work experience, medical exams, etc.;
- Employability skills training and placement assistance;
- Resource to other AJCC partner agencies serving older workers that may include: benefits for older workers, recruitment of qualified older workers, creating a user friendly work environment for older workers, and establishing guidelines for designing flexible work hours and realistic expectations of outcome.

Referral Process:

- PFS will provide the contact information for making referrals. AJCC partners may refer customers directly to PFS that potentially meet eligibility requirements.
- PFS will refer customers to other AFCC partners as appropriate.

MOU EDD Service for the San Benito County

Italicized entries are per the TEGL 3-15 Regular

** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
1. Wagner-Peyser	<p><i>Initial assessment of skill levels</i> <i>Provision of referrals to and coordination of activities;</i> <i>Provision of workforce and labor market employment statistics information</i> <i>Provision of information relating to the availability of supportive services or assistance</i> <i>On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim</i></p> <p>Provide:</p> <ul style="list-style-type: none"> • Outreach to Dislocated Workers • Intake • Orientation • Initial assessment • Referral to Partners • Provide Job Search Information • Labor Exchange • LMI • UI/DI Information, website and filing assistance • Business Services • Phones: dial phones to UI and Tax Branch • Veterans Service Navigator (VSN) Assessment • Job Search Workshops • Résumé preparation & critique • Career & skills assessment • CalJOBSSM Help Desk Activities (Truckee-El Centro) • Well structured complaint process <ul style="list-style-type: none"> ○ Discrimination & H2A 	<p><i>Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services</i></p> <ul style="list-style-type: none"> • Job Search Workshops • Résumé preparation • Individual Assessment • Career Counseling • Job Coaching • Veteran Hiring Incentives • Work Opportunity Tax Credit (WOTC) 	
2. California Training Benefits (CTB)*	<ul style="list-style-type: none"> • Educate public and customers on CTB • WSBCO provide practioner training 	<ul style="list-style-type: none"> • CTB Streamline processing • Assist customers to contact UI and resolving issues 	

MOU EDD Service for the San Benito County

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** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
3. Fidelity Bonding*	<ul style="list-style-type: none"> Educate clients & employers Provide individual assistance to process bonding Assist with bonding paperwork WSBCO provide practioner training 	<ul style="list-style-type: none"> Educate clients & employers Provide individual assistance to process bonding Assist with bonding paperwork 	<ul style="list-style-type: none"> Educate clients & employers Assist and write bond Assist to process bonding Assist with bonding paperwork
4. H-2A Temporary Agriculture Program*	<ul style="list-style-type: none"> Recruitments and Job Referrals Enter job order in CalJOBS Screen for potential applicants 		
5. Jobs for Veterans Grant*	<ul style="list-style-type: none"> Outreach to Veterans/ Eligible spouses & transitional servive members Screen for Priority of Service Determine eligibility via VSN Assessment Referral to Partners/supportive services Veteran Hiring Incentives WSBCO provide practioner training 	<ul style="list-style-type: none"> Referral to services Career Counseling/prevocational Individual and group counseling IEP Objective Assessment Job Placement Job Fairs & Workshops Case Managed 	<ul style="list-style-type: none"> Refer to training Co-enroll Veteran Hiring Incentives
6. Labor Market Information (LMI)*	<ul style="list-style-type: none"> Labor Market Information for regional economies, local areas, and California Self- service website: accessible to all customers with our LMI products & data WSBCO provide practioner training 	<ul style="list-style-type: none"> Occupational Guides/Profiles Wage data Skills info & skills transference In-demand occupations Education and licensing requirements Crosswalk occupation and education program offerings ETPL certified training organizations Commute pattern data 	<ul style="list-style-type: none"> Training for Trainers Evaluating in-demand industries/occupations Using LMI in your policy/decision making How to use LMI How to navigate through our LMI info website Cohort LMI Training (ex: Vet) LMI training for WIOA partners Taining through various mediums

MOU EDD Service for the San Benito County

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** Wagner-Peyser (WP) Services, see WP for list of services* *Items in Green are practioner training not a service to job seekers.* *Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
7. Personal Job Search Assistance workshops*	<ul style="list-style-type: none"> Conduct workshop Report issues/attendance to UI Refer to AJCC (partner) services Refer and provide supportive services information Assist CalJOBS registration, resume & UI forms WSBCO provide standardize presentation material/training 		
8. Rapid Response (RR)*	Participation: <ul style="list-style-type: none"> Member of the RR team for planning (UI resources determined by event) Provide info on EDD programs & services: <ul style="list-style-type: none"> Work Share Program Partial Program TAA/TRA AJCC services UI services CTB Veterans Youth 		
9. Trade Adjustment Assistance*	<ul style="list-style-type: none"> Write Petitions Raid Response Presentations, Lay Off eversion (eg.workshare) Orientations Respond to TAA FAQs WSBCO provide practioner training 	<ul style="list-style-type: none"> Case Management Out-of-area job search and relocation assistance Individual Assessments Provide education assistance and funding Job Placement Facilitate UI processing Co-enrollment Provide supportive services Labor market research 	<ul style="list-style-type: none"> Write training contract Invoicing Out-of-area job search and relocation assistance Labor market research ETPL Navigation & Guidance Provide supportive services, Job Placement, Follow up, OJT, apprenticeship, job development, job search Case manage through training
10. Unemployment Insurance*	<i>Outreach, intake (including identification through the state's Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the one-stop delivery system</i> <i>On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim</i>		

MOU EDD Service for the San Benito County

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** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
	<ul style="list-style-type: none"> • Access to computers & telephone to file claims • Promoting assistance with UI Online Services • Public Service Project (PSP) • Reemployment Services & Eligibility Assessment (RSEA), Personalized Job Search Assistant (PJSA), Initial Assistant Workshop (IAW) • Provide workshops (ENG/SP)-navigating UI online services • Deliver workshops in agriculture fields re: the use of the debit card to MSFW, businesses, and banks • WSBCO provide practioner training <p>PROGRAM ELIGIBILITY for Title I programs –</p> <p>The following information is helpful for our Title I partners to access UI information needed to determine program eligibility.</p> <p>The EDD provides UI claim information to customers on UI OnlineSM and by mailing the following documents that can be utilized when determining eligibility for the local Title I programs.</p> <ul style="list-style-type: none"> • Notice of Unemployment Insurance Award (DE 429Z) • Notice of Unemployment Insurance Claim Filed (DE 1101CLMT) <p>If the customer is unable to provide sufficient information, the Data Consent Authorization Form (DCAF) is available for AJCC staff to complete and fax/mail to the EDD. The form is signed by the claimant authorizing the partner to have access to confidential UI claim information (such as, basic claim info and wages reported in previous quarters) for one year.</p> <p>The EDD UI Program responds within three business days upon receipt.</p> <p>REFERRALS -</p>		

MOU EDD Service for the San Benito County

Italicized entries are per the TEGL 3-15 Regular

** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
	<p>The UI program is committed to making the PSP line available in the offices to provide the real-time technology for providing meaningful access after all in-person attempts by cross-trained AJCC staff have been exhausted.</p> <p>UI CLAIM FILING ASSISTANCE AND INFORMATION -</p> <p>The WIOA outlines the 10th Basic Career Service as providing meaningful assistance in filing a UI claim in the one-stop delivery system.</p> <ul style="list-style-type: none"> The UI program is committed to providing AJCC staff with training on resources available on the EDD website for filing a UI claim, accessing UI Online, viewing tutorials, and FAQs. <p>The AJCC staff should be guiding customers through the online methods for filing a UI claim available on the EDD website. If the individual is considered irate/disruptive or all other means to provide meaningful assistance have been exhausted, the AJCC staff can direct the customer to the PSP line.</p> <ul style="list-style-type: none"> The UI program is committed to making the PSP line available in the offices to provide the real-time technology for providing meaningful access after all in-person attempts by cross-trained AJCC staff have been exhausted. 		
11. Employer Services*	<ul style="list-style-type: none"> Employer Advisory Council (EAC) coordination & activities <p>Business Service Activities:</p> <ul style="list-style-type: none"> CalJOBS Registration CalJOBS navigation & assistance Help-Desk Employer assistance (Truckee/EI Centro) Employer Seminars Employer Outreach (Federal Contractors) Education on Services CalJOBS assistance, training, education 		

MOU EDD Service for the San Benito County

Italicized entries are per the TEGL 3-15 Regular

** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
	<ul style="list-style-type: none"> Targeted Recruitments Hiring Incentives Job Development Job Fairs Resume Retrieval & Screening Coordination with LMI assistance Educate on Employer training panel 		
12. Work Opportunity Tax Credits *	<ul style="list-style-type: none"> Educate practitioner staff and employers Pre-Certification job seekers Provide practioner training 		
13. Worker Adjustment Retraining Notification (WARN) Act*	<ul style="list-style-type: none"> Review WARN notice for potential TAA Petitions Coordinate with local rapid response teams. Determine if rapid response event is necessary 		
14. Workshops*	<ul style="list-style-type: none"> Job search Resume Interviewing LMID/Career exploration CalJOBSSM Unemployment Insurance Bilingual workshops 	<ul style="list-style-type: none"> Same as list in Column one for Workshops 	
15. Youth Employment Opportunity Program*	<ul style="list-style-type: none"> Financial Aid information Outreach Orientations CalJOBS registration Workshops 	<ul style="list-style-type: none"> Educational Counseling Job Placement Assistance Case Management Workshops 	<ul style="list-style-type: none"> Co-enrollment Referral to training institutions
16. CalJOBS SM *	<p>WSBCO provide practioner training Employer/client education & assistance:</p> <ul style="list-style-type: none"> Registration Resume Case Management Job listings Job search Job referrals Facilitate labor exchange CalJOBS Reports CalJOBS Ad-hoc Reports Marketing Help desks 		

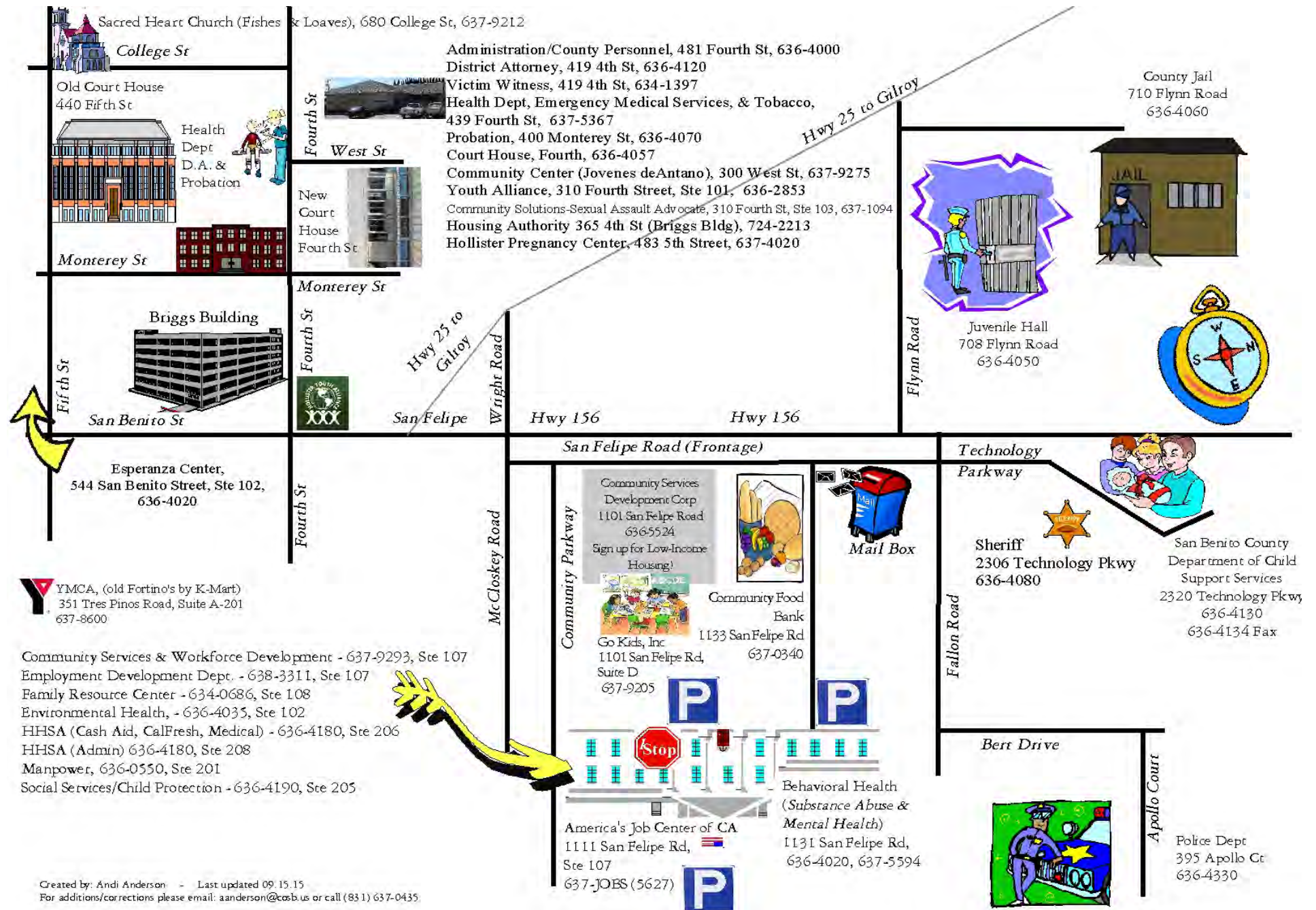
MOU EDD Service for the San Benito County

Italicized entries are per the TEGL 3-15 Regular

** Wagner-Peyser (WP) Services, see WP for list of services Items in Green are practioner training not a service to job seekers. Items in blue are provided by Unemployment Insurance Division.*

EDD Program	Basic Career Services	Individualized Career Services	Training Services
	<ul style="list-style-type: none"> Ad-hoc reports Customer Relationship Management (CRM) Virtual Recruiter set up Labor exchange 		
17. MSFW*	Outreach and education (AJCC & agricultural fields) <ul style="list-style-type: none"> Workshops to clients/ employers Education on how to use the UI EDD debit card 	<ul style="list-style-type: none"> Job Search Workshops Résumé preparation Individual Assessment Career Counseling Job Coaching 	<ul style="list-style-type: none"> Co-enrollment Referral to training institutions
18. National Dislocated Workers Grants (Was NEG)	<ul style="list-style-type: none"> Run Query Manangement Facility (QMF)/Outreach Pre-screening Specialized outreach to employers/employees 	<ul style="list-style-type: none"> Refer identified job seekers to appropriate job openings Assist in orientations 	

Attachment B



Workforce Innovation and Opportunity Act

4-Year Regional Planning Unit Plan

and Related Local Plans

Program Years 2017-2020

Local Workforce Development Area(s)

NOVA WDB, SAN BENITO WDB, SAN FRANCISCO WDB, SAN JOSE SILICON VALLEY WIN

Regional Lead Contact for RPU Monique Melchor, San Jose Silicon Valley WIN

Date of Submission March 15, 2017

Local area	Contact name	Phone number
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SAN JOSE SILICON VALLEY WIN	MONIQUE MELCHOR	408-794-1108

1. Cover Page and Executive Summary

Executive Summary

The Bay-Peninsula (BP) Region is home to one of the world's most dynamic and innovative economies. It is also home to thousands of people who are disconnected from the region's economic prosperity. In this plan, key stakeholders of the BP Region describe how they are working together to launch industry-driven regional partnerships in sectors that are drivers of the regional economy. Our plan calls for the development of regional sector pathways for in-demand careers, and promoting access to these pathways for those who are disconnected from economic prosperity. As an administrative entity, the Regional Planning Unit (RPU) is in its infancy. As such, this plan documents efforts to build on existing industry engagement, and to more tightly coordinate and align strategies and pathways developed by the four workforce development boards and their partners. The goals of this plan are the following:

Goal 1: Employers are actively engaged with the regional workforce system that understands and appropriately responds to their skilled workforce needs. (Demand-Driven skills attainment)

- Develop and deploy a data-driven, collaborative, and replicable industry-driven sector partnership model, building on our SlingShot experience, for identifying and addressing existing and emerging in-demand industry sector workforce needs.
- Coordinate and collaborate with the Bay Area Community College Consortium (BACC) and its employer advisory groups in order to promote on-ramps into the targeted regional in-demand sector pathways and to better align training curricula and postsecondary credentials with employer demand.
- Assess employers' current needs for upgrading their current (incumbent) workforce and develop an approach for making more earn-and-learn training opportunities available in the target sectors (building on our existing programs and initiatives).
- Build upon previous efforts to engage employer association, economic development, and business partners through coordinated outreach and relationship-building efforts, formalizing our joint utilization of the web Labor Market Information (LMI) mapping platform (EconoVue and Dun & Bradstreet), and establishing a vehicle for sharing real-time labor market intelligence.
- Collaborate with other active professional boards, groups, chambers, and associations, etc. in the region to connect and leverage workforce development opportunities for upward mobility into middle-skill occupations, including opportunities for individuals with barriers to employment.

Goal 2: Unemployed and underemployed individuals can (a) easily access and participate in workforce services appropriate for their skill levels, barriers to employment, and career goals; and (b) transition into relevant training opportunities to move up in a career pathway in an in-demand sector or occupation. (Upward Mobility)

- Ensure priority of service and effective outreach strategies for recipients of public assistance, low-income individuals, individuals who are basic-skills deficient, and veterans.
- Grow and diversify the labor force available to meet demands from employers for skilled workers through improved access by, and engagement of people with disabilities, immigrants, those who are limited English proficient, veterans, out-of-school youth, foster youth, farmworkers, ex-offenders, older workers (additional target population), and those from populations that are currently under-represented in the target industry sectors.
- Develop regionally coordinated referral systems in collaboration with education providers to address worker needs (including those with English as a Second Language (ESL), disability accommodation, or basic skill remediation needs) and provide on-ramps into career pathways

leading to industry-recognized or post-secondary credentials and sustainable careers the target sectors.

- Increase awareness of career pathways in the target sectors and the workforce services available in the America's Job Centers of California (AJCCs) and other access points for relevant services in our region.
- Develop and deploy earn-and-learn and work experience opportunities for job seekers, including but not limited to internships, work experience, on-the-job training (OJT), apprenticeships, and customized training.
- Increase coordination and collaboration between all partners including workforce development boards, community colleges, adult education providers, Career and Technical Education (CTE), the Employment Development Department, Unemployment Insurance, the Department of Rehabilitation, community based organizations, etc. across program silos to refer job seekers to in-demand employment opportunities and to reduce duplication of services.

Goal 3: Regional workforce system partners align and coordinate services and resources to create a “no wrong door” employment and training network easily accessed by workers including high need and historically disadvantaged populations such as farmworkers, ex-offenders those who are limited English proficient, out of school and/or disconnected and foster youth (including former foster youth); as well as employers. (Aligning and coordinating program and services.)

- Identify, adopt, and scale innovative approaches to working together as a region to prepare the workforce in ways that meet industry demands.
- Coordinate access to and provision of appropriate services for job seekers by core partners and other providers (a) through increased staff cross-training opportunities with partners; and (b) by developing a system-wide strategy for tracking referrals, credential attainment, and training-related employment outcomes (in partnership with the State as it makes changes to the CalJOBS platform).
- Utilize Workforce Innovation and Opportunity Act (WIOA) Title I funds and leverage additional public and private resources to support professional development of staff and cross-trainings at a regional level as applicable.
- Develop criteria for one-stop certification which ensures the continuous improvement of services through the system and ensures that these partners are meeting the needs of local employers, workers, and job seekers.

For the duration of the planning period, these goals will play a key role in how the Bay Peninsula (RPU), the workforce development boards, and regional Chief Elected Officials (CEOs) guide investments.

These goals also align with California's Unified Strategic Workforce Development Plan.

2. RPU Regional Plan

2.A. Partners 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 BP Region is comprised of San Francisco, San Mateo, Santa Clara and San Benito Counties and its four local workforce boards—San Benito, San Jose Silicon Valley Workforce Investment Network (SJSVWIN), North Valley Consortium (NOVA), and San Francisco’s Office of Economic and Workforce Development.

ii. List the regional partners who are part of the plan and describe their role in developing and implementing the regional plan.

The regional partners that are part of the plan are the four workforce boards of San Benito, SJSVWIN, NOVA, and San Francisco’s Office of Economic and Workforce Development.

During the planning process, the RPU partners focused on building important infrastructure for the longer-term partnership initiated by these plans. This document is a starting point for forging sustainable collaboration, creating a model of regular communication and partnership, and expanding the use of Career Sector Pathways to serve jobseekers and employers and to promote regional economic prosperity and increased income mobility.

The boards represented in the region and their staffs were the primary drivers in writing the BP WIOA Regional Plan. Board staffs were assigned to six working groups that focused on 1) LMI, 2) MIS, 3) client services, 4) career sector pathways, 5) core partner development and 6) business services. In addition to these working groups, administrators from all four boards (the RPU Admin group) met weekly over the fall of 2016 to oversee the plan writing process.

The RPU working groups met virtually and in-person over the November-December timeframe to discuss a shared response to the State’s guidance. Each board provided information on programming, strategies, and partnerships specific to their local area. The groups also set shared goals for the region and strategies to achieve those goals. Through the lead agency, a consulting team (Social Policy Research Associates) was hired to support the working groups by providing direction and facilitation and to compile ideas generated by the working group and to prepare the Regional Plan drafts. Moving forward in 2017, RPU working groups will continue to address the goals and strategies they put forward in this plan.

After holding a series of meetings to gather input from key stakeholders, each local board was charged with working with their local partners—core and optional—to prepare Memoranda of Understanding (MOU)s that established cost-sharing, co-location agreements, referral processes and as well as staffing of the AJCCs sites in the region. These groups also took on the task of responding to the state’s guidance for local planning entities, specifically how to meaningfully align services and create real on-ramps from local AJCCs to the region’s many established and burgeoning Career Sector Pathways.

In addition to this regular communication with partners, as represented through the board staff in writing the regional plan, the RPU held several in-person and virtual stakeholder events to provide input into the Regional Plan. More detail on this engagement process and a list of organizations engaged in regional planning is provided in **Section 2.E**.

2.B. Regional Economic and Background Analysis

To evaluate the current conditions of the Bay Peninsula RPU, the LMI Working Group completed a data analysis of the region’s labor market, industrial structure, occupational mix, and skill requirements. The group

is also working on an inventory of the region's workforce training capacities. This is a picture of the region's economic base and its opportunity to expand, and is a starting point for identifying and validating the real needs of employers, which happens through conversations in sector partnerships and other avenues for gathering real-time workforce intelligence.

i. Regional economic conditions including existing and emerging in-demand industry sectors and occupations, and needs of employers

In-demand Sectors

The RPU has identified five priority sectors that are critical to the growth of the regional economy and the creation of high-demand, high-opportunity jobs:

- Advanced Manufacturing
- Construction
- Health Care
- Hospitality
- Information Technology (IT).

These sectors¹ have been identified by the RPU as critical to the region for the creation and retention of high-demand, high-opportunity jobs. Although overall manufacturing in the region had a -3.6 percent job growth from 2012-2016, the region is highly specialized and growing in certain advanced manufacturing subsectors, such as electrical equipment and component manufacturing, which grew by over 50 percent from 2012-2016. Construction grew by over 40 percent from 2012-2016. Healthcare and hospitality are both among the largest employment sectors in the region, and grew by 40 and over 50 percent, respectively, from 2012-2016. While many starting positions in the hospitality sector have low wages, there are both real on-ramps for the hardest to serve--such as Limited-English speakers-- as well as real pathways to further education, training, and job advancement. The region's highest specialization as measured by location quotient is in IT, and it grew over 47 percent from 2012-2016. The region is over two times as concentrated in IT as the rest of California, and certain sub-sectors (computer systems design and related services, software publishers) have even higher location quotients of over 3.5.²

In-demand Occupations

The RPU has identified the top 25 in-demand occupations, by total projected job openings from 2012-2022, below.³ The in-demand occupations reflect various in-demand industries, including healthcare workers and advanced manufacturing workers, as well as computer specialists.

- | | |
|---|--|
| 1. Registered Nurses (Healthcare) | 14. Library Technicians |
| 2. Computer User Support Specialists (Information Technology) | 15. Heating, Air Conditioning, and Refrigeration Mechanics and Installers (Construction) |
| 3. Web Developers (Information Technology) | |

¹ The use of "sector" in the region's sector strategies does not limit the application of sectoral efforts to target a broad range of information and communications technologies (ICT) across industries, thus the ICT sector strategy as described is not limited only to the technology sector.

² "Regional Planning Unit Summary: Bay-Peninsula," Employment Development Department, Labor Market Division, Revised September 1, 2016.

³ "Regional Planning Unit Summary: Bay-Peninsula," Employment Development Department, Labor Market Division, Revised September 1, 2016.

4. Paralegals and Legal Assistants
5. Licensed Practical and Licensed Vocational Nurses (Healthcare)
6. Dental Assistants (Healthcare)
7. Computer Network Support Specialists (Information Technology)
8. Telecommunications Equipment Installers and Repairers (Information Technology)
9. Firefighters
10. Dental Hygienists (Healthcare)
11. Electrical and Electronics Engineering Technicians (Advanced Manufacturing)
12. Medical and Clinical Laboratory Technicians (Healthcare)
13. Medical Records and Health Information Technicians (Healthcare)
16. First-Line Supervisors of Production and Operating Workers (Advanced Manufacturing)
17. Computer, Automated Teller, and Office Machine Repairers
18. Emergency Medical Technicians and Paramedics (Healthcare)
19. Radiologic Technologists (Healthcare)
20. Respiratory Therapists (Healthcare)
21. Aircraft Mechanics and Service Technicians
22. Surgical Technologists (Healthcare)
23. Medical Equipment Repairers (Healthcare)
24. Chemical Technicians (Advanced Manufacturing)
25. Social Science Research Assistants

ii. Knowledge and skill needed to meet the employment needs of employers in the region

The RPU has identified the skills and knowledge needed for the top 25 in-demand occupations, shown below.⁴ Employment Development Department projections from 2014-2024 indicate that the largest source of job openings throughout the RPU are in low wage occupations.⁵ The skills needed for those occupations requiring less than a four-year degree are a mix of basic communication, cognitive thinking, social interaction, and other soft skills, such as time management and service orientation. The skills needed for those occupations requiring a bachelor's degree or higher emphasize cognitive problem solving.

Figure 2.i: Skills and Knowledge Needed for Top 25 Occupations

Skills:	Knowledge:
<ul style="list-style-type: none"> • Active learning • Active listening • Complex problem solving • Coordination • Critical thinking • Equipment maintenance 	<ul style="list-style-type: none"> • Administration and Management • Biology • Building and Construction • Chemistry • Clerical • Communications and Media

⁴ "Regional Planning Unit Summary: Bay-Peninsula," Employment Development Department, Labor Market Division, Revised September 1, 2016.

⁵ See 2014-2024 Comparison of Growing Occupations by Entry Level Education in Appendix 2.5.

<ul style="list-style-type: none"> • Equipment selection • Installation • Instructing • Judgment and decision making • Learning strategies • Management of personnel resources • Mathematics • Monitoring • Operation Control • Operation Monitoring • Operations Analysis • Programming • Quality Control Analysis • Reading Comprehension • Repairing • Science • Service Orientation • Social Perceptiveness • Speaking • Systems Analysis • Time Management • Troubleshooting • Writing 	<ul style="list-style-type: none"> • Computers and Electronics • Customer and Personal Service • Design • Economics and Accounting • Educating and Training • Engineering and Technology • English Language • Law and Government • Mathematics • Mechanical • Medicine and Dentistry • Personnel and Human Resources • Philosophy and Theology • Physics • Production and Processing • Psychology • Public Safety and Security • Sales and Marketing • Sociology and Anthropology • Telecommunications • Therapy and Counseling • Transportation
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iii. The regional workforce, including current labor force employment and unemployment data, labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment

The Silicon-Valley-San Francisco workforce is highly educated; 43 percent have a bachelor's degree or higher, which is far higher than the national average. The overall educational attainment of the population is: 13 percent some high school, 16 percent high school graduate, 20 percent some college, 7 percent associate's degree, 27 percent bachelor's degree, 16 percent graduate degree.⁶

The region's racial and ethnic diversity is also one of its defining features. The region has a "minority majority"—it lacks a single racial or ethnic majority. A total of thirty-six percent of the population is foreign-

⁶ "Regional Planning Unit Summary: Bay-Peninsula," Employment Development Department, Labor Market Division, Revised September 1, 2016.

born – which is nearly triple the US average and even significantly higher than the California average of 27%.

While the RPU is one of the most innovative regions in the world today-- led by the IT sector and the highly-skilled activities that it encompasses—the workforce is highly segmented by its share in the region’s economic prosperity. Although the region has a low unemployment rate of 3.1 percent, over 10 percent of the population has income below the federal poverty level. Moreover, the region has had dramatic increases in the cost of housing, with a cost of living approximately twice as high as the national average⁷. There is great diversity within the region itself; median household income ranges among the four counties in the region, from almost \$68,000 in San Benito County to almost \$102,000 in Santa Clara County.

The Self-Sufficiency Standard measures the actual cost of living on a county-by-county basis, accounting for different family sizes, ages of children and local variation in costs. The Self-Sufficiency Standard for Santa Clara County is \$95,508, San Mateo \$99,008, San Benito \$87,451, San Francisco \$99,914.⁸ In both Santa Clara and San Francisco counties, 29% of the population have incomes that fall below this standard.^{9 10} Furthermore, the region has a large and growing population of hard-to-serve individuals, including those with barriers to employment, such as limited English spoken (21 percent), income below poverty level (10 percent), and those experiencing homelessness.

The region also suffers from high underemployment. Santa Clara County’s low unemployment rate of 3.3% percent—two points lower than the statewide average—does not recognize those individuals who work limited hours with unsustainable wages.¹¹ Sixteen percent of workers in Santa Clara County are underemployed¹²; this is higher than California’s average of 13 percent.¹³ Oftentimes, these are educated workers who are unable to find full-time work and settle for part-time, temporary, seasonal, or contract positions. As such they are less likely to receive healthcare benefits, placing additional stress on other financial imperatives like housing, transportation, and childcare.¹⁴

The RPU’s goal is to increase access to pathways to middle-skill occupations in order to meet industry demand and the State’s need for 1 million middle-skilled workers, while also enhancing family self-sufficiency.

iv. Workforce development activities, including education and training in the region. Strengths and weaknesses and capacity to address the education and skill needs of the workforce—including individuals with barriers to employment—and the employment needs of employers

The region’s workforce development system includes the activities of four workforce development boards, 11 community colleges, and many other partners. The workforce development system is active, improving, and

⁷ The Council for Community and Economic Research, Q2 2016.

⁸ Figures based on estimates for two adults and two children (one infant and one preschool age). Insight Center for Community Economic Development 2014

⁹ <https://uwba.org/files/galleries/14-CountyFactSheet-SantaClaraCounty.pdf>

¹⁰ <https://uwba.org/files/galleries/15-CountyFactSheet-SanFrancisco.pdf>

¹¹ U.S. Census Bureau. American Community Survey, Selected Economic Characteristics. 2015 1-year estimate for Santa Clara County and California.

¹² Estimate is comparable to U-6 and is based on California EDD unemployment and data compiled in survey research for this project. The estimate includes unemployment rate (July 2016, EDD), portion of adults working part-time for economic reasons, and the unemployed who have stopped looking for work.

¹³ U.S. Bureau of Labor Statistics, U-6 Labor Underutilization Rate, 2015 annual average

¹⁴ BW Research, primary research survey data, July 2016.

expanding. A summary of the strengths and weaknesses of the region's workforce development activities is below.

Figure 2.ii: Summary Strengths and Weaknesses of Bay Peninsula RPU Workforce Development Activities

	Strengths:	Weaknesses:
Addressing the needs of employers	<ul style="list-style-type: none"> Engaging industry in multiple ways in each of the five priority sectors Initial identification of industry-recognized career pathways in each of the five priority sectors, with efforts underway to expand pathways that meet the needs of industry in 2017 Several Earn and Learn Programs are in place in target sectors 	<ul style="list-style-type: none"> Need to deepen industry engagement with more regular convening of companies in the priority sectors and determine the training and credentials that are actually industry-valued, and take actions on that information Need to broaden the range of companies participating to increase market penetration Need to coordinate the efforts of the region's multiple workforce and training partners to identify and respond to business needs
Addressing the needs of the workforce	<ul style="list-style-type: none"> Delivering individualized and follow-up services that help jobseekers identify and create plans for removing barriers to employment, with referrals to support services Improving/expanding the connections for individuals who have successfully removed barriers to employment to career pathways 	<ul style="list-style-type: none"> Need to customize support services to the different types of workers with barriers to employment, and increase outreach to these workers Need to continue to improve/expand the connections for individuals with barriers to employment to career pathways in the priority sectors. Need to establish better linkages with agencies representing culturally competent services. Need to expand opportunities for Earn and Learn strategies to provide training for workers to be more self-sufficient
Addressing the needs of workforce system	<ul style="list-style-type: none"> Slingshot is a regional collaboration Individual boards have alternative funding for homelessness prevention and supportive housing Bay Area RPU has the presence of a very vibrant and innovative employer community 	<ul style="list-style-type: none"> Need for regional level employer outreach and partnership strategies to tap into the Silicon Valley economic expansion Need to leverage alternative funding streams such as funding from tech foundations for system building, workforce training, providing supports to increase access to regional sectors Lack of system building resources to increase alignment of training with industry-valued credentials

The RPU is partnering with Adult Education and Community-Based Organizations to provide High School Equivalency Test (HSET) classes at the AJCCs for clients with barriers to employment. Through these partnerships, we will be also able to offer programs including: basic skills instruction in reading, math, and

language; ESL classes; HSET classes; literacy tutoring; English Language Civics and Citizenship classes; and other services that prepare customers for occupational training or, in some cases, are offered in conjunction with occupational training. Computer literacy is also a key element of preparation in working with Adult Education. We are developing better linkages with agencies that provide Limited English Proficiency (LEP) support and programs that serve our limited English population.

iv. (cont.) Addressing the needs of the region's foreign-born and Limited-English-proficient population by providing services to those who are limited English proficient.

In the RPU, 36 percent of the population is foreign-born, and 20 percent speak English less than “very well.” Addressing the needs of this population is critical to workforce development efforts. The region is addressing these needs through a comprehensive approach including a wide range of ESL classes and adult education classes. Best practices are shared within the region through the Alliance for Language Learners Integration (ALLIES), a coalition of ESL educators and community partners. A few examples of local programs include:

- Upwardly Global, San Francisco, and NOVA are partnering to develop a pilot project funded by a Workforce Accelerator Fund grant that will assess the skillsets and accelerate the advancement of immigrant professionals who earned their degrees abroad but are under- or unemployed.
- The Chinese Cultural Service Center in San Francisco provides Vocational English as a Second Language (VESL) as contextualized training for monolingual adults in the hospitality and healthcare sectors.
- SVWIN works with the Center for Employment Training (CET) and ConecXion to provide linkages and services to limited English clients and how to address gaps that have been identified.
- In San Benito County, monolingual and limited English customers have access to local ESL & HSET preparation from community partners including Gavilan College and Morgan Hill Adult Education. As customers are identified as limited English, they are referred to these programs.
- SJSVWIN will partner with agencies that have culturally competent language services to enhance services for customers with LEP. SJSVWIN is already able to assist Spanish-speaking LEP customers at SJSVWIN AJCCs. Working with the new Vietnamese Community Center co-located at the SJSVWIN Youth Services site, SJSVWIN will enhance outreach and services to the Vietnamese-speaking LEP population.

2.C. Regional Sector Pathways

Overview of Regional Approach to Career Sector Pathways

As the RPU's planning process has just begun, this approach represents a starting point for collaboration that will be developed at the regional level and with participation from all partners including employers and unions over the next two years. An initial approach to addressing the shortage of skilled workers is employer-focused. The goal of the RPU sector partnership strategy is two-fold:

1. Conduct regular engagement with regional employers to understand hiring and training needs in order to create a pipeline of qualified candidates including replacing retiring workers and dislocated workers, and;
2. Identify and map career pathways within each industry sector, in partnership with adult education, community colleges, and other partners.

i. 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

Data sources utilized

The RPU conducts ongoing analyses of the regional labor market, industrial structure, occupational mix, skill requirements, and capacity of the region's workforce training providers. Key partners utilize the following sources of secondary data to validate current and projected workforce trends through employer engagement:

- | | |
|---|--|
| A. American Community Survey Public Use Microdata Sample (PUMS) | J. D&B Market Insights |
| B. Bureau of Economic Analysis | K. O*NET |
| C. San Francisco City and County Economic Analyses | L. Wanted Analytics |
| D. Census Longitudinal Employer-Household Dynamics (LEHD), Origin-Destination Employment Statistics (LODES), and OnTheMap | M. Regional economic reports commissioned in the Bay Peninsula RPU, such as: Silicon Valley Dichotomy Study (in progress, BW Research 2016), San Jose Small Business Study (Keen Independent, 2015), Construction Sector Report (Craft Consulting 2015), Skills Gap Analysis (BW Research 2013), Older Workers in a New Economy (BW Research 2012) |
| E. Economic Modeling Specialists International (EMSI) | N. Various regional economic reports, academic studies; industry association reports and newsletters; and industry and labor market conferences such as Semi Foundation, Aspen Institute and O'Reilly Media |
| F. JobsEQ | |
| G. EconoVue and Dun & Bradstreet | |
| H. Employment Development Department (EDD) LMI Division (LMID) | |
| I. Bureau of Labor Statistics | |

Industry leaders engaged, dates, and summaries

The region currently convenes industry leaders in each of the five key industry sectors on a variety of different advisory boards and councils. In 2017, the region will connect, coordinate, strengthen, and augment these efforts. The RPU will work with the BACC, education/training institutions, economic development organizations, and other partners to identify partners and employers to form sector teams, in order to coordinate employer outreach and deepen industry engagement in each of the five sectors. These sector teams will leverage existing industry engagement efforts and workforce intelligence to establish regular meetings for companies in each priority sector; expand outreach to increase the number of companies participating; and validate, revise, and deepen intelligence on business workforce needs.

Over the coming year, the sector teams will host initial meetings for employers in the five sectors to gather information about the challenges and opportunities they are experiencing. After the initial meetings, employers will be invited to regular meetings to set goals to address their needs, and take actions with the partners on those goals. Meetings and agendas will be employer-driven, and actions taken will lead to the creation of pipelines of qualified candidates who meet industry needs for in-demand occupations.

The region's current industry engagement activities in each priority sector are described below.

Advanced Manufacturing

The advanced manufacturing sector is convening through multiple efforts of SJSVWIN, the City of San Jose Office of Economic Development (OED), partner colleges, and the Silicon Valley Engineering Technology

Pathways (SVETP). SVETP includes SJSVWIN, Workforce Institute, Cal State East Bay, MetroED, San Jose City College, Mission College.

- **Industry Partners:** Bestronics, MASS Precision, Piranha EMS, Naprotek, Benchmark Electronics, Inc., MOS Plastics, NextFlex, Lawrence Livermore National Labs, NASA Ames, Lockheed Martin, Jabil, Manex.
- **Other partners:** SJSVWIN, City of San Jose OED, Mission College, San Jose State University, Workforce Institute, San Jose Evergreen Community College District, San Jose City College, and Foothill College. *SVETP:* SJSVWIN, Workforce Institute, Cal State East Bay, MetroED, San Jose City College, Mission College, Campbell Union High School District
- **Meeting Dates:** On March 30, 2016, partners met with Bestronics and NextFlex. On November 7 and 18, 2016, SJSVWIN conducted employer visits: Mass Precision, Piranha EMS, Naprotek, Benchmark Electronics, Inc. and MOS Plastics
- **Examples of Achievements:** The Bay Area Urban Manufacturing Initiative is a regional effort to create action-based, training-centric engagement with manufacturing employers. Key local achievements included (but are not limited to):
 - The City of San Jose OED conducts manufacturing roundtables to stimulate business expansion and retention.
 - Employer satisfaction with a variety of advanced manufacturing-related cohort and OJT opportunities for upward mobility provided by SJSVWIN has led to increased participation by major companies (i.e., NextFlex's introduction of Bestronics).
 - SVETP is a consortium of high-schools, community colleges, university and adult education in manufacturing and IT sectors; to provide multiple career pathways from pre-college through Science Technology Engineering and Math (STEM) remediation, paid internships, and articulation to four-year degree programs.
 - NextFlex is a public-private consortium of companies, academic institutions, nonprofits and governments with a mission to advance US manufacturing of flexible hybrid electronics. It focuses on accelerating innovation, providing help to small and medium-size manufacturers, and workforce development pathways that begin in high schools.

Construction

The construction sector is convening through efforts of multiple partners, including CityBuild, San Benito County, NOVA, and SJSVWIN:

Industry Partners: *CityBuild:* Northern California Carpenters Training Committee, Carpenters Local #22, Northern California Laborers' Apprenticeship Training Committee, LiUNA, Laborers' Local #261, University of Iron Apprenticeship Training, Ironworkers Union Local #377, Bay Area Plastering Industry JATC, Plasterers Local #66 Operating Engineers Joint Apprenticeship Committee, Operating Engineers Local #3, Electricians Joint Apprenticeship & Training Committee, Electricians IBEW Local #6, Sheet Metal Workers Local #104 Dist. 1, Northern California Tile Setters & Finishers Apprenticeship, BAC Local #3 Northern California Plasterers & Cement Masons Local #300, Northern California Drywall-Lathers Apprenticeship District Council 16 International Union of Painters and Allied Trades, UA Plumbers and Steamfitters JATC Local #467, Heat & Frost Insulators Local #16, Sprinkler Fitters Local #483, Northern California JATC Sound and Communication, Sign & Display Local # 510, Surveyors and Inspectors Local #3 Pile Drivers Local #34, Elevator Constructors Local #8, Roofers and Waterproofers Local #40, Boilermakers Local #549, Habitat for Humanity, San Francisco Fire Department's Neighborhood Emergency Response Team Training (NERT)

Other partners: *CityBuild*: Office of Economic and Workforce Development (OEWD), Mayor's Office, City Administrator's Office, San Francisco District Attorney, Public Utilities Commission, San Francisco International Airport, San Francisco Municipal Transportation Agency, Port of San Francisco San Francisco County Transportation Authority, Office of Community Investment and Infrastructure, City College of San Francisco, San Francisco Board of Supervisors, and San Francisco Unified School District

- A. Phillip Randolph Institute, Anders and Anders Foundation, Asian Neighborhood Design, Brightline Defense Project, Charity Cultural Services center, Mission Hiring Hall, San Francisco Conservation Corps, and Young Community Developers, Inc.
- **Summary of Achievements:** Key achievements include (but are not limited to):
 - CityBuild now provides a Construction Sector Bridge program for high school graduating seniors, individuals with a General Educational Development (GED) certification, or recent high school graduates for engagement in one of two introductions to construction academies: CityBuild Academy (CBA) and Construction Administration and Professional Services Academy (CAPSA), Chase Center Training, Women's Leadership and Mentorship Program, Construction Career Development Services (Retention). CityBuild also provides Employment Networking Services (ENS) for clients who meet eligibility requirements to comply with the San Francisco Local Hiring Policy for Construction.

Healthcare

The healthcare sector is convening through the San Francisco Health Care Academy (HCA):

- **Industry Partners:** Department of Public Health (Laguna Honda and SF General Hospitals), Sutter Health's California Pacific Medical Center (CPMC), Dignity Health, Kaiser Permanente, UCSF Medical Center, SF Community Clinics Consortium, Chinese Hospital, Homebridge, Hospital Council of Northern and Central California
- **Other partners:** Workforce Investment San Francisco (WISF) in the OEWD, SEIU-UHW West, UC Berkeley's Center for Public Health Practice, California Health Workforce Initiative, Jewish Vocational Service, City College of San Francisco, Arriba Juntos, Mission Language Vocational School, Self-Help for the Elderly, Mission Language Vocational School and Center for Health Professions
- **Meeting Dates:** A formal Health Care Subcommittee of the WISF Board that meets annually at a minimum. The committee met on October 26, 2015 and participated in survey in October 2016 (survey was to gauge workforce needs and was in lieu of a meeting).
- **Summary of Achievements:** In addition to providing contextualized industry training, HCA is creating customized trainings for employers to address their distinct workforce needs in the following ways:
 - Medical Administrative Assistant Program, with UCSF Medical Center. Students are enrolled in an earn-and-learn model that is customized to the UCSF work culture. Jewish Vocational Service provides classroom instruction and job readiness training to connect students to employment opportunities at UCSF. A paid internship component is integrated in the program model to provide the participants with tangible work experience.
 - Skills advancement training pilot, with employer and training partner Homebridge. Personal Care Givers go through either a leadership track to become managers or an advanced caregiver track to work with more critical-care clients. This helps the agency with retention as well as providing career pathways for their existing workforce.
 - Medical Assistant and Certified Nurse Assistant pilot refresher programs, in partnership with Kaiser and CPMC to help them address their immediate workforce needs.

Hospitality

While the in-demand hospitality sector historically offers low wage jobs for those with basic skills, the RPU is partnering with industry leaders to develop career pathways. For example, the Restaurant Opportunities Center (ROC) of the Bay Area has a model to improve worker conditions and increase opportunities for advancement for low-wage workers.¹⁵ ROC creates formalized career ladders in the restaurant industry to allow low-wage workers- particularly women, immigrant, dislocated and workers of color- to advance livable-wage jobs and provides a multi-tiered advanced restaurant training program. The hospitality sector is convening through the San Francisco Hospitality Initiative (HI) and other efforts by SJSVWIN:

- **Industry members:** *HI:* San Francisco Hotel Council (and affiliated members), Golden Gate Restaurant Association (and affiliated members), SF Travel, and Moscone Convention Center
- **Other partners:** *HI:* OEWD, Unite Here Local 2, Charity Cultural Services Center, Self-Help for the Elderly, City College of San Francisco, Mission Language Vocational School, Episcopal Community Services, Community Housing Partnership, Mission Hiring Hall, Western Addition Neighborhood Access Point and City of San Francisco Adult Probation Department. *Other efforts: Hospitality and Tourism Management Career Pathway Bridge Model:* SJSVWIN, International Facilities Management Association, De Anza College
- **Meeting Dates:** Hotel Council met on July, 27 2016; Golden Gate Restaurant Association met on July 15, 2016. Meetings with these entities and affiliated members occur annually at a minimum.
- **Summary of Achievements:** *HI:* OEWD convenes roundtable discussions focused on the subsectors food services and hotels, to ensure that Initiative programming meets the real-time needs of the industry subsectors. The Initiative also holds student showcase events to highlight the trainings and create pipelines for graduates to enter sector employment. The initiative has also piloted neighborhood based boot camps, a partnership between local government, education, nonprofits and the private sector to address the immediate workforce needs (job seekers and employers) within a SF district. *Other efforts: Hospitality and Tourism Management Career Pathway Bridge Model:* SJSVWIN and partners are developing an onramp into facility management.

Information Technology

The IT sector is convening through multiple initiatives, including TechSF, the Cybersecurity Apprenticeship Initiative, NOVA programs, and Slingshot:

- **Industry members:** *TechSF:* Jawbone, Goodby, Microsoft, Pinterest, Autodesk, Zendesk, LinkedIn. *SJ TechHire:* Google, Cisco, eBay, PayPal, TiVo, IBM, Symantec, Olympus, Jabil. *Cybersecurity:* San Francisco International Airport *NOVA efforts:* Cisco Systems, Interactive Advertising Bureau (IAB). *Slingshot:* IAB, Ten-X, CollabNet, Carobar Business Solutions, BD Biosciences and The Castanet Group.
- **Other partners:** *TechSF:* WISF and the OEWD, Silverstein & Partners, UCSF, Bay Area Video Coalition, White House TechHire/Opportunity@Work. *SJ TechHire:* SJSVWIN, Foothill College, City of San Jose, Silicon Valley Leadership Group, The Silicon Valley Organization
- , NextFlex. *Cybersecurity:* City College of San Francisco. *NOVA efforts:* #YesWeCode, San Mateo County Community College District, Economic Advancement Research Institute, Open Access, Sunnyvale-Cupertino Adult Education. *Slingshot:* led by a team of industry champions representing a cross-section of Silicon Valley companies that hire workers with tech skills. Champions are committing to represent the voice of the customer throughout this initiative and act as filters to ensure that pilots are authentically industry-led and are strategic.

¹⁵ Conway, M. and Giloth, P. (2014) "Connecting People to Work: Workforce Intermediaries and Sector Strategies." The American Assembly, Columbia University. Economic Opportunities Program of the Aspen Institute.

- **Meeting Dates:** *TechSF*: The Information & Communications Technology (ICT) Committee (of the WISF Board) met on May 25 and September 9, 2016. NOVA Board met on November 28, 2016. *SlingShot*: The industry champions met on December 8, 2016. *SJ TechHire*: Several meetings, including on January 29, 2016 at PayPal.
- **Summary of Achievements:** Key achievements include (but are not limited to):
 - TechSF is using strategies adapted to the culture of the IT industry, cultivating organic networks of relationships to build trust with IT employers, and offers a range of options for their engagement in the workforce system such as hosting peer networking events, participating in the design of training programs, hosting interns, and job placements.
 - The Cybersecurity Apprenticeship Initiative provides a CA State-issued Registered Apprenticeship credential, with City College of San Francisco. The initiative will be aligned with San Francisco's existing TechSF Accelerator Apprenticeship program and will create a replicable model in the region by connecting individuals from populations underrepresented in the field of technology to "earn and learn" career pathway training and degree programs. The initiative incentivizes employers through various cost offsets.
 - The City of San Jose received designation as a TechHire Community by the White House in July 2015, to train youth and young adults with barriers to employment for career pathways in tech-enabled occupations in IT and also Finance and Advanced Manufacturing. SJSVWIN initiated a training program with Foothill College in Python and Help Desk Technician training, with 25 individuals enrolled. It has also partnered with Workforce Institute (San Jose City College) pilot programs in cyber security and additional programs in network support and software training.
 - NOVA partnered with the IAB and the San Mateo County Community College District to create the nation's first digital advertising certificate program.
 - Funded by the California Workforce Development Board, SlingShot is developing two pilot projects that will connect digital advertising and DevOps employers seeking talent with a new channel of diverse students and workers.

ii. 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. Describe any areas of identified training and education deficiency and what planning partners have committed to do to resolve relevant deficiencies

Current industry engagement activities have identified some areas of training deficiencies in the region, and planning partners are taking steps to address these deficiencies. The process of identifying deficiencies and taking actions will be strengthened in 2017 with the formation of sector teams to engage employers to validate, revise, and deepen intelligence on their workforce needs.

Advanced Manufacturing

Through the convening led by SJSVWIN, the City of San Jose OED, and partner colleges, the following deficiency has been identified, and actions are being taken to resolve it:

- **Deficiency:** Lack of an apprenticeship model for training and future employment
- **Resolution:** NextFlex, together with Lincoln High School, Jabil, Inc., the City of San Jose, Evergreen Valley College and work2future, launched a novel month-long mentoring project in October 2016 to introduce high school students to the world of flexible hybrid electronics (FHE) and advanced manufacturing. Eight 11th and 12th-grade students from Lincoln High School learned more about the

career opportunities and educational pathways to pursue in order to enter this industry. Guided by a NextFlex mentor, they were required to develop and pitch a business model idea associated with an advanced manufactured human health or performance-monitoring device. Based on the success of the pilot, NextFlex and its partners will scale the pilot to five additional local high schools in 2017. The RPU will also work towards providing partners with the best candidates for advanced manufacturing careers, including foreign-trained and dislocated workers.

Construction

The construction industry grew by over 40 percent from 2012-2016, and is projected to keep growing. In the San Jose metro area alone, it is projected to grow by 24.6% over ten years. In San Benito County, it is projected to grow 25.1% over the next ten years. At the same time, 30% or more of skilled journeyman will reach retirement age in the next ten years.

- **Deficiency:** Lack of understanding among jobseekers of the modern, technology-enabled, productivity-driven construction industry and the abilities it demands
- **Resolution:** The RPU's multi-stakeholder Construction Careers Initiative has built and implemented the Trades Orientation Program (TOP). Two major construction project owners – the Valley Transportation Authority and the County of Santa Clara – have committed to place new entry-level apprentices directly from TOP onto their construction projects, which are projected to total more than \$5 billion in the next 5 years.

Healthcare

Through the HCA, the following deficiency has been identified, and actions are being taken to resolve it:

- **Deficiency:** Lack of pathways of advancement for entry and mid-level workers
- **Resolutions:** A few key examples include (but are not limited to):
 - HCA is piloting a skills advancement training with employer and training partner Homebridge.
 - OEWD is in discussion about partnering with City College of San Francisco's Health Sciences Department and San Francisco State University's College of Extended Learning to develop career pathways with stackable credentials, and is concurrently developing a stronger career pathway model and enhanced training offerings through a procurement process.
 - Through the SEIU-UHW education fund, HCA is seeking to partner on an incumbent worker training for employees to advance from non-clinical (i.e. food services) to clinical (Medical Assistant) positions.

Hospitality

Through the HI, the following deficiency has been identified, and actions are being taken to address it:

- **Deficiency:** Labor shortage in the food services industry
- **Resolution:** HI staff is partnering with Golden Gate Restaurant Association, community-based organizations, the City of San Francisco Adult Probation Department, a regional food networking work group, and City College of San Francisco's Culinary Arts and Hospitality Studies department to develop outreach strategies to address this shortage. In addition, the initiative has recently piloted a sushi and barista training to diversify its training offerings.

Information Technology

Through the TechSF initiative, the following deficiencies have been identified and actions are being taken to address it:

- **Deficiencies:** Lack of candidates for entry- to advanced level, high-turnover positions with the skills matching the needs of businesses.
- **Resolution:** Various regional efforts are working to define the skillsets and create the cross-disciplinary training that employers need, especially where emerging technology jobs don't have defined credentials and employers can be reluctant to share any information they perceive as proprietary. San Francisco is using incumbent working training through a registered apprenticeship model and/or ETP funding to meet this need. NOVA, San Francisco, San Benito and SJSVWIN, along with partners are providing short-term skills training in technology occupations for the long-term unemployed.

iii. Existing career pathway programs in the region that have been identified as meeting leading and emergent industry sector needs. Specifically articulate the manner in which industry participated in the identification of relevant pathways.

The region has training programs in each of the five priority sectors that were formed with industry and are the start of career pathways, as described below. In 2017, sector teams will gather intelligence to determine whether these programs and pathways are relevant to current industry needs and standards, and will respond with necessary adjustments. These are the region's existing pathway programs in the five priority sectors, along with additional emerging sectors:

Figure 2.iii: Bay Area RPU Career Pathway Programs

*Note: * = Industry-Valued Post-Secondary Credential*

Priority Sector	Key Entity/Partners	Career Pathway Program with Industry Participation
Advanced Manufacturing	SJSVWIN Workforce Institute (San Jose City College)	SVETP is a consortium of high-schools, community colleges, university and adult education in manufacturing and IT sectors; to provide multiple career pathways from pre-college through STEM remediation, paid internships, and articulation to four-year degree programs.
Advanced Manufacturing	City of San Jose OED	Bay Area Urban Manufacturing Initiative - Action-based, training-centric engagement, advanced manufacturing-related cohort training programs, On-the-Job-Training (OJT)
Advanced Manufacturing	San Jose State University	Project management with an emphasis on manufacturing*
Advanced Manufacturing	San Jose City College	Laser technology basics*
Advanced Manufacturing	San Jose City College	CNC Machinery and Lathe Operators
Advanced Manufacturing	Foothill College	3D printing and rapid prototyping (Non-Transcriptable Certificate for Commercial and Industrial Technician Program)*
Advanced Manufacturing	San Jose City College	Welding
Construction	CityBuild	CBA), an 18-week pre-apprenticeship and construction skills training program including OSHA 10, Forklift, Skid Steer, CPR, First Aid, Hazwoper, Scissor Lift, Scaffolding, Fall Protection, Confine Space, Traffic Control, Stairway & Ladder; (CAPSA): an 18-week program for entry-level careers; Construction Sector Bridge Program, introductory training to high school graduating seniors and recent graduates

Construction	San Benito, San Mateo, and Santa Clara Counties	Pre-apprenticeship program (Prop 39), at-risk youth up to 25 years of age, women in construction trades, and veterans enter into MC3 pre-apprenticeship, leading to state-certified apprenticeship or direct job placement
Construction	NOVA	TOP - Multi-Craft Core Curriculum*
Construction	PG&E and SJSVWIN	PowerPathway Cohort Training Program*
Construction	DeAnza College	Onramp into facility management* (with International Facilities Management Association)
Healthcare	San Francisco HCA	Entry and mid-level health care trainings
Healthcare	HCA: Jewish Vocational Service, HSA and UCSF Medical Center	Medical Administrative Assistant Program- Earn-and-Learn model
Healthcare	HCA: Jewish Vocational Service and City College of San Francisco	Connections to employment for training graduates and/or participants with health care experience
Healthcare	HCA: HomeBridge	Personal Care Giver Program and Pilot Personal Care Giver Skills Advancement Training Program* - Skills advancement training for existing workforce
Healthcare	HCA: Kaiser, CPMC, Jewish Vocational Services	Pilot Medical Assistant and Certified Nurse Assistant refresher programs*
Healthcare	HCA: Self-Help for the Elderly and City College of San Francisco	Home Health Aide program* VESL embedded in program model
Healthcare	HCA: Arriba Juntos	Certified Nurse Assistant program*
Healthcare	HCA: Mission Language Vocational School	Medical Assistant program*
Hospitality	San Francisco HI	Entry level hospitality trainings
Hospitality	SJSVWIN, International Facilities Management Association, and De Anza College	Hospitality and Tourism Management Career Pathway Bridge Model – onramp into facility management
Hospitality	HI: Charity Cultural Services Center	Culinary Chinese Cooking, Western Cooking, Bartending/Table Waiting, Barista and Sushi Training*
Hospitality	HI: Self-Help for the Elderly & City College of San Francisco	Culinary Fundamentals and Food Prep and Production*
Hospitality	HI: Mission Language Vocational School	Culinary Academy*

Hospitality	HI: Episcopal Community Services	CHEFS Culinary Program*
Hospitality	HI: Self-Help for the Elderly & City College of San Francisco	Janitorial and Maintenance training*
Hospitality	HI: Community Housing Partnership	Lobby Services training*
Hospitality	HI: Mission Hiring Hall	Security Guard training*
Information Technology	SFOEWD and City College of San Francisco	Cybersecurity Apprenticeship Initiative - CA State-issued Registered Apprenticeship credential*
Information Technology	SFOEWD, San Francisco Unified School District and City College of San Francisco, Bay Area Video Coalition, Bayview Hunter's Point Center for the Arts & Technology	California Career Pathways Trust Program – Work-based learning opportunities with industry for City College and San Francisco Unified School District students, and Dual Enrollment and Degree Articulation agreements
Information Technology	SFOEWD, Bay Area Video Coalition, City College of San Francisco, San Francisco State University, Council for Adult & Experimental Learning, Upwardly Global, Mission Economic Development Agency	TechSF Learning Accelerator – American Apprenticeship Grant-funded DOL-issued Registered Apprenticeship* training for IT occupations and Registered Apprenticeship Credential articulation to postsecondary degree programs through Prior Learning Assessment
Information Technology	SFOEWD, Academy X, Bay Area Video Coalition, Bayview Hunter's Point Center for the Arts & Technology, City College of San Francisco, Code Tenderloin, General Assembly, MissionBit, San Francisco State University, Treehouse Island/College Track/Twitter/Nest/SF Public Library, Udacity, Year Up Bay Area, and Opportunity @ Work/TechHire	TechSF certificate programs through more than twenty information and communications technology (ICT) training programs for multi-industry ICT occupational tracks*
Information Technology	NOVA and Cisco Systems	Pilot training program
Information Technology	NOVA, Advertising Bureau and San Mateo County Community College District	Digital advertising certificate program*

Information Technology	Slingshot	Two pilot projects connecting digital advertising and DevOps employers with talent
Information Technology	Workforce Institute, San Jose Evergreen Community College District	ICT project management, Cyber Security, Comp TIA A+, Comp Tia Network, Software Testing*
Information Technology	Foothill College and SJ TechHire	Python and Help Desk Technician training*
Information Technology	NOVA	Incumbent worker training and/or learning and development through a Registered Apprenticeship model and/or ETP funding
Information Technology	NOVA, San Francisco and SJSVWIN, community colleges, adult education, and UC Extension	Short-term skills training in technology occupations for the long-term unemployed,
Water	San Benito County, West Valley College, Gavilan College, and local water districts	Bay Area Water Pathway - initiative to respond to the oncoming retirement of 50 percent of their workforce in the next 4-5 years
Alternative Fuels and Advanced Vehicle Technology	NOVA, Santa Clara Valley Transportation Authority (VTA), Amalgamated Transit Union, Local 265 and Mission College	Alternative fuels and advanced vehicle technology apprenticeship training program - The career pathways lead from bus operator to overhead line workers and to transit mechanics.

iv. 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.

There are several steps that the RPU will take to further develop employer-focused career pathway programs that meet regional industry needs, described below.

Advanced Manufacturing

The RPU is creating a pathway with multiple on-ramps for out-of-school youth, adults and dislocated workers, including veterans, and multiple off-ramps designed to facilitate self-sustainability for individuals and income mobility. This project is supported by a Sector Partnerships National Emergency Grant to the California Employment Development Department, with which SJSVWIN is a partner.

SJSVWIN is currently soliciting proposals to build capacity for career sector pathway programs, anticipating that consultants will begin in February 2017.

Work towards scaling Partnership for Youth Education, Career, and Leadership Development Pathways into a Bay Peninsula program.

Construction

The RPU is piloting the New Accelerator Project to build a coordinated referral system to place qualified jobseekers directly into employment as entry-level apprentices. By working directly with large-scale project owners who have committed to create job opportunities for targeted populations on those projects, the RPU will build capacity to receive hiring requests from contractors and refer jobseekers directly to fulfill those requests. Additionally, the RPU will continue to build on the TOP, an industry-led pre-apprenticeship.

Healthcare

The region will further develop healthcare pathways by:

- Creating new pathways with stackable credentials in post-secondary education
- Creating customized trainings for each of the five major hospitals in San Francisco (Department of Public Health - Laguna Honda and SF General, Sutter Health's CPMC, UCSF Medical Center, Kaiser Permanente, and Dignity Health) to address their distinct workforce needs
- Expanding incumbent worker trainings, such as with SEIU-UHW for participants to advance from non-clinical (i.e., food services, cashier, housekeeping) to clinical (i.e., Medical Assistant) positions.

These activities will be implemented through an RFP that San Francisco issued for occupational skills training (OST) providers for all sector workforce programs beginning on July 1, 2017.

Hospitality

The region will further develop hospitality pathways by:

- Expanding training offerings to respond to the labor shortage: To address the labor shortage in the San Francisco food services industry, the HI intends to increase the number of graduates per year by piloting barista and sushi training programs.
- Enhancing connection with Unite Here Local 2, which represents over 12,000 workers in the hospitality industry and offers pathways to self-sufficiency
- Supporting the diversity of the hospitality industry, by conducting targeted outreach and training, particularly in African-American communities.

These activities will be implemented through the same RFP for sector training described above.

Information Technology

OEWD will develop pilots that tailor services to the needs of gig workers, through the TechSF Initiative. Also, in response to industry demand, the SlingShot initiative is developing pilot projects to provide training for incumbent digital advertising workers and entry-level training for in-demand DevOps occupations. The incumbent worker training comes on the heels of entry-level training developed by the IAB, NOVA and the San Mateo County Community College District.

2.D. Industry-Valued Post-Secondary Credential Attainment

i. The process used to determine industry-valued and recognized post-secondary credentials and the process taken to ensure industry leads the process.

The RPU is forming sector teams that leverage, strengthen, and expand the industry engagement activities in **Section 2.C**. The sector teams will utilize existing industry engagement efforts to establish regular meetings for companies in each priority sector; expand outreach to the number of companies participating; and validate, revise, and deepen intelligence on business workforce needs, including their identifying the credentials they value. Using a sector partnership model, meetings and agendas will be employer-driven.

ii. The current industry-valued and recognized post-secondary 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 current industry-valued and recognized credentials in the RPU are indicated in the previous section above in Figure 2.iii. Sector teams will meet regularly to ensure the relevance of these credentials in subsequent years and to deepen and create efficiencies related to workforce intelligence. The sector teams will collect feedback from employers on the credentials in demand and the strengths and deficiencies of existing credentials, and take actions in response. In addition, the RPU will explore alternative funding opportunities as they arise to boost efforts to increase the number of industry-valued credentials.

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

The Bay Peninsula region determined that these credentials were actually industry-valued through the industry engagement efforts described in **Section 2.C**. In 2017, the RPU will coordinate and strengthen its efforts to ensure the relevance of these credentials by taking the following steps:

- Working with community college faculty to form sector teams to evaluate existing training programs, using measurements of employee retention, employer penetration, and repeat business.
- Collecting feedback from local employers on the credentials that are in demand and the strengths and deficiencies of existing training programs.
- Using the above workforce intelligence to prioritize the workforce boards' selection of cohort training programs.
- Staying up-to-date on national industry-recognized credentials in the priority sectors, and new forms of learning.
- As employer engagement strengthens through the sector teams, working with the community colleges to adapt existing training programs and design new ones that result in graduates with industry-valued credentials.

iv. The relevant training and education providers providing the credential, see Figure 2.iii above.

v. How the regional planning partners will establish 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

The Bay Peninsula RPU's local boards will come together to establish goals and milestones for the attainment of the region's contribution-- and each local board's contribution—of the 1 million industry-recognized credentials statewide. The ultimate goal is to prepare Silicon Valley's unemployed and underemployed workers for good jobs that meet industry needs.

If each local workforce board in the RPU applies the average goal for credential attainment set by EDD and California Workforce Development Board, these goals will be:

- Program Year 2016-17
 - Adult: 51.7%
 - Dislocated Worker: 60.0%
 - Youth: 47.4%
- Program Year 2017-18
 - Adult: 53.2%
 - Dislocated Worker: 60.8%
 - Youth: 51.0%

The Bay Peninsula RPU will establish goals and track attainment of industry-recognized credentials by:

- Convening to establish the regional and local board goals
- Tracking industry-recognized credential attainment via CalJOBS
- Convening monthly, quarterly, and annually to assess progress using data pulled from CalJOBS
- Exploring alternative funding opportunities as they arise to boost efforts to increase the number of industry-valued credentials.

2.E. Accessibility and Inclusivity

Engaging Regional Stakeholders

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.

Regional stakeholders, including CBOs representing the individuals from target populations, Adult Education Block Grant (AEBG), community colleges, economic development, Temporary Assistance for Needy Families (TANF), and California Department of Rehabilitation (DOR) were engaged in several ways during the WIOA local and regional planning process. At the local planning level, these partners were already involved in developing partnership MOUs. The partners held working sessions on how to ensure alignment of services across agencies and more seamless transitions for target populations into the Regional Career Sector Pathways. Local boards and agencies shared promising strategies to address specific challenges experienced by target populations such as farmworkers, ex-offenders, those who are limited English proficient, out of school and/or disconnected and foster youth (including former foster youth). These meetings were a starting point for formal regional collaboration addressing each of these populations.

This work, detailed in the local plans, also informed the writing of the Regional Plan, mainly through the comments and input of workforce board staff who relayed local partner concerns to the Regional Planning effort.

In addition to this work, Regional Stakeholders were invited to participate in several Regional Planning sessions. The first planning session was held on December 16, 2016 to discuss the Regional WIOA plan and offer feedback both in person and through a structured comment protocol available online.

On [January____, 2017], a draft of the plan was made available for Public Comment. The Notice of Public Comment Period instructed interested parties on how to submit comments in reference to the Regional Plan, no later than February 16, 2017. Any public comments will be included as Appendix 2.1. The Regional Plan final draft was posted by the Bay Peninsula Local Boards websites and reference has been made to it via the agencies' Facebook, LinkedIn and Twitter pages.

For a list of all Key Stakeholders invited to participate in the planning process, please see Appendix 2.2.

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

In conjunction with the WIOA Regional Plan Writing Process, the AEBG and Community College partners have been writing their own Strong Workforce Plan (SWP). Representatives from the WIOA Regional Plan writing team were present at several BACC SWP meetings, and as a result this plan incorporates information on the region's SWP efforts. BACC representatives were also able attend BP RPU meetings and provide significant input into the development of this plan.

Measuring Basic Skills Deficiencies

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 region's workforce is highly educated; 43 percent have a bachelor's degree or higher, which is far higher than the national average.¹⁶ However, 10 percent of the regional workforce lack a high school diploma or high school equivalency and are not enrolled in postsecondary education.¹⁷ The table below demonstrates the basic skills deficiency rates in each county.

Figure 2.iv: Basic Skills Deficiency, by Percentage of Workforce Population

	RPU	San Benito	Santa Clara	San Mateo	San Francisco
Labor Force ¹⁸ (as of Oct 2016)	2,115,000	30,700	1,058,600	457,800	567,900
Basic Skills Deficient	14.0%	29.0%	14.1%	11.5%	13.6%
No high school degree	9.7%	24.9%	9.6%	8.3%	8.4%
Limited English proficient	4.4%	4.1%	4.5%	3.2%	5.1%

The region's racial and ethnic diversity is also one of its defining features. The region has a "minority majority"—it lacks a single racial or ethnic majority. A total of thirty-six percent of the population is foreign-born. The table below lists the languages spoken among basic skills deficient populations in each county.

Figure 2.v: Languages Spoken Among Basic Skills Deficient Workforce Population

Language Spoken	RPU	San Benito	Santa Clara	San Mateo	San Francisco
English	11.0%	11.9%	12.0%	11.9%	7.8%
Spanish	46.4%	84.6%	46.9%	57.8%	22.3%
Chinese	19.7%	0.0%	9.2%	14.0%	55.6%
Vietnamese	11.5%	0.0%	20.1%	1.5%	4.0%
Filipino, Tagalog	3.0%	0.4%	2.9%	3.8%	3.8%
Other	8.3%	3.1%	8.9%	11.1%	6.6%

For additional information regarding basic skills deficiencies and demographics in each county, please refer to [Appendix 2.3].

Serving those with Basic Skills Deficiencies

Each local area within the RPU will provide strong linkages—through partners at CBOs, Independent Living Centers, TANF/CalWorks, ABEG, and DOR—to Career Sector Pathways opportunities throughout the region, as detailed in the local plans. In addition to local strategies that focus on specific target populations and resources, the Regional WIOA Working Groups established during this planning process have committed to

¹⁶ Regional Planning Unit Summary: Bay-Peninsula," Employment Development Department, Labor Market Division, Revised September 1, 2016."

¹⁷ 2010 – 2014 5-Year American Community Survey (ACS) Public Use Microdata Sample (PUMS)

¹⁸ Labor force figures are from the State of California, Employment Development Department's LMI Division. While we believe the percentages derived from the 2014 5-Year ACS PUMS sample are still representative of the current labor force, we have not used them in combination with the October 2016 labor force figures to derive estimates of the number of basic skills deficient individuals in each geographic area. Rather, labor force figures have been provided to give a relative, not absolute, understanding of the basic skills need in each area.

working together on several strategies that leverage the investments, knowledge, and resources represented in each board and its staff. As a Regional Planning Unit, the overarching strategy moving forward is to utilize Regional Working Groups (RWG) to address regional strategies and highlight best practices.

SJSVWIN will strengthen its relationship with the TANF system in accord with the State WIOA Unified Plan to incorporate employment and training aspects of the SNAP and TANF programs under WIOA through four primary mechanisms: integration across programs, a focus on youth, collaborative performance measures, and strengthened relationships with employers. Moving forward, TANF and SNAP will work to co-locate staff at the one-stop centers for enhanced service delivery and streamlined communication between WIOA partner programs. SJSVWIN will work cooperatively and collaboratively to align WIOA career and training services with DOR to enhance and improve work opportunities for individuals with disabilities.

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.

Regional Sector Pathways are at various stages of development and maturity, but all partners understand the mandate to create on ramps to pathways for those who are basic skills deficient. Some examples of existing programs that serve this need include:

Figure 2.vi: Examples of Regional Sector Pathway Programs

Sector	Description
Hospitality and Healthcare	San Francisco's Hospitality and Healthcare sector strategies provide contextualized training programs for monolingual adults, which have a VESL component integrated. Training is delivered by community-based organizations: Chinese Cultural Service Center offers Chinese Cooking and Self-Help for the Elderly offers Home Health Aide training. These certificate programs provide basic training and language skills that jobseekers can use to enroll into more advanced post-secondary education courses at City College of San Francisco extended learning or enter entry level employment in hospitality or healthcare sectors.
IT and Manufacturing	<p>San José TechHire (SJ TechHire) is a regional, Silicon Valley initiative inspired by President Obama's TechHire Challenge. The vision of this initiative is to create career pathways for individuals with barriers to training or employment and to enable them to move ahead on the pathway in the growing number of tech-enabled occupations that regional employers are demanding. Initial triage and assessment of young adults includes an assessment of basic skills including math, basic job skills, ESL if needed and HSET.</p> <p>In 2016, work2future and its partner colleges completed five manufacturing-related training cohorts (Project Management for Manufacturing, Certified Logistics Tech, Certified Production Tech, 3D Printing and Rapid Prototyping and Welding), and upskilled 16 incumbent employees in project management and welding. Through October 2016, it directly served 303 individuals in manufacturing, providing training to 149 people, helping 124 individuals who hadn't participated in training find internships and work in the manufacturing sector. Currently, work2future has enrolled 12 individuals in a laser technology program underway and is preparing manufacturing-related training cohorts in CNC machine and lathe operations and in project management for February and March, respectively. It also has 20 internships or OJTs started or planned for early Q1.</p>

Hospitality	Skyline Community College in San Mateo's Hospitality Bridge program focuses on preparing students with the basic skills needed to be successful in the hospitality and tourism industry. Through training workshops, job shadows, boot camps and guest lecturer series, students gain skills needed to become detail oriented, organized, and to strengthen verbal communications skills.
Construction	SJSVWIN, in partnership with NOVA, San Mateo County, Union Community Alliance, and Working Partnerships USA in the TOP and the Trades Introduction Program (TIP). TIP (San Mateo County) and TOP (Santa Clara County) are creating a pre-apprenticeship class where participants gain exposure to the wide variety of construction trades careers available. Successful graduates receive the national industry-recognized Multi-Craft Core Curriculum certificate. Addressing deficiencies in math is an important part of the program, in order to prepare students for passing math exams required by the various trade unions. CityBuild's – San Francisco lead instructor is certified to provide MC3 training. SJSVWIN is a partner with Foothill College providing VESL program for construction and manufacturing sectors.

A significant provider of basic skills education is the region's AEBG programs, many of which are housed at community colleges who serve as primary partners on Career Sector Pathways Efforts. Close collaboration between AEBG partners and the region's community colleges are yielding many ideas for providing CTE and Career Sector Pathway on-ramps for those needing basic skills and specific programs being considered by BACCC through their Strong Workforce Planning Initiative.¹⁹ Furthermore, SJSVWIN and the Silicon Valley Chamber are working to develop a Job Opening Central Portal for Job Developers.

Figure 2.vii: Joint Ventures Planned to Specifically Support the Integration of Basic Skills and Sector Pathways

BACCC Regional Joint Venture	Description of Potential Venture
Career Pathway Collaboration / Development	Partners will identify 1-2 Career Pathways to develop regionally (rather than individual colleges/consortia developing independently). The regional group will convene a series of workshops on best practices, professional development, and will co-develop the pathway with contextualized teaching & learning, acceleration, credit/non-credit offerings, articulation/dual enrollment work, wrap around support services, work based learning, job placement assistance/OJTs, data tracking. ²⁰

¹⁹Ideas for Regional Joint Ventures are being recorded and interested regional partners are signing on to enact. More about the Regional Joint Ventures can be found on the Bay Area Community College Consortium Website: www.baccc.net

²⁰ The 16 AE Consortia across the region identified this as a priority they would like to invest in in year 1 of the Strong Workforce Program.

Non-Credit / Curriculum	To address the current situation of perceived and unnecessary competition between community colleges and Adult Schools, the region will form a workgroup to jointly identify how the two systems can better complement and link each other's offerings along the educational continuum. The group will look for ways to invest in co-creating bridge courses to fill existing gaps and explore ways to co-teach those courses and provide technical support for establishing non-credit offerings at colleges with no history of non-credit, among other work interested participants. ²¹
Regional Hospitality Adult School Bridge Program	This initiative will expand the Skyline program to other adult schools and the Bay Region Community Colleges Culinary and Hospitality and Tourism Management Programs. Project to include: Train-the-trainer, Pathway Design and Mapping, Curriculum, Support Materials, expanded pathway development.

Regional Strategies to Integrate Basic Skills and Career Sector Pathways

The RPU has identified a suite of strategies to systematically integrate basic skills and career sector pathways at the regional level. In 2017, existing efforts to collaborate will be strengthened, paving the way for those such as a regional inventory.

- **Provide Job Readiness Services (JRS) as part of pathways.** JRS providers will continue to deliver intensive services to help jobseekers with basic skills to identify and create a plan for removing barriers preventing employment, and support them in accessing and navigating a citywide service system to resolve these barriers. As an example, OEWD has issued a new RFP to procure JRS. Providers will play an important cross-referral role within San Francisco's workforce system: receiving referrals from America's Job Centers and referring job-seekers who have successfully addressed barriers through JRS to an appropriate Sector Workforce Program or other appropriate services focused on vocational training and employment. Additionally, OEWD has issued a new RFP to ensure America's Job Center providers provide participants with individual computer skills training (CST) to increase basic computer usage proficiency (e.g., email, internet searches) and knowledge of software tools related to job search (e.g. Outlook, Word, Excel).
- **Create an inventory of basic skills education providers and programs** throughout the region to use for referral purposes in the short-term and to inform changes in investment strategies in the longer term (e.g. if basic skills education providers are not available in certain geographic areas, regional partners may pool resources to address the gap, whether through additional funding and referrals to nearby providers, or through the creation of new programs). The regional partners will also share best practices for basic skills education and ESL programs with one another. In the short term, local areas will devise the best way to evaluate whether their basic skills education providers are meeting the need, and if not, how to address gaps that have been identified.
- **Share program models and best practices** regarding on-ramps into various sector programs, including those that specifically target populations with barriers to employment with the goal of identifying common strategies to connect a continuum of populations into sector pathways.
- **Align basic skills delivery strategies by participating in parallel efforts for regional collaboration of community college and adult basic education programs.** Strategies may include the co-location of workforce and community college vocational training services and extended learning in order to

²¹ The 16 AE Consortia across the region identified this as a priority they would like to invest in in year 1 of the Strong Workforce Program.

expose and refer individuals to the community college system and enroll in courses to address basic skills remediation. This is especially relevant for individuals with Limited English Proficiency.

- **Continued planning through Slingshot** efforts related to integrating basic skills in IT and Advanced Manufacturing sector efforts.
- **Organizing Regional Working Groups** that focus on on-ramping individuals with basic skills into sector workforce programs and other aligned regional program strategies where learnings can be formally shared.
- **Participation in Strong Workforce Partnership convenings** to align regional workforce planning of local WDBs with regional vocational educational planning offered by community college system.
- **Participation in ALLIES**, a regional coalition of ESL educators and community partners, and its ESL Providers' Network. Also, the California Workforce Development Board is in discussion with NOVA to work with ALLIES on a pilot ESL project with Stanford University.

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

The Regional Client Services Working Group discussed the option of creating a shared intake, assessment and referral system. The group concluded that as a first step, the region needs to conduct an inventory of existing assessment tools available to local AJCs in order to formalize the process and determine a better way to utilize them that will effectively improve outcomes for individuals needing basic skills remediation. The group also concluded that with help of EDD, certain functionalities could be added to CalJOBS that would make it easier to see, track, and share responsibility for clients who accessed services across the region. The Working Group's strategies to streamline and coordinate intake, assessment and referral are:

- **RPU Best Practices for Assessment Working Group.** The Bay Peninsula Region is home to a very diverse workforce and a broad range of service seekers. AJCs work to meet the needs of a variety of populations including English Language learners with little formal education, along with highly educated and displaced workers. The Client Services Working Group was in consensus that no one assessment or set of assessment tools met the needs of all clients. As a first step in moving towards a regional assessment, intake and referral model the group will create a shared menu of tools and assessment products with an analysis of what tools work best for different populations.
- **RPU Improving Functionality of CalJOBS for Regions Working Group:** Providers in the region share clients across local service areas and see this through CalJOBS case notes. However, service providers note that duplication and data quality concerns pose challenges. This work group will evaluate how regional client flow and tracking in CalJOBS poses challenges for individual AJCCs and make recommendations to EDD to improve CalJOBS functionality for regions.
- **RPU Developing Opportunities to Better Connect Individuals with High Barriers to Career Pathways:** In conjunction with formalizing the referral process, the RPU will create strategies to deliver warm(er) hand offs from Adult Education to community colleges.

In addition to exploring a regional approach to intake, assessment and referral, each board has committed to streamlining services, intake, assessment and referral at the local level.

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.

Currently, local boards are in regular communication with DOR as part of the MOU process. In addition to this work with DOR, many of the boards work closely with CBOs and other agencies that work with the disabled and utilize their expertise, assistive technology, and specific knowledge of the community. As an example of this work, NOVA recently completed a review of NOVA Job Center assistive technology to ensure that they

have most current versions of software and devices. The review was conducted with the input of several partner organizations specializing in services to individuals with disabilities. NOVA also convenes a stakeholder group of organizations quarterly. Members include DOR, Project Hired, Momentum for Mental Health, HOPE Services, Services for Brain Injury, Silicon Valley Independent Living Center, Employment and Community Options and Goodwill. Discussions with these partners includes detailed information on services available for specialized populations, referral processes and eligibility and sharing of LMI on career ladder programs in the region.

Regional Strategies to Program and Physical Accessibility to Individuals with Disabilities

In addition to working with external partners to meet compliance issues, the Regional Client Services Working Group will continue to meeting regularly to discuss best practices for serving individuals with disabilities. This group will invite members of DOR and relevant CBOs to participate. Initially the group has highlighted several topics or areas that the Regional Working Group might cover:

- **Identifying those with disabilities:** Not every person who comes to an AJC will have a noticeable physical disability and it's not always clear if a client is co-enrolled with DOR. There is a need to train staff on what DOR is, who qualifies for services, and the kinds of programming, services, and resources available to those who qualify.
- **Adaptive technology.** Technology to assist in performing work is rapidly changing. Sharing knowledge about adaptive technology across the region will assist both clients and employers to leverage technologies to help individuals access and retain employment.
- **New and enhanced relationships with DOR:** While most boards have a working relationship with DOR and CBOs that serve the disabled, under WIOA these relationships will become strengthened.
- **Resources for staff development and training those serving people with disabilities and limited English:** Use WIOA Title I funds and leverage additional public and private resources to support professional development of staff and cross-trainings at a regional level as applicable.

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

The workforce boards are currently meeting and forming partnerships with TANF/CALWORKS, and working with them to make referrals of clients into the sector pathways and programs. NOVA and San Benito are working with TANF so that TANF individuals receiving WIOA-funded training will have coordinated case management between training advisors and CalWORKs case managers.

The RPU is also working on developing a project with CalWORKs on reverse referrals for “able body” CalWORKs clients. SJSVWIN will provide career assessments. Community College partners will provide training and adult education partners will provide ESL, HSET, and basic skills training.

San Francisco's OEWD closely works with San Francisco's Human Services Agency (HSA) on leveraging resources and identifying workforce clients who qualify for additional support services provided by HSA.

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.

Workforce boards, CBOs, and agency partners provide invaluable contributions to the functionality of workforce programs, providing referral and supportive services that create the necessary stability for individuals to complete training, seek work and retain work. Local boards work with a number of local service providers to ensure this continuity and assistance. Services provided through partners include:

- Transportation assistance: gas cards, bus passes, driver's licenses
- Medical/vision assistance – as deemed necessary by an employer or for employment
- Housing assistance: Temporary shelter, emergency housing assistance, emergency utilities assistance, Relocation Assistance
- Basic skills training: reading/math literacy, HSETs, limited English
- Financial counseling
- Mental health/substance abuse assistance
- Work supplies: Tools, uniforms
- Educational testing, certification/licensing fees
- Child care
- Personal safety assistance (e.g. domestic violence, gang affiliation, turf restrictions)
- Services for those with criminal backgrounds

Regional Strategies to Provide Supportive Services

The RPU convenes a Follow-up Supportive Services Working Group responsible for collaborative efforts related to tracking follow up services and exploring related costs to agencies. A list of services providers, organized by type of service is regularly updated and distributed across boards.

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.

In San Francisco, through OEWD's procurement process, CBOs will provide workforce development services including barrier removal services that will be customized to the needs of special populations of jobseekers. Through the procurement, CBOs will help jobseekers with criminal convictions, jobseekers with disabilities, veterans, and individuals with barriers to employment and provide a direct connection into sector pathways through the sector bridge programs. Sector bridge programs will serve as feeders to the OEWD sector programs.

NOVA works with the Center for Independence of Individuals with Disabilities (CID). CID is a private, nonprofit corporation located in San Mateo that is a consumer-driven, community-based, services and advocacy organization. CID staff are on-site at NOVA on a weekly basis to assist Work Incentives Planning and Assistance (WIPA) benefits recipients who wish to return to work with understanding the impact of their decision on their benefits. NOVA staff provide the WIPA recipients with coaching on career goals, transferable skills, and assessment, and may assist with enrollment into training if WIOA funds are available.

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.

Retention in career pathways programs is based on a number of factors including access to supportive services, guidance and support, and the ability for individuals to support themselves and their families while pursuing training.

Since 2006, San Francisco WDB has implemented a "Sector Academy" model which provides Sector Workforce Programs as part of a structured, multi-agency service delivery model for the Construction, Healthcare, Information Technology, and Hospitality Sectors. Programs are designed to provide job-seekers with a full spectrum of services necessary to develop skills, gain industry experience and knowledge, and secure industry-specific employment. Sector Workforce Programs provide job preparation, vocational training, credentialing and certification, employment assistance, job retention, and other services in order to develop a pipeline of skilled and prepared workers for industries that can offer job-seekers career development opportunities and advancement. The Sector Academy design ensures that jobseekers are provided wrap-around and program

retention services before, during and after occupational skills training, which increases the likelihood that individuals will complete training within a given sector pathway. The model is structured accordingly:

- **Sector Coordinators:** manage and coordinate all activities and services provided through a Sector Workforce Program, and are responsible for the connection of participants to sector-related, unsubsidized employment.
- **OST Providers:** deliver contextualized training that prepares unemployed, underemployed, and low-wage workers to attain credentials that lead to employment or career advancement opportunities.
- **Sector Bridge Programs** (Healthcare, and ICT): deliver contextualized training and career exploration that equips participants with basic academic and technical skills, preparing them for OST and education in a targeted industry sector.

NOVA has several strategies built into its programs to address how jobseekers will retain employment. Career pathways retention depends on several factors: an understanding of the culture and environment of the employer, knowing how to communicate on the job, and using connections to expand networks for continuous career growth. These career navigation skills are woven into NOVA's programs, including its "Communication Essentials" workshop and the ProMatch program. The RPU will work with partners to identify ways to scale and replicate successful programs such as these throughout the region.

The RPU's key training partners, the AEBG and Community College partners are also considering the following initiatives²²:

- **Strengthening Work-Based Learning in CTE:** This project would expand and strengthen WBL by documenting current activities and gaps, leading trainings and communities of practice, and develop coordinated "asks" for employers (leveraging workforce and other partners). Work-based learning (e.g. internships, externships, OJT) is a critical element of CTE, and reinforces the "Better CTE" goal of the SWP. While essential to CTE, community colleges need to better understand current activities, what's working, what's needed and how to engage employers. Paid WBL experiences for students also provides income during training which can help students with persistence. CTE will retain participants through providing opportunities to learn about and meet employer expectations while gaining transferrable skills, allowing youth to try out different jobs to determine what they like and dislike, and helping build work-readiness skills to prepare them for a future career.
- **Student Support Services/Wrap Around Services:** Regional replication of the Sparkpoint²³ model to improve student access to the entire continuum of support services. Sparkpoint Centers are located on college campuses or CBOs and provide supportive services such as financial education and coaching, access to banking services, asset development programs, free income tax preparation, assistance with public benefits enrollment, food pantry access, career services, California EDD services, ESL classes, and access to college certificates and degrees. This project would engage interested CBOs and work on creating a universal intake/application form and a common strategy to work with undocumented students.²⁴ The regional SlingShot team is currently in discussions with the Sparkpoint Center at Skyline College to support economically disconnected individuals participating in the planned DevOps tech training initiative. This collaboration would lead to authentic and accessible career pathways into viable careers in the region's growth economy for students needing supportive services.

²² SWP planning RJV

²³ <http://sparkpointcenters.org/>

²⁴ The 16 AE Consortia across the region identified this as a priority they would like to invest in in year 1 of the Strong Workforce Program.

- **K-12 Pipeline:** SJSVWIN is working with CTE system across multiple high schools, community colleges in IT and manufacturing career pathways by providing career awareness, work experience opportunities, job seeking and keeping skills, and career-exploration activities (such as career assessments, skills assessments, interest assessments, LMI, etc., to ensure a successful pathway from high school to post-secondary/workforce for hundreds of students.

Regional Strategies to Retain Individuals on Career Sector Pathways

- **Share best practices through Regional Working Groups** or regional grants (e.g. Ready to Work grant) that focus on Sector pathway retention strategies. San Francisco can also share its sector workforce program model and provide guidance to other local areas to replicate the Sector Academy model.
- **Participation in Strong Workforce Partnership** convenings to align regional sector strategy planning of local WDBs with regional educational pathways planning offered by community college system (including involvement of CCCCC Sector Navigators).
- **Work collaboratively in the region to explore gig-based work as an element of sector pathway retention strategies** and in doing so aim to create cost-effective pathways from underemployment to sustainable employment that are personalized for each individual's circumstances. San Francisco is exploring program models which incorporate gig work prior to and part of a sector pathway training program, including navigation and training jobseekers to utilize online platforms to determine career interest, gain experience and earn wages while completing training programs. The intent is to connect gig work to meaningful careers, as well as increase retention in sector training programs when jobseekers may have other immediate income needs that may take precedence over time spent training towards a career. San Francisco has issued an RFP to procure curriculum and navigation services to help job-seekers in Sector OST to explore careers and earn income through online platforms by completing gigs that are related or applied to the relevant sector training or career pathway.

2.F. 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.

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

Figure 2.viii below shows the top middle-skill/wage occupations in the priority sectors. These occupations were selected on the basis that they require more than a high school diploma but less than a Bachelor's degree, and they make at least make at least 80 percent of the area's median annual wage (\$ 57,712). The wages for most occupations in this table are significantly higher.

This figure also shows the median wage in each occupation compared to entry-level wage, and the potential salary difference.

Figure 2.viii: Top Middle-Skill/Wage Occupations in the Region in the Priority Sectors, and their Projected Openings and Wages

Sector Pathway	Potential Target Occupation & SOC Code	Median Wage (annual)	Difference Between Occupation and RPU Median Wage	Entry-Level Wage (annual)	Potential Salary Difference

Advanced Manufacturing	Aircraft Mechanics and Service Technicians (49-3010)	\$81,279	\$23,567	\$74,000	+ 9.8%
Advanced Manufacturing	First-Line Supervisors of Production and Operating Workers (51-1010)	\$67,211	\$9,499	\$37,900	+ 77.3%
Advanced Manufacturing	Electrical and Electronics Engineering Technicians (17-3023)	\$65,702	\$7,990	\$46,900	+ 40.1%
Healthcare	Surgical Technologists (29-2055)	\$69,948	\$12,236	\$52,300	+ 33.7%
Healthcare	Respiratory Therapists (29-1126)	\$96,466	\$38,754	\$75,000	+ 28.6%
Healthcare	Radiologic Technologists (29-3034)	\$98,162	\$40,450	\$63,400	+ 54.8%
Healthcare	Emergency Medical Technicians and Paramedics (29-2040)	\$48,585	- \$9,127	\$28,200	+ 72.3%
Healthcare	Medical Records and Health Information Technicians (29-2070)	\$55,893	-\$1,819	\$37,300	+ 49.8%
Healthcare	Medical and Clinical Laboratory Technicians (29-2011)	\$57,215	-\$497	\$41,400	+ 38.2%
Healthcare	Dental Hygienists (29-2020)	\$106,933	\$49,221	\$82,600	+ 29.5%
Healthcare	Dental Assistants (31-9091)	\$47,635	-\$10,077	\$32,600	+ 46.1%
Healthcare	Licensed Practical and Licensed Vocational Nurses (29-2060)	\$59,494	\$1,782	\$49,300	+ 20.7%
Healthcare	Registered Nurses (29-1140)	\$136,681	\$78,969	\$91,300	+ 49.7%
IT	Computer Network Support Specialists (15-1152)	\$87,058	\$29,346	\$57,000	+ 52.7%

IT	Web Developers (15-1134)	\$100,413	\$42,701	\$60,700	+ 65.4%
IT	Computer User Support Specialists (15-1151)	\$72,831	\$15,119	\$46,000	+ 58.3%

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.

At the core of the mission of the RPU is to move the unemployed and the underemployed, especially those with less education, into high-growth, higher-paying jobs offering decent wages and benefits (e.g., top 20% for their industry and/or for the relevant occupation) that require education or specialized training beyond high school. All four boards are attuned to the increasing national attention given to low-wage work especially in the fast-food, retail and other service industries and thus prioritizes working with employers that offer jobs with good wages and benefits and that have a history of hiring high need or historically disadvantaged populations.

The RPU prioritizes partnerships with employers that invest in and support employees' ongoing training and advancement. In addition to top wages and benefits, the RPU seeks to partner with employers that recognize employees' rights to join a union, provide: paid sick days, paid family leave, paid medical leave/short-term disability, adequate hours and predictable schedules with advance notice, and fair on-call policy. Below, each board's strategy for doing so is summarized.

SJSVWIN: The sectors identified by the region, while showing the potential for family sustaining wage, are not immune to offering these kinds of wages, especially as an entry point. As example of how to prioritize employers with good jobs, SJSVWIN will continue to pursue career pathways that start with entry-level manufacturing positions while making certain through industry engagement that jobs do not turn into dead-end low wage jobs, move along a ladder and have the potential to generate self-sufficiency wage jobs in short periods of time.

SJSVWIN identifies and prioritizes employers that offer jobs with good wages and benefits within its major priority sectors (Advanced Manufacturing, Health Care, ICT, Hospitality and construction) based on their community engagement and talent development efforts (especially with historically disadvantaged populations including individuals from populations with barriers to employment). The board and its staff and centers support these employers through its available resources including LMI to increase their engagement in developing career ladders and pathways with livable wages for disadvantaged populations. These employers share this information with their own network including their supply chains and help meet immediate hiring needs of a broader set of employers and also enlarge opportunities for job seekers, especially those with significant barriers to employment and income mobility.

The San Francisco Office of Economic & Workforce Development (OEWD) prioritizes employers within its sector strategies (Construction, Healthcare, Hospitality and TechSF) who have "built-in", internal career pathways that achieve livable wages. CVS Pharmacy is an example of an employer within the Hospitality sector that fits this criterion. OEWD also works closely with the trade unions through its CityBuild program (see previous responses about CityBuild). Union members receive livable wages and benefits, making it a valuable and viable opportunity for high-need, historically disadvantaged populations. Lastly, OEWD uses LMI to identify occupations and employers who offer livable wages and who provide opportunities for historically disadvantaged populations. This business intelligence is the first step in brokering relationships that provide win-win opportunities for both the Local Board and the employer. Through the sector employer engagement

strategies described earlier, OEWD is able to identify large, stable or growing employers that offer jobs with good wages and benefits and who have a history of serving historically disadvantaged populations. As these employers become more engaged in City workforce development programming and development, they influence other employers and breed a culture of progressive hiring practices. At the regional level, the RPU will work with all partners including unions to develop employer education on diversity and inclusion strategies.

NOVA prioritizes its work with employers and business intermediaries in particular sectors based on the existing wages or the potential for a good wage in emergent occupations within the sector. Examples of these partnerships include digital media with the IAB, construction careers through the trades orientation (Prop 39) program, and advanced transportation apprenticeships through Valley Transportation Authority.

San Benito County prioritizes employer training programs benefiting eligible customers, including those with barriers to employment, low-income and disadvantaged populations, with high demand, high growth trainings and occupations. This is done by having robust training programs and establishing partnerships with the business sector and training schools. Examples of these training partnerships include the Water Career Pathway and Prop 39 Pre-Apprenticeship Building and Construction trades.

Regional Strategies to prioritize working with employers who offer jobs with good wages and benefits

In addition to each board's specific approach to working with employers that offer good wages and benefits, the RPU will also implement a number of strategies to improve these approaches throughout the region:

- **Create a regional client wage database** to track wage improvements and compare them with regional median wages to assess and evaluate the effectiveness of sector and career pathway actions. A wage database will also provide leverage for working with employers reluctant to pay living wages, by providing intelligence on comparable firm compensation.
- **Identify regional pilot sector and career pathways** that have entry-level jobs with the potential to generate self-sufficiency wage jobs in short periods of time and have multiple onramps and off-ramps that provide sustainable careers at above median income levels and improved capacity for continuing income mobility.
- **Learn from each other in the following ways:**
 - Adopting a “watch one, do one” capacity building approach and seeking for regional technical assistance in the development and implementation of regional sector strategies and career pathways that can contribute materially to the success of employers and of job seekers, especially those with significant barriers to employment.
 - Sharing best practice examples within the RPU that pertain to the following:
 - Flexible and truly demand-driven approach
 - Decrease in the amount of procedural red tape and time needed to respond to the market
 - Ability to lift people out of financial distress and even poverty
 - Improved leveraging of educational partnerships and other training resources
 - Positive contribution to WIOA performance.
- Ensure that boards are also employers who provides opportunities for jobs with good wages and benefits. Discuss Local Board hiring strategies and protocols to understand what goals would be feasible in hiring high-need or historically disadvantaged populations. iv. Provide a description of the process Local Boards will take to implement incumbent worker training strategies to ensure progression along career pathways.

Working with the IAB, the regional SlingShot initiative is developing an initiative to train incumbent digital advertising workers. This will enable regional digital advertising companies to remain competitive and, when combined with the existing entry-level digital advertising program at the College of San Mateo, will create accessible pathways into in-demand tech careers.

The RPU anticipates that the regional incumbent worker training strategy will include the following in order to meet client and employer demands:

- Client chooses to voluntarily upgrade skills or is identified by his/her employer to be in need of skills upgrade to retain employment
- Will receive an income of no less than 100% of the current wage upon successful completion of training.

Incumbent worker initiatives will be conducted in demand occupations identified by RPU employer partner projects requesting assistance through incumbent worker training. Priorities will be given to those 1) addressing a strategy to avoid a significant layoff; 2) identifying a model that will make the region current or future workforce more competitive; 3) allowing employees to achieve significant upgrade in skills; 4) operating industries or programs that have been targeted by the RPU; and 5) address a significant occupational demand.

NOVA does not currently work directly with incumbent workers in a traditional sense. However, NOVA's new workshop called Contracting 101 highlights how the job market has shifted toward increased contract work and teaches customers how to be successful in the gig economy. Gig work may be a strategy to move along a career pathway. NOVA also supports employers with a defined career pathway, such as Valley Transportation Authority, by helping jobseekers understand typical pathways and referring appropriate individuals to these programs.

2.G. 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.

MIS Administrators from each of the regional planning partners will collaboratively develop recommendations on how to best utilize existing information from CalJOBS and other client tracking systems.

2H. Federal WIOA plan requirements not Covered by the State Plan

i. identifies Federal RPU Requirements not already met using regional plan content related to State Plan requirements and describes how the relevant federal requirements are being met.

B. The establishment of regional service strategies, including use of cooperative service delivery agreements

The RPU has a history of regional service strategies on a project-by-project basis, and the RPU's goal is to look for additional opportunities to leverage resources to jointly fund regional efforts.

Current regional service strategies include:

- Layoff aversion, through the regular meeting of rapid response teams
- Regional marketing for the job centers
- Professional development for job center staff.

E. The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region

The RPU is in the process of exploring jointly funding regional efforts. Initiatives for which joint funding may be used include:

- Workforce intelligence
- Cohort trainings
- Regional job fairs and recruitments
- Business outreach and job center promotional events
- Procurements
- Regional professional development training for job center staff.

ii. How will these administrative cost arrangements support regional workforce development objectives?

The joint funding of the above initiatives would support regional workforce development objectives by:

- Creating common and consistent regional marketing and promotions for companies and jobseekers, thus increasing the number of participants
- Using economies of scale to increase the audience for marketing and promotion, thus increasing the number of participants
- Leveraging and sharing common workforce intelligence to define regional pathways and cohort trainings
- Creating continuous improvement of the workforce development system through joint procurement efforts
- Conducting professional development with a common set of regional information and processes to be shared by all job center staff, in order to effectively make referrals into career pathways and sector opportunities.

iii. What process was used between regional partners to reach agreement on cost sharing arrangements?

An administrative cost arrangement is not yet necessary for the region; however, if it becomes necessary, the region will develop a non-financial, non-binding arrangement.

G. The coordination of services with regional economic development services and providers.

The Bay Peninsula RPU will work in conjunction with regional economic development providers to support and address the employment and training needs of current and potential businesses. To effectively coordinate workforce investment activities carried out with economic development activities, the Bay Peninsula RPU will:

- Look into working agreement with economic development districts, chambers of commerce, business councils, and other economic development entities to identify and respond to emerging needs/growth so that future workforce needs are more effectively handled through joint, collaborative efforts. The RPU will partner with economic development entities such as SVEDA, SAMCEDA, Silicon Valley Chamber Roundtable, Silicon Valley Talent Hub, and best practices developed by Business Owner Space. Com.
- Obtain employer information on workforce needs from chambers of commerce, economic development agencies, industry associations, and other relevant providers, and share with Bay Peninsula RPU's business services representatives to ensure workforce development focus is on target.
- Continue to work together to share real-time labor market data and workforce intelligence, effectively identifying gaps in skills needed by employers and implementing composite datasets.
- Continue to pool resources with partners to support intraregional efforts to obtain real-time labor market data, effectively identifying gaps in skills needed by employers and implementing composite datasets.
- Work with regional partnerships to identify and design appropriate business and employment solutions to develop a layoff aversion strategy that helps employers retain a skilled workforce and provides workers a rapid transition to new employment as necessary.

H. The establishment of an agreement concerning how the planning region will collectively negotiate and reach an agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in section 116(c), for local areas or the planning region.

The Bay Peninsula RPU staff met in early May to develop the Local Performance Measures for each of the local boards. It was determined that each local area would negotiate their performance based on the prior year's performance. In late May, the team negotiated with CWIB on the final performance measures that were agreed upon.

2.I. Section: Regional MOU(s) or Cooperative Service Agreements between RPU partners

There are no regional MOUs at this time.

2.J. Section: 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)

Bay Region Collaborative Workforce Development Plan

0.1

Comments Solicited

Version 0.1 of the plan is published as a Google Document at plan.baccc.net to enable reviewers to easily comment, view, and if desired, respond to each other's comments. Comments may be made by highlighting a section of text and clicking on the comment icon that appears in the right margin. (Note that you must click the Comment button to post your comment.) You may also direct comments to plan@baccc.net. Comments received by May 15, 2017 will be factored into version 1.0 to be completed by May 31.



Summary

The Bay Region Collaborative Workforce Development Plan 0.1 took shape over a series of meetings that engaged representatives of the region's 28 Community Colleges, 16 Adult Education Collaboratives, 13 Workforce Development Boards (4 Workforce Development Board Regional Planning Units) as well as, representatives of organizations such as the Association of Bay Area Governments (ABAG) and community based organizations. It is a work in progress, describing goals and a set of strategies that are being implemented as they are being developed. The plan will evolve to a version 1.0 to be completed by May 31, 2017 as we receive comments on this draft from our stakeholders, review similar plans being developed across our stakeholders' systems, and gain experience with the strategies.

The plan outlines the motivations for a collaborative regional approach to workforce development and the assumptions that underlie the plan's approach to facilitating improved alignment of large, decentralized, and diverse workforce development systems with the needs of the region's labor market. The goals, metrics, and strategies to be employed to meet those goals are summarized below and described in greater detail in the body of the plan.

BACCC Strong Workforce Program Goals/Metrics

Goal A: Meet the needs of employers for well-qualified candidates for middle-skill positions that pay livable wages

Metrics

1. Labor Market Priorities Skills Gaps
2. Employed in the second fiscal quarter after exit
3. Employed in the fourth fiscal quarter after exit
4. Median earnings in the second fiscal quarter after exit
5. Median change in earnings
6. Attained a living wage

Goal B: Provide pathways that enable all Bay area residents to find employment and advance to livable wages

Metrics

1. Number of course enrollments
2. FTES generated versus College caps
3. Number of students who got a degree or certificate
4. Number of students who transferred
5. Job closely related to field of study
6. Median earnings in the second fiscal quarter after exit
7. Median change in earnings

8. Attained a living wage

Goal C: Ensure equity in participation, completion, and employment

Metrics

- Breakout of above metrics by ethnicity, gender, other special populations

BACCC Strong Workforce Program Strategies

Our region has adopted the following strategies for achieving our three goals.

Strategy A: Provide Actionable Labor Market Information

Provide an accessible framework of actionable labor market information that motivates and informs the independent and collaborative efforts of workforce development providers to meet the needs of the Bay region's labor market. This framework to include the following elements:

System Overviews

- Descriptions of workforce development providers that motivate and inform exploration of potential mutually beneficial partnerships between providers

Labor Market Priorities

Gather, develop and disseminate labor market information that enables providers to better respond both independently and collaboratively to high priority workforce development needs and opportunities. Collaborate with other producers and consumers of labor market information to better leverage each other's investments. Utilize the following four perspectives to organize and present labor market information that is curated for its potential to lead to action.

Demand Side Perspectives

1. **Industry Sectors** that drive the region's economy and that would particularly benefit from sector-focused investments
2. **Occupations, Occupational Clusters and Career Pathways** where supply and demand are not in equilibrium, that pay livable wages or provide a proven pathway to livable wages
3. **Skills** that are in demand across multiple occupations and for which there is greater demand than apparent supply

Supply Side Perspective

4. **Populations** that would have improved outcomes in the labor market from focused attention on their unique sets of needs and assets

Strategy B: Facilitate the Formation and Operation of Regional Joint Ventures

Develop an infrastructure or platform that supports the formation and operation of collaborative partnerships between workforce development providers. Elements of this include:

- Identification of regional labor market priorities combined with identification of those organizations that have an interest in addressing the priorities
- Regional convenings that bring potential partners together to understand each other's interests and identify intersections of those interests that might provide the basis for mutually beneficial partnerships.
- Internet based platforms (such as the Regional Joint Venture Index, rjv.bacc.net) that facilitate the formation of partnerships where organizations have reason to believe they can be more successful through collaborative effort
- Utilization of Strong Workforce Program funds to support partnerships that have the potential to address labor market priorities
- Provision of other services that are found to be critical to the ongoing success of partnerships and that can be sustainably provided by BACCC or other stakeholders

Strategy C: Partner with Industry to Convene Regional Occupational Councils

Partner with the Bay Area Council and other business intermediaries to develop a system for convening employers and workforce development providers to work together to match the quantity and qualifications of graduates with the needs of employers. Elements of this strategy include:

- Utilize labor market information and direct employer input to determine the occupations or occupational clusters to be the focus of each *council*.
- Council members to include:
 - Employer representatives who have detailed knowledge of the knowledge, skills and abilities required of the occupation
 - Faculty and other providers who are responsible for developing the curriculum and delivering the instruction that prepares students for this career
 - Other stakeholders who have a critical role in the success of students on the pathway to this occupation
- Convene council members in person and electronically to identify the actions that members are willing to commit to undertake to improve outcomes
- Provide project management support to councils to facilitate the execution of mutually agreed upon courses of action
- Councils to review labor market data and system performance data such as enrollments, completions, job placement rates, and student demographic

information to periodically assess the effectiveness of its efforts in improving outcomes

- Work with employers to develop the capacity for identifying when graduates have been hired and to provide feedback about their level of preparation
- As capacity permits and demand warrants, add new councils on an annual basis

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Legislative Mandate – Address Demand & Supply Sides of Labor Market

We understand the Legislature’s motivations for the Strong Workforce Program to be the following:

- **Workforce Needs of California’s Regional Economies**
 - California’s economy is driven by powerful regional economies
 - The industries driving these regional economies are dependent on the skills of the workforce
 - Employers across the state have expressed growing concern about the increasing difficulty of finding qualified candidates for middle-skills positions
 - At our current rate of production we will fall well short of providing the one million middle-skill credentialed workers that are estimated to be needed between 2017 and 2027
- **The Need to Provide Pathways to Prosperity**
 - While the state is currently enjoying a low unemployment rate, there are areas of the state and sub-populations that still have high rates of unemployment and a lack of economic mobility
 - Areas of high employment often also have high costs of living, requiring higher skills to obtain livable wages
 - Industry-valued middle-skills credentials are important gateways on these paths to greater prosperity
 - For many, no one institution can provide the complete pathway from their current knowledge and skill level to what is required for a more prosperous future
 - The state is making substantial investments in K-12, Community Colleges, Adult Ed, and Workforce Development Boards, each of which serves a segment of the workforce development pathway, but these systems are not well connected with each other such that students can traverse them easily

In essence, these two needs reflect the demand and supply sides of the labor market. A perfectly working labor market provides the demand side — employers — with sufficient number of qualified candidates to fill all of their labor requirements. Equally importantly, it provides the supply side — workers and

potential workers — with opportunities to find, after needed education, employment that pays at least livable wages.

The state's interest in meeting the needs of both the supply and demand sides of the labor market is evident in the funding formula, which allocates one-third of the funds to community college districts on the basis of job openings, a strong signal of industry's labor market demand, and one-third on the basis of unemployment rates, a measure of where existing pathways into the labor market are not sufficiently effective.

Legislative Mandate — Collaborate

While the funds attached to the Strong Workforce Program are directed to community colleges, much of the legislation is directed at aligning the efforts of multiple state-funded systems towards meeting the needs of these two sides of the labor market.

There are two challenges: 1) alignment across systems to provide pathways that enable students to move between systems to obtain the instruction and workforce development services they need from the source that best fits their needs, capabilities and circumstances at any given time; and 2) regional alignment and coordination within and across systems to better respond to the needs of regional economies.

California's Strategic Workforce Development Plan — Policy Objectives

To facilitate this alignment the legislation calls for compliance with [California's Strategic Workforce Development Plan](#). This plan specifies three policy objectives:

- **Fostering “demand-driven skills attainment”.** Workforce and education programs need to align program content with the state’s industry sector needs so as to provide California’s employers and businesses with the skilled workforce necessary to compete in the global economy.
- **Enabling upward mobility for all Californians,** including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both long-term economic self-sufficiency and economic security.
- **Aligning, coordinating, and integrating programs and services** to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client’s particular and potentially unique needs, including any needs for skills-development.

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Workforce Plan Policy Goal - 1M Credentials

The Strategic Workforce Plan and the Strong Workforce Program set a goal of producing the “million middle-skill industry-valued and recognized postsecondary credentials” estimated to be required by the state’s economy between 2017 and 2027. The State Plan describes this goal as “aspirational in nature” and “based on the need for workforce and education programs to calibrate the production of credentials to labor market trends.” The Plan calls for regions to set their own goals through a process of systematic engagement with industry.

Workforce Plan Policy Framework for Program Alignment

The Unified Plan outlines “seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels.” The first three of which are given special emphasis as being key to alignment at the regional level.

- **Sector strategies:** aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- **Career pathways:** enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, and English as a Second Language training, so as to allow those with basic skills deficiencies the ability to participate.
- **Regional partnerships:** building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- **"Earn and learn"**—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship, pre-apprenticeship, and nontraditional apprenticeship programs.
- **Supportive services:** providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- **Creating cross-system data capacity:** using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- **Integrated service delivery:** braiding resources and coordinating services at the local level to meet client needs.

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Strong Workforce Task Force Recommendations

The Strong Workforce Program legislation also references the [Task Force on Workforce, Job Creation, and a Strong Economy](#) and mandates implementation of its 25 recommendations. These recommendations span seven areas of focus: Student Success, Career Pathways, Workforce Data and Outcomes, Curriculum, CTE Faculty, Regional Coordination, and Funding. The following Task Force recommendations are particularly relevant to the development of a regional

workforce development strategy and resonate with the State Workforce Plan elements focused on regional planning and coordination.

Career Pathways

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data and Outcomes

4. Create common workforce metrics for all state funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.

5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.

6. Improve the quality, accessibility and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

10. Facilitate curricular portability across institutions.

11. Develop, identify and disseminate effective CTE practices.

Regional Coordination

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.

19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.

20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

Funding

22. Establish a sustained, funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.

23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.

Bay Region Planning Premises

The Strong Workforce Program, the State Strategic Workforce Development Plan and the Strong Workforce Task Force call for collaboration within the community college system, between our system and other state funded education and workforce development systems, and between these systems and private industry, labor, civic, and community-based organizations. In the Bay region, we have 28 community colleges, 13 Workforce Development Boards, 62 Adult Education Centers organized with the 28 colleges into 16 Adult Ed Consortia, and 189 High Schools. The entities within these systems have their own governance structures, locally elected or appointed boards, and responsibilities to the local communities they serve.

What kind of planning process and what kind of regional organization has a chance of making a significant difference given the scale and diversity of these systems? We found it useful to ask that question at the beginning and throughout our planning process. Those questions led to the following premises or theory of change.

- Workforce development is provided by a large number of relatively independent organizations rather than large monolithic systems
- These individual organizations have similar missions and many have complementary assets and increasingly similar metrics for measuring outcomes. There are many reasons that have been identified in the Strong Workforce Program legislation and the plans it references for these systems to collaborate
- Strategies that *require* alignment of these parties around commonly adopted priorities would be logistically difficult, if not impossible, to successfully and meaningfully execute. In addition, a strategy that requires massive alignment even if it were possible, may not be wise. Our loosely coupled structure enables a very healthy level of responsiveness, flexibility, and resilience
- All of these organizations are highly motivated to serve their communities.

- There should be no tension between serving local and regional economies. What is good for the local economy is generally good for the regional economy and vice versa. If increasing alignment of effort and leveraging of scale enables these organizations to better serve their constituencies, they will move in that direction. To the extent that efforts to align regionally don't serve an organization's mission, it is reasonable for it to be reluctant to expend energy in this direction
- Regional alignment often comes about by autonomous, independently initiated efforts, perhaps more quickly and more robustly than is possible through a process of large scale convening and consensus seeking. Supporting this autonomous alignment should be a core element of a strategy that seeks to accelerate regional alignment
- Regional alignment also comes about when subsets of stakeholders join together because collective action is a better way to achieve their individual goals than is independent action. Over the years a number of these "joint ventures" have been successful at aligning multiple institutions to meet a regional scale workforce development need.
- There are a number of reasons why facilitating autonomous alignment and regional joint ventures might be a more productive use of limited resources than attempting to gain consensus across the region on a unified set of common goals.
 - The opportunities for collaboration are legion. No comprehensive effort can comprehend, let alone address them all. Multiple, simultaneous, independent or loosely coupled efforts will move us more quickly in the right directions.
 - If the responsibility for regional alignment is centralized, the scope of that effort is inevitably constrained by the capacity of the leadership to whom the responsibility is delegated. A strategy that facilitates multiple independent or loosely coupled efforts may avoid that bottleneck.
 - A centralized strategy provides only a limited number of opportunities for leadership. The Bay region has a wealth of leaders. The facilitation of the formation of regional joint ventures will provide more venues for leadership to surface and to be practiced than would be possible with a more centralized approach.
- Data about student employment outcomes is key to all efforts to improve CTE whether at the local or the regional level. This is a long-held assumption of BACCC. Our region piloted, and in collaboration with the RP Group and Santa Rosa Junior College, led the effort to scale up adoption of the CTE Employment Outcomes Survey, which is now, as part of the Strong

Workforce Program, being conducted for all colleges in the state. The region has repeatedly affirmed the value of this data and the value of sharing it openly with each other and with our stakeholders. We have found that it provides the impetus for powerful conversations about improvement efforts, informs change efforts, and motivates action.

- Providing better data about outcomes and making this data easier to retrieve and to understand, both at the local and the regional level can motivate, inform, and support independent and autonomous action. We look forward to the use of Launchboard as a mechanism for aggregating and displaying workforce development data, and cheer the expansion of this to include Adult Ed data.
- Access to good, actionable information about labor market demand and supply is essential to informing efforts of workforce development providers to adjust their portfolios to better align with the needs of the labor market.
- There are many producers of labor market information in the Bay region. In addition to our truly excellent Center of Excellence for Labor Market Information, the Workforce Development Boards, economic development agencies, and organizations such as the Bay Area Council, the Bay Area Economic Institute, and the Association of Bay Area Governments all devote resources to collecting and analyzing labor market information. By partnering with these organizations we can reduce duplication of effort, leverage each other's strengths and better understand how our different organizations use data to direct our efforts.

This analysis was developed, critiqued, and refined in multiple small and large planning sessions with our stakeholders including our 28 colleges, Adult Ed Block Grant Consortia, Workforce Development Boards, Business Organizations, our BACCC Consultation Council, our CTE Leadership Group and in our two all-stakeholder planning sessions.

The above analysis lead us to the following plan.

BACCC Strong Workforce Program Goals/Metrics

Goal A: Meet the needs of employers for well-qualified candidates for middle-skill positions that pay livable wages

This goal is focused on meeting the needs of the demand side of the labor market. To meet this goal we must improve our capacities to identify the needs of employers, to identify those occupations, occupational clusters, career pathways that offer or lead to livable wages, understand the specific knowledge, skills, and

abilities needed by employers, and to then build and improve pathways that enable the region's residents to acquire the education necessary to fill these jobs.

Metrics

1. Labor Market Priorities Skills Gaps
2. Employed in the second fiscal quarter after exit
3. Employed in the fourth fiscal quarter after exit
4. Median earnings in the second fiscal quarter after exit
5. Median change in earnings
6. Attained a living wage

Our first metric is a measurement of the region's labor market gaps. We are working with the Bay Area Council, to develop an annual process of using primary and secondary information to identify the most critical labor market gaps. We hope this will be a primary signal to our ecosystem of workforce development providers as they seek to adjust their CTE portfolios to meet the region's needs.

The rest of the metrics for this goal are mandated by the Strong Workforce Program. Metrics 2 and 3 are measures of our success at meeting the needs of employers. Are we filling positions, and are people persisting in employment. We hope to be able to supplement these metrics with data from employers or students so that we can determine whether we are closing the identified gaps with our students.

The final three measures focus on evaluating whether the jobs students are obtaining are paying livable wages. This metric is an especially important one in the Bay region where the cost of living, especially housing, is so high.

Goal B: Provide pathways that enable all Bay area residents to find employment and advance to livable wages

This goal is focused on meeting the needs of the supply side of the labor market. To meet this goal we must improve our collective capacity to provide pathways that incorporate guidance, instruction, and support services that enable larger numbers of students to enter, persist, transition to employment, and in many cases return to advance to yet higher skills and wages. The gap between the knowledge and skills of many of our unemployed and underemployed residents and what is required by the labor market for livable wages, is too great for any of our institutions to bridge on its own. The promise of better regional alignment is that we can align services in such a way that students can traverse multiple institutions on a seamless path that leads to greater prosperity.

Metrics

1. Number of course enrollments
2. FTES generated versus College caps
3. Number of students who got a degree or certificate

4. Number of students who transferred
5. Job closely related to field of study
6. Median earnings in the second fiscal quarter after exit
7. Median change in earnings
8. Attained a living wage

All but #2 are required Strong Workforce Program metrics. The first is a measure of instruction that we are providing. In keeping with the Strong Workforce Program goal of More CTE, we will strive to increase that year over year. The second is a measure of our capacity for growth. Many of our colleges in the Bay region are below their FTES cap. This figure represents potential revenue that could be generated by new programs or expansion of existing programs in areas where there is a labor market gap.

#3 measures completion, an outcome that in some programs is tantamount to a job, in others it is less clearly linked, with many students finding work without having found it necessary to complete a degree. We hope to have more students complete and also to establish a tighter link between completion and job placement.

Metrics 5 through 8 are external measures of our students success. These are the metrics most important to our students and the best measures of how well our pathways are working.

Goal C: Ensure equity in participation, completion, and employment

Equity is a value held deeply across all of our workforce development stakeholders. Our employer partners have voiced particular concerns about this issue. Many of them recognize that their workforces are not reflective of either the Bay region's diversity or of the diversity of their customer base. Some see the disparity as impairing their ability to serve their increasingly diverse customer base, and some see the disparity as impacting their standing in the communities within which they are located.

Metrics

- Breakout of above metrics by ethnicity, gender, other special populations

The Launchboard provides a breakout by ethnicity and gender of many of the Strong Workforce Program metrics. Under our Labor Market Priorities strategy we will be identifying populations often characterized by ethnicity that are not benefiting from the current high rate of employment and in combination with our Regional Joint Ventures strategy seeking to facilitate regional collaborative responses.

BACCC Strong Workforce Program Strategies

Our region has adopted the following strategies for achieving our three goals.

Strategy A: Provide Actionable Labor Market Information

Strategy B: Facilitate the Formation and Operation of Regional Joint Ventures

Strategy C: Partner with Industry to Convene Regional Occupational Councils

Strategy A: Provide Actionable Labor Market Information

We seek to develop the capacity to gather, organize, and disseminate labor market information that motivates and informs efforts to better align our workforce development portfolios with the needs of the region's economy. We see this as an ongoing, dynamic effort rather than a once a year setting of region wide priorities.

This strategy has two elements: System Overviews are focused on assisting the primary workforce development systems to better understand each other with the goal of accelerating the process of finding ways in which better outcomes can be obtained by partnering in various ways; Labor Market Priorities are focused on providing actionable labor market information organized into different perspectives.

System Overviews

We are developing system overviews for the major workforce development systems. These are in various stages of development. The links below point to the live documents.

- [Overview to Community Colleges](#)
- [Overview to K-12](#)
- [Overview to Workforce Development Boards](#)
- [Overview to Adult Education Consortia](#)

These documents are intended to articulate the “value proposition” that each system may represent to the other systems. We have found that there is a surprising lack of understanding of what each other's systems do, who they serve, the scale of the system, the metrics by which it measures success, and how it generates income. This understanding can lead to the discovery of ways in which partnership can be mutually beneficial.

Workforce Development Boards, for example, seek to enroll their clients in relatively short-term programs that can enable them to acquire in-demand skills that have a high probability of leading to employment. Cost is a critical factor in determining how many clients they can serve. Community colleges offer very low-cost, high-quality instruction. If a WDB can enroll students in credit classes that meet their criteria, the cost-savings can enable them to serve more clients or to provide their existing clients with more support services. Community colleges don't always have the classes in the format that would best meet the needs of the WDB. However many of our colleges are below their revenue caps. If the WDB can

provide a full cohort of students, colleges may be eager to develop and offer the courses in the needed formats. We use this example because we have seen it work in the Monterey Bay region. It came about only because the involved WDBs and community colleges developed an understanding of each other's "business models" and realized that they could each be more successful through this kind of partnership.

We expect these documents to evolve through use as we find out what information is particularly useful for starting these conversations.

Labor Market Priorities

In almost all of our regional planning meetings we have used the following nautical metaphor to describe our approach to achieving better alignment.

The Bay region is massive, and we sometimes talk about systems of this size as being very large ships which by their nature are slow to maneuver. A more accurate metaphor would be to describe us as a very large and heterogeneous flotilla, composed of boats of all sizes and capabilities, each steered more or less (usually more) independently by its own crew. For transporting people from one place to another, a flotilla can accomplish much the same work as a large cruise ship, and perhaps do it more efficiently and more responsively. However, flotillas can be much more difficult to direct. In fact, it may be counterproductive to attempt to direct the entire flotilla. Perhaps a better strategy is to provide them all with good charts, help signal where passengers are and where they wish to go, and provide good information about what each other is doing and who each other is serving, so they each can figure out how to use their craft to best advantage.

Another metaphor that seems applicable relates to right sizing the quantity of information. Flocks of starlings demonstrate a remarkable dynamic cohesiveness. Tens of thousands of these birds move about the sky in rapidly and gracefully changing formations, and they do so without apparent leaders. How do they maintain these formations? A recent study found that each bird pays attention to about seven data points. More information than that, and it apparently surpasses a bird's ability to integrate information and act. Less data than that is not enough to maintain the tight cohesion.

Our goal is to develop a way of providing labor market information that gives just the right amount of information to enable coordinated efforts and to provide it in ways that recognize the idea that different entities will need different kinds of information. Included in this is not just the typical supply and demand data, but also information about who else is serving a particular labor market. We also seek to provide information that is appropriate to the kinds of decisions that can be made. To achieve this goal, we are building tools for presenting labor market information from four different perspectives: Industry Sectors, Occupations/Occupational Clusters/Career Pathways, Skills, and Populations.

Industry Sector Perspective

This perspective is intended to identify the industry sectors that are the most important to the Bay region economy. There are two questions that we see this perspective helping answer:

- Which sectors are so important to the Bay Area economy and so in need of better aligned workforce development that we should have staff (for example, a Deputy Sector Navigator) assigned to this work.
- In which sectors should we attempt to engage in regular, structured, sector focused dialog with employers. (As opposed to dialog more focused on individual occupations or occupational clusters). For these sectors, what information is essential to motivating and to informing the discussion.

As with all our perspectives, this is a work in progress. Below is a link to the spreadsheet in which we are collecting and organizing this perspective. We most often will pull a subset of data from the perspective for public use. Few would find the entire data set useful.

[Industry Sector Perspective](#)

The following is an example of how we are currently using this perspective. A number of our colleges are interested in joining together to develop pathways into the Information and Communication Technologies sector for underrepresented populations. We are gathering information about the number of middle skills jobs, what information we can about the diversity within those jobs, and comparing that to the demographics of the region, to get a measure of how out of alignment the industry is with the community. We are also assembling information about the programs we offer and the diversity within the programs and at completion.

Occupation/Occupational Cluster Perspective

Our most productive efforts at regional alignment have each been focused on a specific occupation or on a cluster of closely related occupations. Most of our CTE programs are focused on occupations rather than entire sectors. Faculty find regional dialog with each other and with employers more rewarding when it is focused on the specific occupations they are preparing students to enter.

The purposes of this perspective include:

- *Identifying occupations that are not being served*
Our workforce development providers are better able to pay attention to the needs of employers in industries and occupations in which they already have programs. Consequently, new occupations may not be visible to providers. One of our goals with Occupation Perspective is to identify occupations that are not being served and to provide the information about the demand that will enable workforce development providers who have the capacity to expand services to recognize that it might be a fit with their

capabilities.

Over time we will seek to better understand what information providers need to move into a new area, so that our data collection and dissemination becomes more helpful in developing our collective responsiveness to emerging labor market needs.

One important element of this particular perspective is identifying who all is moving to meet new demands and helping them to be aware of each other's efforts. We have experienced boom and bust cycles in the past when multiple providers all started programs to meet a new demand, oversaturating the market and we have avoided these by inventorying the capacity of programs operating and under development, comparing this to projected demand, and signaling to those considering entering the market when equilibrium appeared to be imminent.

- *Identifying occupations that cross multiple sectors*

Our labor market information generally focuses on industry sectors. There are many good reasons for doing so, but one consequence is that the size of occupations that cross multiple sectors is not evident. Office workers are an example of this.

Virtually every industry employs people to do various kinds of office work. The occupation is not a substantial part of any industry's workforce nor is the work fundamental to the services or products the industry provides. Yet these positions are essential to the efficient operation of the organizations they are part of. When this cluster of occupations is aggregated across all industries, it turns out to be the largest single occupational cluster in our region. When we compare supply and demand it would also appear that it is our most underserved occupation. This is also an occupation in which the ability to effectively utilize new technology is key to job retention and career advancement, indicating that there should be a substantial market for courses that develop these skills for incumbent workers.

We hope with this perspective to make these cross sector positions more visible, to enable the region to determine whether there is value to investing in growing capacity to meet the needs of these occupations, and where that capacity is already present, but perhaps not recognized by students and employers, to make it more visible.

- *Public sector occupational clusters*

There are occupational clusters in the public sector which provide significant employment opportunities and provide services important to the economy and the health of our communities. PK-12 teachers and public safety providers are two examples. Early childhood education and criminal justice programs have some of the highest enrollments across the Bay region community colleges. We will use the occupational cluster perspective

to inform two emerging conversations about the value of working regionally to align efforts across workforce development providers to meet the needs of these two clusters.

- *Informing Occupational Council strategy*
Our third strategy, Occupational Councils, seeks to develop a regional system for engaging employers and workforce development providers in a systematic, annual process of reviewing the fit between the pipeline of programs preparing students for the occupation and the needs of employers of that occupation. This perspective will inform the selection of those occupations and will also provide an on-going stream of data to inform the work of the councils.
- *Informing portfolio management*
One of our overarching premises is that with better information about the labor market, and better information about what each other is doing, workforce development providers will be better able to manage their portfolios to optimize outcomes. We will be seeking to provide information that is truly helpful for this purpose. One dataset that we believe will become an increasingly important signal is the Employment Outcomes Survey. 27 of our colleges participated in the survey this last year and 28 will participate this year. The survey can tell us whether students, both completers and leavers, are getting employed, whether it is in the field of study, the specific occupations they are employed in, whether they are working fulltime or part-time, and their wages. Colleges that have used this data have found it very valuable for assessing a program's fit with the needs of employers and for motivating adjustments.

The link below points to a spreadsheet that contains data that will be utilized for generating views from this perspective. It is a work in progress and does not contain all of the information that will be utilized. We will pull subsets of this data combined with other sources for public use. Few would find the entire data set useful.

- [Occupation/Occupational Cluster Perspective](#)

Skills

Some of our employer partners have encouraged us to look at skill sets in addition to the industry sector and occupation perspectives. They point out that there are skills that are important across multiple occupations and multiple industries, and that graduates who lack some of these will find it difficult to obtain or retain employment. Conversely, acquiring some specific in-demand skills can significantly increase job and career advancement opportunities.

This perspective has been significantly enabled by new labor market information tools that scrape the web for job announcements and then analyze the postings for the required skills. For example, according to EMSI, Excel is the skill most in demand with 124,000 job postings listing Excel in the Bay region last year. This is a 50% increase over two years ago. The community colleges and the adult education programs offer Excel courses. Given this level of demand might there be value in a region-wide partnership to better understand the level of Excel knowledge needed, to see how offerings align with that need, and to market what is available? Perhaps there is the possibility of a partnership with the Workforce Development Boards to develop something that is specifically tailored to the needs of dislocated workers for whom the addition of Excel to their resume could hasten their return to work?

Project management is another example of how this perspective can yield labor market information that might not be visible through the occupation or industry sector views. It showed up as a required or desired skill in 11% of the job postings. We could find very little evidence of project management being taught across the Bay region's community colleges. Project management classes could be an important addition to a variety of programs as well as being a valuable offering for skills builders.

We will be developing our capacity to provide a skills perspective on the labor market with a particular attention to how this perspective can most effectively assist workforce development providers to respond to the needs and opportunities that this perspective illuminates.

- [Skills Data](#)

Populations

The previous perspectives are focused on the demand side of the labor market. In our regional planning meetings it became apparent that we would also benefit from a supply side perspective focused on populations that have special needs and assets. Programs that focus on removing barriers and leveraging assets that are shared by a subpopulation can improve success rates. A recurring theme in our planning meetings was that organizations seeking to better serve these populations, feel they would benefit from better linkages with other organizations doing the same work or complementary work. Some of the benefits they hoped for included: learning effective practices from each other, taking advantage of economies of scale for such things as professional development, and forming partnerships that took advantage of complementary assets.

We are just beginning to develop this perspective. Some of the candidate populations include: communities characterized by ethnicity and socioeconomic status that have high rates of unemployment; English language learners with

limited basic skills; immigrant English language learners with high skills; those working in the contingent/gig economy; single working parents; and recent high school graduates.

Our first step is simply characterizing these populations and gathering what data is easily available to help quantify the size and distribution of these populations. This information will help guide the selection of a few to study more closely. This perspective emerged from planning process participants talking about the value of connecting similar efforts across the region, so the data we collect and how we share it will be directed towards the goal of facilitating productive connection making between those serving a particular population.

Our first pass at identifying the candidate populations is available at this [link](#).

Strategy B: Facilitate the Formation and Operation of Regional Joint Ventures

The Strong Workforce Program legislation, the California Strategic Workforce Development Plan, and the Strong Workforce Task Force all make clear the reasons and mandate for collaboration between institutions within and across workforce development systems. Our own experience in the Bay region over the last 8 years has led us to a commitment to facilitating collaboration as one of our two core strategies. Strategy B represents an evolution of that strategy based on what we have learned and experiments that we have conducted as part of our planning process.

Our experience has taught us that collaborations are most effective when the value proposition for working together is quite clear to each of the participants. This is more likely to happen when the focus of the collaboration is narrow rather than broad: occupation rather than industry sector; immediate rather than long-term: we need more qualified candidates now; and action oriented rather than process oriented: we meet to get something done, rather than to meet.

We have also found that there are many more opportunities for collaboration than we had the capacity to convene. That led us to consider how we might facilitate others taking the lead in convening. In December we tried an experiment, inviting participants in our regional planning meetings to identify and propose *regional joint ventures* that they would be interested in taking a lead role in exploring and developing. We provided a simple, clunky mechanism for posting regional joint venture ideas to a Regional Joint Venture Index, a website where potential participants can review the possibilities and sign on to those that are of interest.

To date over 60 regional joint ventures (RJVs) have been posted, with anywhere from 1 to 33 participants (32 with 10 or more, 13 with 20 or more participants), representing community colleges, adult education programs, Workforce Development Boards, and community based organizations. This response

substantially exceeded expectations and we believe is an indication that some mechanism for people to relatively efficiently put forward ideas for collaboration, to view other's ideas, and to join up for those, seems to have promise.

Many of the RJVs have received commitments of Strong Workforce Program funds from participating colleges and the BACCC member colleges have created a \$1M RJV fund that RJVs can apply for, to support those costs that span multiple partners.

With this promising start our plan now is to support the continued development of new and evolution of nascent RJVs as one of our primary mechanisms for fostering alignment through collaboration by stakeholders. We see this as involving the following:

- Inspiring the formation of new RJVs and informing their development and evolution by providing labor market information as described in Strategy A: Provide Actionable Labor Market Information.
- Evolving the web based platform to better support the formation of RJVs. This may extend to providing some logistical and technological support to support both face-to-face and electronic communication between RJV members.
- Continuing to convene meetings that engage people from multiple systems. We think the meetings convened as part of our regional planning process may have been an important precursor to the formation of the RJVs.
- Tracking the evolution of the RJVs and paying attention to which succeed and which do not and applying what we learn to improving this platform.

The RJV Index can be viewed at rjv.baccc.net. Each RJV has a link to its own page which contains a brief overview of the idea for the RJV and a list of those who have joined.

Strategy C:

Partner with Industry to Convene Regional Occupational Councils

Our most effective means of achieving better alignment between community college programs and the employers of graduates of those programs has been through what we in the Bay area have called *marketplaces*. These bring employer representatives who have a deep knowledge of what a particular occupation requires together with the faculty from the programs that prepare people for those jobs. Over eight years of experience with this model have led us to identify the following success factors:

- **Having multiple employers and multiple colleges participate brings greater value to all parties.** For employers the opportunity to connect with multiple

programs at once is far more efficient than attending meetings with each program separately. Employers often also report that these meetings offer a rare opportunity to compare notes with their competitors.

For many colleges these marketplaces provide a higher quality of engagement with employers than they are able to obtain through their local advisory committees. Faculty also routinely report that the marketplaces help establish a much valued community of practice among their colleagues.

- **A narrower focus on occupations and occupational clusters is more productive than an industry level focus.** At the industry level the concerns and interests are too broad and diffuse and the participants on both sides are too removed from where the work needs to be done for the conversations to be very productive. Focusing at the occupational level and bringing those who have a hands-on understanding of the issues at the employer side and the educator side results in dialog that both sides feel is productive.
- **The marketplaces are interest based.** They are generally convened because employers are experiencing some pain with regard to meeting their workforce development needs and are motivated to work with programs to address them. Employers and faculty are asked to bring their needs to these marketplaces. The meetings are organized to bring these needs forward, ensure they are understood, and then to seek intersections of interests that employers and faculty desire to work together to address. When there is no compelling intersection, marketplaces are disbanded.
- Data about demand for the occupation and the available supply is a useful starting point for marketplaces, but **the most energizing data is that which accurately reflects student placement rates within the occupation.**
- **Effective marketplaces require skilled facilitation** and careful preparation.
- **Follow up, between meeting work, where the real value of marketplaces is produced, is facilitated by lightweight project management.** Having someone who helps convene working groups, remind people of their commitments, connects and integrates, but does not do the work of the stakeholders, significantly increases the productivity of marketplaces.

The greatest challenge for us in conducting the marketplaces has been bringing the employers to the first meeting. It has been difficult for us to engage employers in areas where there isn't an existing network that allows efficient outreach to a critical mass of employers. We have long wished there was an organization of employers that could play a similar intermediary role with respect to employers that we play with respect to community colleges.

We are exploring such a partnership with the Bay Area Council (BAC). They survey their 275+ members annually to identify and prioritize the issues they should be

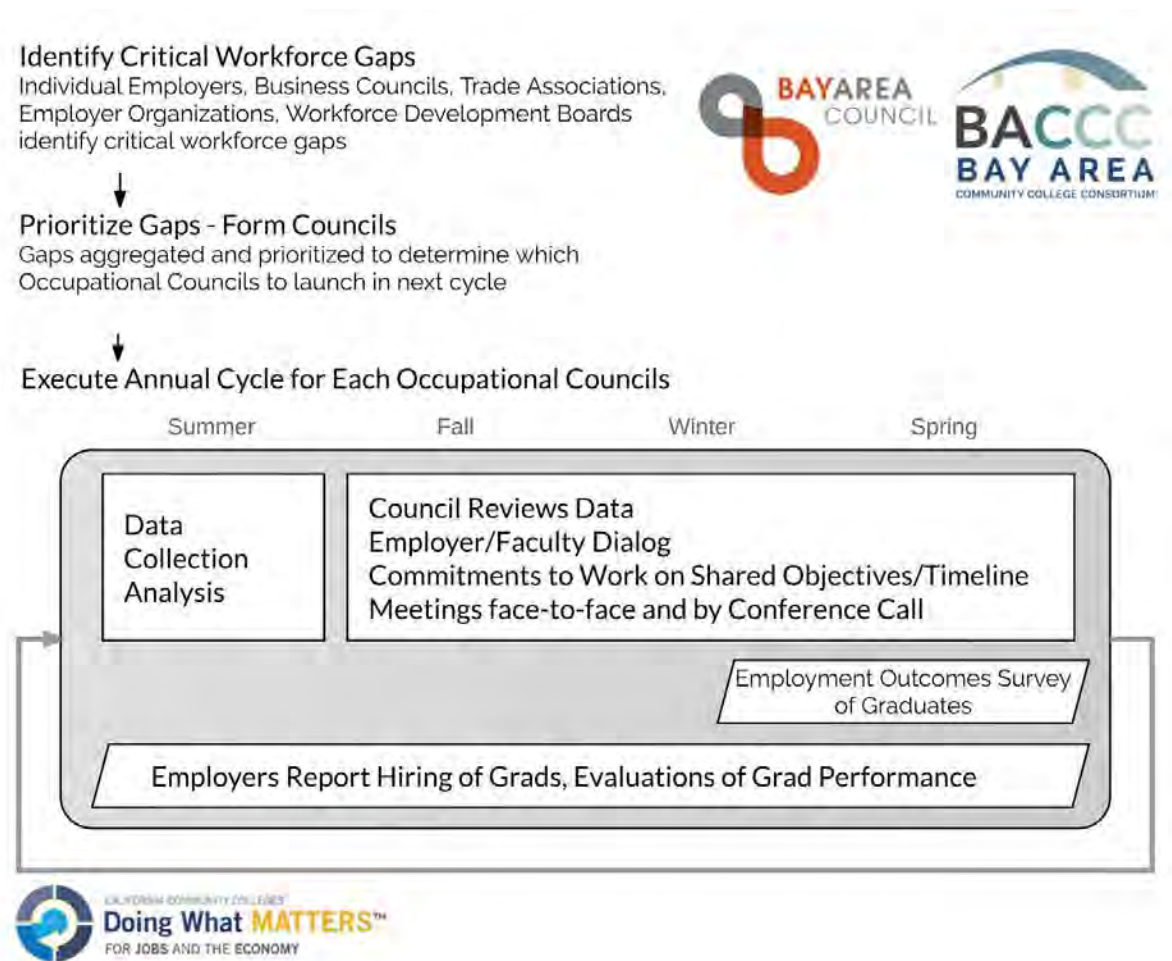
working on. The 2015 and 2016 surveys gave high priority to workforce development for middle skills positions. We've agreed to partner on the development of a more systematic approach to scaling up our marketplace approach.

The essential elements of this plan are:

- **Annual process for identifying the most critical labor market gaps**
Bay Area Council is developing the methodology for matching labor market demand data with supply data obtained from the CCCCCO Datamart and displaying this on a website. This and direct employer input will be utilized to identify occupations to be considered for marketplaces.
- **Selection of Occupations**
Candidate occupations are evaluated and prioritized according to employers willingness to commit resources to participating in the marketplaces and providers willingness and ability to work on addressing the gap.
- **Data Collection and Analysis**
For each selected occupation information is gathered about the demand for that occupation and the supply. Data is also gathered about the performance of the organizations supplying the demand. This might include enrollments, persistence, completion, job placement, retention, and wage data.
- **Convening of Employers and Providers**
Employer and workforce development providers are brought together for a facilitated process that includes the following elements:
 - Review and assessment of the data regarding the demand and supply for the occupation
 - Employers identification of their most pressing needs and interests
 - Providers identification of their most pressing needs and interests
 - Identification of the intersections of interests that the group, or a significant subset of the group, is interested in working together to address
 - Identification of specific objectives and commitments of teams or individuals to accomplish those objectives
 - Lightweight project management of teams and individuals to facilitate progress towards completion of the objectives

This work will usually begin with face-to-face meetings, but may shift to conference calls or possibly electronic forums. Convenings may involve employers and providers or providers only, depending on the work to be done.

- Annual Review of Progress Made/Determination of Whether to Continue**
 Each year the data about demand and supply is refreshed. Data about job placements and persistence is carefully monitored to assess whether the work of the council is having the desired impact. A critical part of the annual assessment is a determination of whether the parties are obtaining sufficient value to commit to another year of engagement.



Agreements about future engagement

Process for annual update

BACCC will convene stakeholder meetings throughout the year to facilitate the implementation of SWP priorities with a strong focus on the metrics. An example of this – on Feb 8, 2017 we re-convened the 16 AEBG Consortia across the region to work on the goal of aligning the collection and use of data to inform student

outcomes across the region and plans are underway for a SWP strategy meeting between colleges and K-12 sometime in April. A June 8, 2017 meeting of the CTE Leadership Group will be dedicated to getting an early start on 2nd year SWP planning

Process for new plan every 4 years

BACCC will convene ongoing meetings of all SWP stakeholders in 2017 to continue to evolve and implement this work. It was agreed a next meeting of all stakeholders would be held after March 2017 when both the SWP and WIOA Regional Plans have been submitted. One task at that meeting, now that we have been through a first cycle of SWP regional planning, will be to map out a cadence of planning that works well for all stakeholders. There is general agreement we would like to get an earlier start for the 2nd year SWP allocation with external stakeholder planning beginning just as soon as Regional Plans are submitted and internal planning with college leadership kicking off on June 8, 2017.

BACCC will convene all SWP Stakeholders to facilitate the process for ensuring an updated plan every 4 years

Regional Consortium Workforce Development Plan Outline

In addition to the above Regional Collaborative Workforce Development Plan, the Strong Workforce Program legislation requires that regional consortia provide the following information with respect to management of the Strong Workforce Program funds allocated to the region and the colleges in the region.

1. Names of community college districts participating in the consortium

- Cabrillo Community College District
- Chabot–Las Positas Community College District
- Contra Costa Community College District
- Fiscal agent for the consortium
- Foothill–De Anza Community College District
- Gavilan Community College District
- Hartnell Community College District
- Marin Community College District
- Monterey Peninsula Community College District
- Napa Valley Community College District
- Ohlone Community College District
- Peralta Community College District
- San Francisco Community College District
- San Jose Evergreen Community College District
- San Mateo Community College District
- Solano Community College District
- Sonoma County Junior College District
- West Valley–Mission Community College District

2. Fiscal agent for the consortium

- Cabrillo Community College District

3. Governance model for the consortium – please see links below

- [Governance Structure](#)
- [Governance & Decision Making process](#)

4. Local Share Investment Overview – This information is not yet available

5. Regionally prioritized projects

- [Spending Plan](#)
For the 2016–17 allocation the Bay region allocated 85% of the regional funds to our member districts as described in the Spending Plan document. BACCC operations and fiscal agency responsibilities are funded with 5%. The remaining 10% (\$1,667,590) was allocated to NetLab \$400,000, Regional Marketing \$200,000, and \$1,067,590

for a Regional Joint Venture Fund. This fund will be allocated by the region in late March to support Regional Joint Ventures (RJVs): collaborative, regional-scale projects involving multiple colleges as well as other stakeholders.

- Work Plan

The work plans for regionally funded, college-initiated projects, and RJVs funded by a combination of 85% funds committed by colleges and the RJV fund committed by the region, will not be finalized until the end of March. A summary of these plans will be included in the May 31, 2017 revision of this plan.

Appendix 2.1: List of Stakeholders

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Adult Basic Education	Campbell Unified High School District	✓	✓	✓	✓
Adult Basic Education	City College of San Francisco	✓			✓
Adult Basic Education	East Side Union High School District	✓	✓	✓	✓
Adult Basic Education	Episcopal Community Services Center	✓			✓
Adult Basic Education	Jefferson Union High School District Adult Ed	✓		✓	✓
Adult Basic Education	Jewish Vocational & Career Counseling Services	✓			✓
Adult Basic Education	Milpitas Adult Education	✓	✓	✓	✓
Adult Basic Education	Morgan Hill Union School District	✓	✓	✓	✓
Adult Basic Education	Mountain View-Los Altos Adult Education	✓		✓	✓
Adult Basic Education	Palo Alto Adult School	✓		✓	✓
Adult Basic Education	San Mateo Adult School	✓	✓	✓	✓
Adult Basic Education	Santa Clara Adult Education	✓	✓	✓	✓
Adult Basic Education	Self-Help for the Elderly	✓			✓
Adult Basic Education	Sequoia District Adult School	✓	✓	✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Adult Basic Education	South San Francisco Adult Education	✓		✓	✓
Adult Basic Education	Sunnyvale-Cupertino Adult & Community Ed	✓		✓	✓
Adult Basic Education	YMCA of San Francisco	✓			✓
Career and Technical Education (CTE) / Perkins	Canada College	✓		✓	✓
Career and Technical Education (CTE) / Perkins	College of San Mateo	✓		✓	✓
Career and Technical Education (CTE) / Perkins	Foothill De Anza Community College District	✓	✓	✓	✓
Career and Technical Education (CTE) / Perkins	Mission College	✓		✓	✓
Career and Technical Education (CTE) / Perkins	San Jose Evergreen Community College District	✓	✓	✓	✓
Career and Technical Education (CTE) / Perkins	San Mateo County Community College District	✓		✓	✓
Career and Technical Education (CTE) / Perkins	Sequoia District Adult School	✓	✓	✓	✓
Career and Technical Education (CTE) / Perkins	Skyline College	✓		✓	✓
CBO - Disability serving organization	Employment & Community Options				✓
CBO - Disability serving organization	Goodwill Silicon Valley				✓
CBO - Disability serving organization	HOPE				✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
CBO - Disability serving organization	Project Hired				✓
CBO - Disability serving organization	Services for Brain Injury				✓
CBO - Disability serving organization	Silicon Valley Independent Living Center				✓
CBO - Limited English serving organization	Center for Employment and Training		✓	✓	✓
CBO - Other	Center for Employment Training (CSBG)		✓	✓	✓
CBO - Other	Central Labor Council Partnership (WIOA Title I Adults and Dislocated Workers)		✓	✓	✓
CBO - Other	Job Train (WIOA Title I Adults and Dislocated Workers)		✓	✓	✓
CBO - Other	Sacred Heart Community Service (CSBG)			✓	✓
CBO - Other	VetsInTech				✓
CBO - Senior serving organization	Peninsula Family Service		✓	✓	✓
CBO - Senior serving organization	Sourcewise		✓	✓	✓
CBO - Youth serving organization	Jefferson Union High School District Adult Ed (WIOA Title I Youth)			✓	✓
CBO - Youth serving organization	Job Corps		✓	✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
CBO - Youth serving organization	Job Train (WIOA Title I Youth)		✓	✓	✓
Chamber of Commerce	Silicon Valley Chamber of Commerece		✓	✓	✓
Community college; other training provider (ETPL)	Canada College	✓		✓	✓
Community college; other training provider (ETPL)	Center for Employment and Training	✓	✓	✓	✓
Community college; other training provider (ETPL)	Foothill Deanza Community College District	✓	✓	✓	✓
Community college; other training provider (ETPL)	Metro Education Silicon Valley	✓	✓	✓	✓
Community college; other training provider (ETPL)	San Jose Evergreen Community College District	✓	✓	✓	✓
Community college; other training provider (ETPL)	San Mateo County Community College District	✓		✓	✓
Department of Rehabilitation	CA Department of Rehabilitation	✓	✓	✓	✓
Economic development agencies	Bay Area Council	✓		✓	✓
Economic development agencies	Center for Continuing Study of CA Economy	✓	✓	✓	✓
Economic development agencies	City of San Jose Office of Economic Development	✓	✓	✓	✓
Economic development agencies	City of San Mateo	✓		✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Economic development agencies	County of Santa Clara	✓		✓	✓
Economic development agencies	Joint Venture Silicon Valley	✓		✓	✓
Economic development agencies	San Francisco Planning and Urban Research (SPUR) Association	✓			✓
Economic development agencies	San Mateo County Economic Development Association	✓		✓	✓
Economic development agencies	San Mateo County Small Business Development Center	✓	✓	✓	✓
Economic development agencies	Silicon Valley Leadership Group	✓		✓	✓
Economic development agencies	Silicon Valley Small Business Development Center	✓		✓	✓
Economic development agencies	SPUR	✓		✓	✓
Employer association or organization	Bay Area Council	✓		✓	✓
Employer association or organization	Golden Gate Restaurant Association	✓			✓
Employer association or organization	Hotel Council of San Francisco	✓			✓
Employer association or organization	Interactive Advertising Bureau	✓		✓	✓
Employer association or organization	Prospect Silicon Valley	✓		✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Employer association or organization	Rubecon Construction	✓			✓
Employer association or organization	Silicon Valley Leadership Group	✓		✓	✓
Employer or business leaders	Bank of America	✓			✓
Employer or business leaders	Bloomington's	✓			✓
Employer or business leaders	Jawbone	✓			✓
Employer or business leaders	Kent Lim Construction	✓			✓
Employer or business leaders	KSR Consulting Group	✓			✓
Employer or business leaders	Kwan/Henmi Architecture	✓			✓
Employer or business leaders	Luminalt	✓			✓
Employer or business leaders	Microsoft	✓			✓
Employer or business leaders	Nibbi Brothers Construction	✓			✓
Employer or business leaders	Pinterest	✓			✓
Employer or business leaders	Recology	✓			✓
Employer or business leaders	Salesforce.com	✓			✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Employer or business leaders	Santos Urrutia Structural Engineering	✓			✓
Employer or business leaders	Webcor	✓			✓
Employer or business leaders	Wells Fargo	✓			✓
Employer or business leaders	Zendesk	✓			✓
Job Corps	Job Corps of Northern California				✓
Job Corps	San Jose Job Corps			✓	✓
Local Housing Authority	Housing Authority of the County of San Mateo			✓	✓
Local Housing Authority	Housing Authority of the County of Santa Clara			✓	✓
Local Workforce Development Board	NOVA Workforce Development Board	✓	✓	✓	✓
Local Workforce Development Board	San Benito Workforce Development Board	✓	✓	✓	✓
Local Workforce Development Board	San Francisco Workforce Development Board	✓	✓	✓	✓
Local Workforce Development Board	San Jose Silicon Valley Workforce Development Board	✓	✓	✓	✓
Mental health	Momentum for Mental Health				✓
Migrant and Seasonal Farmworker Grantee	Center for Employment and Training		✓	✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Migrant and Seasonal Farmworker Grantee	Center for Employment Training		✓	✓	✓
Organized labor from a priority sector	Carpenters, Local 22/NCCRC	✓			✓
Organized labor from a priority sector	IBEW Local 6	✓			✓
Organized labor from a priority sector	Laborers, Local 261	✓			✓
Organized labor from a priority sector	Operating Engineers Local 3	✓			✓
Organized labor from a priority sector	Pipe Trades Training Center	✓	✓	✓	✓
Organized labor from a priority sector	Plasterers & Cement Masons Local 300	✓			✓
Organized labor from a priority sector	San Mateo County Building and Construction Trades Council	✓		✓	✓
Organized labor from a priority sector	Santa Clara & San Benito Counties Building and Construction Trades Council	✓		✓	✓
Organized labor from a priority sector	SEIU-UHW West	✓			✓
Organized labor from a priority sector	South Bay Labor Council	✓	✓	✓	✓
Other	Office of Assemblymember Evan Low			✓	✓
Other	Office of Assemblymember Kansen Chu			✓	✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
Other	Office of Assemblymember Kevin Mullin			✓	✓
Other	Office of Congressman Mike Honda			✓	
Other	Office of Congresswoman Anna Eshoo			✓	✓
Other	Office of Congresswoman Jackie Speier			✓	✓
Other	Office of Congresswoman Zoe Lofgren			✓	✓
Other	Office of State Assemblymember Rich Gordon			✓	
Other	Office of State Assemblywoman Nora Campos			✓	
Other	Office of State Senator Jerry Hill			✓	✓
Other	Office of State Senator Jim Beall			✓	✓
Other	San Mateo County Office of Education		✓	✓	✓
Other	Santa Clara County Office of Education			✓	✓
Public library	Santa Clara County Library District		✓	✓	✓
Rapid Response and Layoff Aversion	CA. Employment Development Department		✓	✓	✓
SNAP	Santa Clara County Social Service Agency		✓	✓	✓
SNAP Employment and Training	Santa Clara County Social Service Agency		✓	✓	✓
TANF	County of San Mateo			✓	✓
TANF	County of Santa Clara		✓	✓	✓
TANF	San Francisco Human Services Agency				✓

Program Type	Partner Name (local organization name)	Required Regional Planning Partner	Attended Stakeholder Meetings	Invited to Participate in Plan Development	Contacted for Public Comment
TANF	Santa Clara County Social Service Agency		✓	✓	✓
TANF Employment and Training	Santa Clara County Social Service Agency		✓	✓	✓
Trade Adjustment Assistance	CA Employment Development Department		✓	✓	✓
Unemployment Insurance	CA. Employment Development Department		✓	✓	✓
Veterans Affairs	Veterans Administration				✓
Wagner-Peyser Employment Services	CA Employment Development Department		✓	✓	✓
WIOA Adult & Dislocated Worker Service Provider	work2future Foundation				✓
WIOA Youth Service Provider	work2future Foundation				✓
WIOA Youth Service Provider	Eckerd Kids				✓

Appendix 2.2: Bay Peninsula RPU Negotiated Performance Goals

Adult

Local Area 2016-17	Employment Rate 2 nd Quarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2 nd Quarter After Exit	Credential Attainment with-in 4 quarter after Exit
NOVA	59.5%	58.33 %	\$6,787	52.9%
San Benito	65%	62.50%	\$4,957	52.9%
San Francisco	65.0%	62.50%	\$4,957	52.9%
San Jose	57.5%	55.0%	\$5,340	48%
Regional Goal				
State Goal	65.0%	62.5%	\$4,957	52.9%

Dislocated Worker

Local Area 2016-17	Employment Rate 2 nd Quarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2 nd Quarter After Exit	Credential Attainment with-in 4 quarter after Exit
NOVA	66.2%	61.5%	\$11,803.84	60.0%
San Benito	68%	66.50%	\$7,308	60.0%
San Francisco	68.0%	66.5%	\$7,308	60.0%
San Jose	63.4%	62.00%	\$8,425	60.0%
Regional Goal				
State Goal	68.0%	66.5%	\$7,308	60.0%

Youth

Local Area 2016-17	Employment or Placement Rate 2 nd Quarter after Exit	Employment or Placement Rate 4th Quarter after Exit	Median Earnings	Credential Attainment with-in 4 quarter after Exit
NOVA	62.4%	64.2%	baseline	50.0%
San Benito	63.6%	63.6%	baseline	54.7%
San Francisco	62.4%	64.2%	baseline	35.0%
San Jose	62.4%	64.2%	baseline	50.0%
Regional Goal				
State Goal	62.4%	64.2%	Baseline	54.7%

Final 2017-18 Goals

Adult

Local Area 2016-17	Employment Rate 2 nd Quarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2 nd Quarter After Exit	Credential Attainment with-in 4 quarter after Exit
NOVA	59.5%	58.3%	\$6,787	55.9%
San Benito	65.5%	65.50%	\$5,157	55.9%
San Francisco	68.0%	65.50%	\$5,157	45%
San Jose	58.0%	55.0%	\$5,550	48%

Regional Goal				
State Goal	68.0%	65.5%	\$5,157	55.9%

Dislocated Worker

Local Area 2016-17	Employment Rate 2 nd Quarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2 nd Quarter After Exit	Credential Attainment with-in 4 quarter after Exit
NOVA	66.2%	61.5%	\$11,803	60.0%
San Benito	69%	69.5%	\$7,308	63.0%
San Francisco	71.0%	69.5%	\$7,523	60.0%
San Jose	64.0%	62.00%	\$8,425	60.0%
Regional Goal				
State Goal	71.0%	69.5%	\$7,523	63.0%

Youth

Local Area 2016-17	Employment or Placement Rate 2 nd Quarter after Exit	Employment or Placement Rate 4th Quarter after Exit	Median Earnings	Credential Attainment with-in 4 quarter after Exit
NOVA	62.4%	64.2%	baseline	52.0%
San Benito	64%	65%	baseline	55.0%
San Francisco	62.4%	64.2%	baseline	45.0%
San Jose	62.4%	64.2%	baseline	52.0%
Regional Goal				
State Goal	65.4%	67.2%	Baseline	57.7%

Appendix 2.3: Basic Skills Deficiencies

Adult

Table 1. Basic Skills Deficiency, by Percentage of Workforce Population

	RPU	San Benito	Santa Clara	San Mateo	San Francisco
Labor Force ¹ (as of Oct 2016)	2,115,000	30,700	1,058,600	457,800	567,900
Basic Skills Deficient	14.0%	29.0%	14.1%	11.5%	13.6%
No high school degree	9.7%	24.9%	9.6%	8.3%	8.4%
Limited English proficient	4.4%	4.1%	4.5%	3.2%	5.1%

Here is the breakdown of the workforce in need of basic skills education by age, educational attainment, income, race, citizenship (or nativity), and language spoken (with highlights in **bold**):

Table 2. Age among Basic Skills Deficient Workforce Population

Age	RPU	San Benito	Santa Clara	San Mateo	San Francisco
16 to 24	5.4%	10.0%	5.3%	6.1%	3.3%
25 to 39	26.5%	33.7%	28.1%	28.6%	18.7%
40 to 54	41.7%	37.3%	43.0%	40.1%	41.5%
55 to 64	20.9%	15.5%	18.4%	19.3%	29.9%
65 and over	5.5%	3.5%	5.2%	5.8%	6.5%

Table 3. Educational Attainment among Basic Skills Deficient Workforce Population

Educational Attainment	RPU	San Benito	Santa Clara	San Mateo	San Francisco
No high school degree	69.0%	85.8%	68.2%	72.0%	62.1%
High school degree or equivalent	16.9%	11.3%	15.7%	15.0%	23.1%
Some college	5.4%	2.3%	5.9%	5.0%	5.8%
Associate's degree	2.4%	0.2%	3.0%	1.9%	2.5%
Bachelor's degree or higher	6.3%	0.4%	7.2%	6.1%	6.6%

¹ Labor force figures are from the State of California, Employment Development Development's Labor Market Information (LMI) Division. While we believe the percentages derived from the 2014 5-Year ACS PUMS sample are still representative of the current labor force, we have not used them in combination with the October 2016 labor force figures to derive estimates of the number of basic skills deficient individuals in each geographic area. Rather, labor force figures have been provided to give a relative, not absolute, understanding of the basic skills need in each area.

Table 4. Annual Income among Basic Skills Deficient Workforce Population

Annual Income	RPU	San Benito	Santa Clara	San Mateo	San Francisco
\$10,000 or less	19.4%	16.6%	19.9%	16.6%	21.7%
\$10,001 to \$24,999	36.6%	47.5%	34.7%	35.3%	37.7%
\$25,000 to \$34,999	16.9%	17.3%	17.0%	17.4%	16.4%
\$35,000 to \$49,999	13.3%	10.7%	13.4%	15.7%	12.2%
\$50,000 or more	13.7%	7.9%	15.1%	15.0%	11.9%

Table 5. Race among Basic Skills Deficient Workforce Population

Race	RPU	San Benito	Santa Clara	San Mateo	San Francisco
White	7.5%	7.4%	7.9%	9.9%	4.9%
Black/African American	0.9%	0.2%	0.6%	1.1%	1.8%
Hispanic	50.4%	90.9%	51.9%	61.1%	23.7%
Asian/Pacific Islander	40.1%	0.7%	38.6%	27.0%	68.6%
Other	1.0%	0.8%	1.0%	0.9%	1.0%

Table 6. Citizenship among Basic Skills Deficient Workforce Population

Citizenship Status	RPU	San Benito	Santa Clara	San Mateo	San Francisco
Native born	15.9%	18.8%	18.3%	15.3%	10.0%
Citizen by naturalization	37.7%	17.0%	36.6%	33.4%	51.3%
Not a U.S. citizen	46.4%	64.2%	45.2%	51.3%	38.6%

Table 7. Languages Spoken among Basic Skills Deficient Workforce Population

Language Spoken	RPU	San Benito	Santa Clara	San Mateo	San Francisco
English	11.0%	11.9%	12.0%	11.9%	7.8%
Spanish	46.4%	84.6%	46.9%	57.8%	22.3%
Chinese	19.7%	0.0%	9.2%	14.0%	55.6%
Vietnamese	11.5%	0.0%	20.1%	1.5%	4.0%
Filipino, Tagalog	3.0%	0.4%	2.9%	3.8%	3.8%
Other	8.3%	3.1%	8.9%	11.1%	6.6%

Appendix 2.4: RPU Record of Comments

Regional Planning Unit Record of Comments

Section 108 of the *Workforce Innovation and Opportunity Act* requires the Regional Planning Unit to publish the regional plan for public comment. The Regional Planning Unit should include with their regional plan submittal, all comments that have been received that disagree with the regional plan, how the Regional Planning Unit considered that input and its impact on the narrative in the regional plan.

Regional Plan Section	Comment/Response
Section: 2.B Page 4 From: Upwardly Global	Comment: Given the region's "minority majority" population, the workforce system could improve employer education on diversity and inclusion strategies.
	Regional Planning Unit Response: The RPU agrees that a regional effort to improve employer education on diversity and inclusion strategies would strengthen the workforce system. As such, we have incorporated an effort to work with all partners including unions to develop employer education on diversity and inclusion strategies in the plan.
Section: 2.B Page 5 From: Upwardly Global	Comment: Underemployment particularly affects work-authorized immigrants and refugees, who commonly work in low-skill "survival jobs" due to their barriers to re-entering their careers in the U.S. We applaud the RPU's goal to increase access to pathways to middle-skill occupations to support both job seekers and employers, and want to ensure that this commitment to middle-skill pathway expansion is woven throughout this plan so that it feels like a truly regional approach. As of now, the sector strategies seem limited to counties.
	Regional Planning Unit Response: We appreciate the comment and acknowledge that the plan lacks this regional perspective right now. This plan is an accurate reflection of the current status, as regional planning has just begun. Moving forward, we recognize the importance of regional collaboration with participation from all partners to increase access to middle-skill occupations for work-authorized immigrants and refugees. As the RPU moves forward from this initial planning phase, we will develop action steps to ensure that these strategies are developed at the regional level.

<p>Section: 2.B</p> <p>Page 7</p> <p>From: Upwardly Global</p>	<p>Comment: Upwardly Global is very pleased to have been included in the plan as an example of a local program supporting the needs of the region's foreign-born and LEP population. As the other examples of working with LEP populations are very ESL-focused, we would encourage more skilling initiatives to be highlighted or developed.</p> <p>Regional Planning Unit Response: We are committed to helping the region's foreign born and LEP population with access to career pathways and employment. We recognize that there are training opportunities for the LEP population that are not solely ESL-focused. Skill focused training opportunities are outlined in the sector-specific parts of the Plan.</p>
<p>Section: 2.C</p> <p>Pages 10, 13</p> <p>From: Upwardly Global</p>	<p>Comment: The healthcare sector efforts must include middle-skill career paths developed in response to employer demand (roles such as clinical research, pharmacy technician, and clinical laboratory technician). Given the presence in the region of foreign-trained individuals with healthcare backgrounds, middle-skill jobs enable them to return to healthcare without having to pursue arduous re-licensing processes. Ensuring foreign-trained job seekers with healthcare backgrounds are in the pipeline is also a cultural competency strategy for health systems serving diverse patients.</p> <p>The workforce system should redefine IT as more of an occupational than a sector strategy. IT jobs are the engine for growth across industries, not just within tech companies. Redefining what are actually middle-skill jobs in IT might pave clearer paths for foreign-trained, dislocated and other workers who are in need of upskilling, well as bridge a gap in supply to meet regional employer demand.</p> <p>Regional Planning Unit Response: Foreign-trained individuals with backgrounds in health care are valuable assets in the local health care workforce. These individuals bring a strong sense of cultural competencies that are needed when working with patients of diverse backgrounds. San Francisco's Health Care Academy, has a history of enrolling foreign-trained individuals into trainings (i.e. certified nurse assistant and medical assistant) with extensive foreign experience in the field who are trying to join the local workforce.</p> <p>The use of "sector" in the region's sector strategies does not limit the application of sectoral efforts to target a broad range of information and communications technologies (ICT) across industries, thus the ICT sector strategy as described is not limited only to the technology industry sector.</p>

<p>Section: 2.C</p> <p>From: Upwardly Global</p>	<p>Comment: It's a great step to acknowledge that the advanced manufacturing sector lacks an apprenticeship model. We suggest that the resolution targets a broader population than youth, to also include re-skilling of foreign-trained and dislocated workers to fill skills gaps and enter apprenticeships.</p>
	<p>Regional Planning Unit Response: We recognize the importance of expanding outreach for advanced manufacturing beyond youth and want to provide our partners with the best candidates, including foreign-trained and dislocated workers.</p>
<p>Section: 2.B, Figure 2.ii</p> <p>Page 6</p> <p>From: EDD</p>	<p>Comment: Under Strengths, Addressing the needs of the workforce, first bullet, refers to “intensive” services, which is old (WIA) terminology. WIOA has “Basic, Individualized, and Follow-up” career services. Better to say “individualized and follow-up” here.</p>
	<p>Regional Planning Unit Response: Thank you for pointing this out. This change has been incorporated into the final draft of the Regional Plan.</p>
<p>Section: 2.B, Figure 2.ii</p> <p>Page 6</p> <p>From: EDD</p>	<p>Comment: Under Weaknesses, Addressing the needs of the workforce, fourth bullet, change “culturally competency services” to “culturally competent services.”</p>
	<p>Regional Planning Unit Response: This change has been incorporated into the final draft of the Regional Plan.</p>

Section: 2.B Page 6 From: EDD	Comment: Bottom of page, GED initialism is not spelled out. Better to say High School Equivalency Test (HSET) test preparation classes, since the state has three approved tests : the GED, HiSET, and TASC, unless BP RPU uses only the General Educational Development (GED) test.
	Regional Planning Unit Response: We have changed all instances of GED to HSET in the final draft of the Regional Plan, except when the plan was specifically referring to GED tests.
Section: 2.B Page 6 From: EDD	Comment: Bottom of page, ESL initialism is not spelled out, should be English as a Second Language (ESL). Also, initialism for ALLIES is missing, should be “The Alliance for Language Learners Integration, Education and Success (ALLIES)”. Initialism for CET is not spelled out in third bullet.
	Regional Planning Unit Response: These changes have been incorporated into the final draft of the Regional Plan.
Section: 2.B Page 7, all From: EDD	Comment: Initialism for LEP, in second sentence, until not spelled out until the fifth bullet on the page. Entire document should likely be checked to see that all initialisms are spelled out at their first reference followed by the abbreviation in parentheses, including North Valley Consortium (NOVA) and San Jose Silicon Valley Workforce Investment Network (SJSVWIN).

	<p>Regional Planning Unit Response: These changes have been incorporated into the final draft of the Regional Plan.</p>
<p>Section: Page 2 From: CAA</p>	<p>Comment: Limited English Proficient speakers should also be included because LEP community members face barriers just like people with disabilities, people in reentry, veterans, and youth.</p>
	<p>Regional Planning Unit Response: This is a reference to the local plan, so it was forwarded to San Francisco for response in the local plan for San Francisco.</p>
<p>Section: Page 6 From: CAA</p>	<p>Comment: Specialized Access Points should also serve people with a limited English proficiency because they have barriers that need to be addressed. LEP job seekers should be incorporated into access points because they need as much assistances as people with disabilities, veterans, and people in reentry.</p> <p>Specialized Access Points identify training needs for job seekers, this is the place to address the language skills that limited English proficient job seekers need.</p>
	<p>Regional Planning Unit Response: This is a reference to the local plan, so it was forwarded to San Francisco for response in the local plan for San Francisco.</p>

<p>Section:</p> <p>Page 7</p> <p>From: CAA</p>	<p>Comment: Barriers should be addressed across all access points. One of the barriers to obtaining a job is English. For some job seekers they speak a little bit of English, but otherwise have the hard skills to be employable. This language barrier should be incorporated within each access point to better serve the population in San Francisco. This language barrier is short-term and once they become proficient in English, they will be able to obtain better jobs and have upward mobility.</p> <p>Regional Planning Unit Response: This is a reference to the local plan, so it was forwarded to San Francisco for response in the local plan for San Francisco.</p>
<p>Section: Additional Requirements for Counties with High Percentage of LEP Individuals</p> <p>Page 20</p> <p>From: CAA</p>	<p>Comment: It is great that Chinatown and Mission Neighborhood and Specialized Access points target the LEP population. In this local plan proposal, there is no mention of Specialized Access Point that will target this population. There needs to be a place to address language barriers that the LEP population have.</p> <p>Sector training programs under Hospitality and HealthCare Initiatives are great for training programs, however we should put more funding and resources to train more LEP and not just focus on job seekers with proficient English. There needs to be more programs such as office training for monolingual adults or LEP people, this is will enable LEP community members to learn the terminology needed and be able to move up on the workforce ladder.</p> <p>Regional Planning Unit Response: This is a reference to the local plan, so it was forwarded to San Francisco for response in the local plan for San Francisco.</p>

<p>Section: All</p> <p>From: Steve Levy</p>	<p>My name is Stephen Levy. I am a regional economist with the Center for Continuing Study of the California Economy. I serve on the NOVA workforce board and on the executive committee of the state workforce board. I was one of the principal researchers and authors of the HUD funded upward mobility strategy effort in the Bay Area. Our daughter had cognitive and social disabilities and was a client of the ROC program for which we are grateful. She lived in an independent living center in Napa with a large number of individuals who received supported employment assistance so I am familiar with these services and the stories of these families.</p> <p>THIS DRAFT NEEDS SERIOUS IMPROVEMENT.</p> <p>Among the items completely missing or severely downplayed are</p> <ol style="list-style-type: none"> 1) CHURN As far as I can see neither the word nor the concept appear in the draft. Yet this is the most important challenge facing workers in Silicon Valley and our board. Our innovative economy with constant winners and losers puts people, often for the first time, in transition and facing the challenge that their old skills are out of date. We have WARN notices amidst strong job growth. 2) DISLOCATED WORKERS. The term does appear but not in any policy or program context. This is tied in many cases to churn but also to industries undergoing shrinkage. I am sure that the SF programs face this challenge and it is coming soon to work2futre as San Jose succeeds in becoming a major tech center. 3) PROMATCH. It is mentioned once in a small paragraph sandwiched in between several much longer paragraphs about programs that are not as central in my opinion to employers and the economy. The concept of expanding this successful program to other sets of workers 9qa major goal we have at NOVA) is absent from the draft. 4) LICENSE(S). Licenses are a career pathway approach that is not the same as credentials and apprenticeships. It is one of the career pathway onramps mentioned in our state board work but absent as far as I can tell from the draft. <p>What does this mean? It means that at a time when workforce boards such as ours are struggling to make the case for assistance to address churn and dislocated workers, OUR OWN REGIONAL PLAN</p>
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	<p>MARGINALIZES OUR EFFORT AND INSTEAD PLAYS INTO THE NARRATIVE THAT DISCONNECTED WORKER SHOULD BE THE PLAN PRIORITY.</p> <p>THIS IS NOT HELPFUL.</p> <p>What else is missing?</p> <ol style="list-style-type: none"> 1) The concept of or information about replacement job openings—by far the largest source of job opportunities for workers and needs for employers in this service area. Clearly available projections are data from EDD are completely missing (I will share some below) while the appendix is filled with tables on so called disconnected and at risk workers. 2) Information that shows that the number of low wage jobs/occupations will INCREASE in the future (from EDD) is absent leading to one of many false hopes that training will eliminate the need to think about people in low wage occupations. 3) Any evidence that the workforce system can change the balance of part time and full time jobs—the cornerstone of the U-6 unemployment concept—is absent and for good reason. Part time job opening are determined primarily or completely by firm decisions not the absence of trained workers. The idea that the workforce system can change the balance is a delusion and offers false hope and direction to workers and workforce boards. Moreover the claim of working part time but wanting full time work comes from a self-reporting survey without any indication that these people can work full time or are desired by employers. <p>PLEASE RETHINK THAT THE IDEA OF TRAINING CAN CHANGE THE DYNAMICS OF THE LABOR MARKET OR EMPLOYER TRENDS RE PART TIME WORK. TALK TO INDUSTRY FOLKS AND ECONOMISTS BEFORE CLAIMING THE PLAN CAN MOVE PART TIME WORKERS TO FULL TIME WITHOUT DISPLACING OTHER APPLICANTS.</p> <p>We deal in a world where low wage occupations are growing, most openings come from replacement needs and the system has no tools to make more full time jobs. Yet his draft is silent on these issues.</p>
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	<p>IF WE REALLY WANTED TO HELP DISCONNECTED WORKERS AND LOW WAGE WORKERS WE MUST EXPAND OUR SENSE OF WHAT BOARDS CAN AND SHOULD DO,</p> <p>Here are the most effective programs to help low and moderate wage workers.</p> <ol style="list-style-type: none"> 1) Allow unauthorized immigrants to earn and learn. There are roughly 1.7 million in the state and maybe 250,000 in our service area. I doubt that any program in this plan can help as many people. 2) Maintain expanded MediCal coverage. This has certainly been the biggest financial (and other) help to low and moderate wage workers/ 3) Enhance job security, benefits and organizing possibilities for these workers along with minimum wage and other safety net programs. <p>While these are not in the usual workforce organization toolkit, THEY ARE THE BIG PAYOFF ITEMS AND WE SHOULD AT A MINIMUM SUPPORT STATE AND FEDERAL ACTIONS THAT ACTUALLY HELP THE DISCONNECTED RESIDENTS MOST.</p> <p>If you look at the occupations in the San Jose metro area (PLEASE put the SJ and SF projections from EDD in the report) you will find that the number 2, 3, 4, 5 and 7th largest source of job openings are in low wage occupations—retail salespeople, food prep, cashiers, wait people and personal care aides. The number 1 and 6 are VERY high skilled tech occupations. Virtually all low wage occupations are projected to increase in job levels often at faster than overall job growth rates.</p> <p>Our boards and partners are spreading false hope and giving a false signal about how many people can move up ESPECIALLY IF THEY START AS SO CALLED DISCONNECTED WORKERS WHO BRING MANY CHALLENGES/</p> <p>I was clear with our daughter that the system was helping her find jobs provided through the charity of employers. I was never confused (or she) that employers were actively striving to hire people like her for productivity reasons.</p>
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	<p>We all have plenty of heart in the Bay Area but we are writing a regional workforce plan that is supposed to be employer driven and where hiring disconnected workers is not what they are seeking for building their businesses.</p> <p>This draft is seriously confused on that point, remiss in addressing employer needs except in a few words undercut by the emphasis of the draft on disconnected workers.</p> <p>On the subject of employer driven remember that most job openings (AND THE GOOD NEWS IS THAT THERE ARE AND WILL BE PLENTY AT A RANGE OF PAY) are replacement job openings.</p> <p>Please do not make the customary mistake of asking what they need now (we have little chance of quick turnaround) but DO ASK ABOUT THEIR AGE PROFILE AND UPCOMING RETIREMENTS.</p> <p>A look at the appendix tables shows relatively large engagement with the community serving disconnected workers and almost no engagement with regular employers. We have found this as well and understand how difficult it is. So we need something besides words and promises in the draft to make our main state board goal of “employer driven” programs and policies a reality.</p> <p>Finally, I was a reviewer for the early drafts of the state plan at the request of my state board. It, too, was a document framed around our heart and state mandated partners. As I remember the early drafts barely acknowledged local boards, employers and unions.</p> <p>This draft looks the same.</p> <p>Please reframe this draft to support our employers and economy as well as whatever little can be done within the system for those who remain disconnected in the midst of the large job boom since the dot.com era.</p>
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	<p>Regional Planning Unit Response:</p> <p>The RPU has given serious consideration to each of these concerns. Accordingly, we have articulated more broadly that this plan is a starting point for collaboration that will be developed at the regional level and with participation from all partners including employers and unions over the next two years. As we begin to scale from local sector pathways to regional sector pathways, these insights will be critical in informing our thinking and developing our action steps.</p> <p>The issue of churn is indeed a significant challenge for the RPU. While the area has the lowest unemployment rates in the state, more individuals are laid off in WARN events than any other area. Dislocated workers comprise a large segment of the demand for services. In order to comply with guidance from the California Workforce Development Board, this issue is addressed as a priority at the local level. As the RPU builds capacity to develop coordinated regional responses to complex barriers to employment, churn will be a major priority in planning activities.</p> <p>The RPU has taken into consideration sources of job growth and understands that many low wage occupations are projected to increase faster than overall job growth rates. We have incorporated this understanding and EDD projections into the document and will mobilize efforts to plan strategically in the coming years.</p> <p>The WDBs agree that the Regional Plan should include more specific language related to strengthening an employer-driven approach. We have added language addressing the assessment of employer needs with regard to replacing retiring workers, engagement with regular employers, and dislocated workers. In addition, we have added additional language demonstrating that we will expand upon successful programs such as PROMATCH.</p> <p>The RPU’s appreciation for these concerns cannot be overstated. It is clear that training alone will not transform employment trends, and that regional and statewide efforts will be needed to address part-time employment, underemployment and low wages. Strategies such as maintaining expanded Medi-Cal coverage will be elevated from local planning to regional planning efforts. In addition, the WDBs will identify and support statewide and national efforts to address these broader employment and underemployment trends.</p> <p>While these significant challenges and opportunities have not yet been addressed throughout this preliminary regional planning process, the RPU will dedicate the next phase of the planning process to these and other similar critical concerns.</p>
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Appendix 2.5: Comparison of Growing Occupations



**2014-2024 Comparison of Growing Occupations by Entry Level Education
San Francisco and San Mateo Counties**

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Biochemists and Biophysicists (44.0% or 510 jobs) Medical Scientists, Except Epidemiologists (34.7% or 1,450 jobs) Computer and Information Research Scientists (27.6% or 210 jobs) Physical Therapists (20.4% or 220 jobs) Clinical, Counseling, and School Psychologists (17.9% or 290 jobs)	Doctoral or Professional Degree	Lawyers (3,270 jobs) Medical Scientists, Except Epidemiologists (2,740 jobs) Biochemists and Biophysicists (820 jobs) Clinical, Counseling, and School Psychologists (640 jobs) Physical Therapists (500 jobs)
Statisticians (52.5% or 310 jobs) Economists (28.0% or 140 jobs) Nurse Practitioners (26.2% or 160 jobs) Mental Health Counselors (25.6% or 210 jobs) Art, Drama, and Music Teachers, Postsecondary (22.7% or 540 jobs)	Master's Degree	Art, Drama, and Music Teachers, Postsecondary (960 jobs) Educational, Guidance, School, and Vocational Counselors (570 jobs) Statisticians (410 jobs) Education Administrators, Postsecondary (400 jobs) Mental Health Counselors (380 jobs)
Biomedical Engineers (60.3% or 350 jobs) Interpreters and Translators (39.1% or 340 jobs) Biological Technicians (38.9% or 750 jobs) Microbiologists (38.1% or 510 jobs) Operations Research Analysts (36.4% or 390 jobs)	Bachelor's Degree	Software Developers, Applications (10,100 jobs) General and Operations Managers (6,250 jobs) Accountants and Auditors (6,210 jobs) Management Analysts (5,370 jobs) Computer Systems Analysts (4,770 jobs)
Web Developers (33.6% or 1,260 jobs) Chemical Technicians (27.5% or 110 jobs) Computer Network Support Specialists (17.9% or 340 jobs) Avionics Technicians (13.3% or 60 jobs) Paralegals and Legal Assistants (12.2% or 350 jobs)	Associate's Degree	Web Developers (1,740 jobs) Preschool Teachers, Except Special Education (1,140 jobs) Paralegals and Legal Assistants (980 jobs) Computer Network Support Specialists (580 jobs) Electrical and Electronics Engineering Technicians (400 jobs)
Medical Assistants (17.3% or 580 jobs) Massage Therapists (16.5% or 370 jobs) Aircraft Mechanics and Service Technicians (16.2% or 340 jobs) Hairdressers, Hairstylists, and Cosmetologists (13.0% or 530 jobs) Emergency Medical Technicians and Paramedics (12.9% or 110 jobs)	Postsecondary Non-degree Award	Hairdressers, Hairstylists, and Cosmetologists (1,580 jobs) Medical Assistants (1,270 jobs) Nursing Assistants (1,160 jobs) Aircraft Mechanics and Service Technicians (840 jobs) Automotive Service Technicians and Mechanics (790 jobs)
Computer User Support Specialists (21.6% or 1,460 jobs) Teacher Assistants (5.4% or 360 jobs)	Some College, No Degree	Computer User Support Specialists (2,320 jobs) Teacher Assistants (1,970 jobs) Bookkeeping, Accounting, and Auditing Clerks (1,090 jobs)
Gaming Dealers (34.1% or 150 jobs) Mixing and Blending Machine Setters, Operators, and Tenders (28.0% or 210 jobs) First-Line Supervisors of Food Preparation and Serving Workers (27.3% or 1,490 jobs) Chefs and Head Cooks (27.1% or 640 jobs) Security Guards (24.3% or 2,670 jobs)	High School Diploma or Equivalent	Office Clerks, General (5,500 jobs) Security Guards (4,220 jobs) Customer Service Representatives (3,460 jobs) First-Line Supervisors of Food Preparation and Serving Workers (3,110 jobs) First-Line Supervisors of Office and Administrative Support Workers (2,200 jobs)
Home Health Aides (39.7% or 980 jobs) Cooks, Restaurant (34.3% or 3,430 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (31.5% or 4,910 jobs) Personal Care Aides (29.9% or 9,350 jobs) Food Preparation Workers (25.8% or 2,240 jobs)	No Formal Educational Credential	Waiters and Waitresses (13,350 jobs) Personal Care Aides (11,860 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (9,940 jobs) Cashiers (9,420 jobs) Retail Salespersons (8,380 jobs)

Excludes "All-Other" occupations and those with employment less than 400 in 2014.

Source: California Employment Development Department

**2014-2024 Comparison of Growing Occupations by Entry Level Education
San Benito and Santa Clara Counties**

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Computer and Information Research Scientists (31.7% or 530 jobs) Physical Therapists (25.0% or 280 jobs) Biochemists and Biophysicists (27.8% or 130 jobs) Biological Science Teachers, Postsecondary (23.8% or 150 jobs) Medical Scientists, Except Epidemiologists (20.8% or 270 jobs)	Doctoral or Professional Degree	Lawyers (2,040 jobs) Computer and Information Research Scientists (760 jobs) Medical Scientists, Except Epidemiologists (670 jobs) Physical Therapists (580 jobs) Dentists, General (510 jobs)
Nurse Practitioners (40.0% or 260 jobs) Physician Assistants (37.5% or 210 jobs) Healthcare Social Workers (23.2% or 160 jobs) Speech-Language Pathologists (21.2% or 110 jobs) Education Administrators, Postsecondary (19.0% or 310 jobs)	Master's Degree	Education Administrators, Postsecondary (780 jobs) Educational, Guidance, School, and Vocational Counselors (430 jobs) Nurse Practitioners (400 jobs) Education Administrators, Elementary and Secondary School (390 jobs) Physician Assistants (340 jobs)
Operations Research Analysts (41.5% or 1,320 jobs) Biomedical Engineers (37.2% or 290 jobs) Software Developers, Applications (36.4% or 14,450 jobs) Computer Systems Analysts (32.6% or 4,490 jobs) Computer and Information Systems Managers (26.7% or 3,450 jobs)	Bachelor's Degree	Software Developers, Applications (20,120 jobs) Software Developers, Systems Software (8,580 jobs) General and Operations Managers (6,690 jobs) Computer Systems Analysts (6,260 jobs) Registered Nurses (6,260 jobs)
Web Developers (36.4% or 1,110 jobs) Respiratory Therapists (26.1% or 230 jobs) Medical and Clinical Laboratory Technicians (21.6% or 190 jobs) Chemical Technicians (20.0% or 120 jobs) Computer Network Support Specialists (16.4% or 500 jobs)	Associate's Degree	Preschool Teachers, Except Special Education (2,020 jobs) Electrical and Electronics Engineering Technicians (1,830 jobs) Web Developers (1,510 jobs) Paralegals and Legal Assistants (920 jobs) Computer Network Support Specialists (890 jobs)
Phlebotomists (34.3% or 240 jobs) Heating, Air Conditioning, and Refrigeration Mechanics and Installers (29.6% or 240 jobs) Medical Assistants (23.6% or 990 jobs) Nursing Assistants (22.5% or 970 jobs) Medical Records and Health Information Technicians (22.4% or 150 jobs)	Postsecondary Non-degree Award	Nursing Assistants (1,960 jobs) Medical Assistants (1,870 jobs) Hairdressers, Hairstylists, and Cosmetologists (1,370 jobs) Dental Assistants (1,290 jobs) Automotive Service Technicians and Mechanics (1,160 jobs)
Computer User Support Specialists (22.3% or 1,630 jobs) Computer, Automated Teller, and Office Machine Repairers (14.8% or 170 jobs) Teacher Assistants (4.6% or 360 jobs)	Some College, No Degree	Computer User Support Specialists (2,570 jobs) Teacher Assistants (2,220 jobs) Bookkeeping, Accounting, and Auditing Clerks (990 jobs) Computer, Automated Teller, and Office Machine Repairers (390 jobs)
Electricians (35.3% or 1,460 jobs) Bus Drivers, School or Special Client (32.6% or 280 jobs) Plumbers, Pipefitters, and Steamfitters (31.6% or 810 jobs) Cabinetmakers and Bench Carpenters (30.0% or 120 jobs) Computer-Controlled Machine Tool Operators, Metal and Plastic (28.6% or 200 jobs)	High School Diploma or Equivalent	Customer Service Representatives (4,830 jobs) Office Clerks, General (3,830 jobs) First-Line Supervisors of Food Preparation and Serving Workers (2,790 jobs) First-Line Supervisors of Office and Administrative Support Workers (2,290 jobs) Carpenters (2,240 jobs)
Tile and Marble Setters (28.8% or 320 jobs) Cooks, Restaurant (27.9% or 1,540 jobs) Painters, Construction and Maintenance (26.9% or 1,090 jobs) Tapers (26.2% or 160 jobs) Drywall and Ceiling Tile Installers (25.2% or 380 jobs)	No Formal Educational Credential	Retail Salespersons (9,810 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (9,760 jobs) Waiters and Waitresses (8,940 jobs) Cashiers (8,620 jobs) Personal Care Aides (7,560 jobs)

Excludes "All-Other" occupations and those with employment less than 400 in 2014.

Source: California Employment Development Department

Appendix 2.6: Board Signatures

WIOA Four Year Regional Planning Unit Signature Page

Pursuant to WIOA Sec. 106(c)(1) and (2), the undersigned agree that the attached Four Year Regional Plan is mutually agreed to by all Parties. Each Local Area represented below shall implement and operate its One-Stop delivery system in alignment with this Four Year Regional Plan and pursuant to its Four Year Regional Plan, which may identify more specific performance outcomes, terms, and conditions applicable to its workforce development needs.

Local Area:	San Benito County Workforce Dev. Board
Address:	1111 San Felipe Road; Ste. 107
City/State/Zip:	Hollister, CA 95023

By: Alex King Date: 3/10/17
Chair

Local Area:
Address:
City/State/Zip

By: _____ Date _____
Local Workforce Development Board,
Chair

Local Area:
Address:
City/State/Zip

By: _____ Date _____
Local Workforce Development Board,
Chair

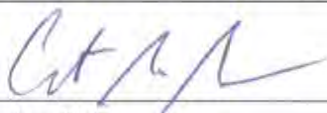
Local Area:
Address:
City/State/Zip

By: _____ Date _____
Local Workforce Development Board,
Chair

WIOA Four Year Regional Planning Unit Signature Page

Pursuant to WIOA Sec. 106(c)(1) and (2), the undersigned agree that the attached Four Year Regional Plan is mutually agreed to by all Parties. Each Local Area represented below shall implement and operate its One-Stop delivery system in alignment with this Four Year Regional Plan and pursuant to its Four Year Regional Plan, which may identify more specific performance outcomes, terms, and conditions applicable to its workforce development needs.

Local Area: NOVA Workforce Development Area
Address: 505 West Olive Avenue, Suite 550
City/State/Zip: Sunnyvale, CA 94086

By:  2/15/17
 Christopher Galy Date
 NOVA Workforce Board Co-Chair

By:  2/15/17
 Jennifer Morrill Date
 NOVA Workforce Board Co-Chair

Local Area:
Address:
City/State/Zip

By: _____
 Local Workforce Development Board, Date
 Chair

Local Area:
Address:
City/State/Zip

By: _____
 Local Workforce Development Board, Date
 Chair

Local Area:
Address:
City/State/Zip

By: _____
 Local Workforce Development Board, Date
 Chair

WIOA Four Year Regional Planning Unit Signature Page

Pursuant to WIOA Sec. 106(c)(1 and (2), the undersigned agree that the attached Four Year Regional Plan is mutually agreed to by all Parties. Each Local Area represented below shall implement and operate its One-Stop delivery system in alignment with this Four Year Regional Plan and pursuant to its Four Year Regional Plan, which may identify more specific performance outcomes, terms, and conditions applicable to its workforce development needs.

Local Area: City and County of San Francisco (Workforce Investment San Francisco)
Address: Office of Economic and Workforce Development, 1 South Van Ness Avenue
City/State/Zip: San Francisco, CA-94131

By: Kevin Carroll

3/2/17

Local Workforce Development Board,
Chair (Kevin Carroll)

Date

By: _____

Chief Elected Official or Designee*

Date

*Signature will be provided with Final Plan

WIOA Four Year Regional Planning Unit Signature Page

Pursuant to WIOA Sec. 106(c)(1) and (2), the undersigned agree that the attached Four Year Regional Plan is mutually agreed to by all Parties. Each Local Area represented below shall implement and operate its One-Stop delivery system in alignment with this Four Year Regional Plan and pursuant to its Four Year Regional Plan, which may identify more specific performance outcomes, terms, and conditions applicable to its workforce development needs.

Local Area: San Jose Silicon Valley Workforce Investment Network (work2future)
Address: 5730 Chambertin Drive
City/State/Zip: San José , California 95118

By:  Date 7-10-17

Joseph Flynn
San Jose Silicon Valley Workforce Investment Board,
Board Chair

Local Area: San Jose Silicon Valley Workforce Investment Network (work2future)
Address: 200 E. Santa Clara St.
City/State/Zip: San José , California 95113

By: _____ Date _____

Sam Liccardo,
Mayor of San José , California
Chief Elected Official