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
NOVA WDB	**JEANETTE LANGDELL**	**408-730-7232**
SAN BENITO WDB	**ENRIQUE ARREOLA**	**831-637-5627**
SAN FRANCISCO WDB	**AMABEL AKWA-ASARE**	**415-701-4849**
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 though 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 sectors[1] 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)
2. Computer User Support Specialists (Information Technology)
3. Web Developers (Information Technology)

14. Library Technicians
15. Heating, Air Conditioning, and Refrigeration Mechanics and Installers (Construction)

---

[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:
• **Active learning**	• Administration and Management
• **Active listening**	• Biology
• **Complex problem solving**	• Building and Construction
• **Coordination**	• Chemistry
• **Critical thinking**	• Clerical
• **Equipment maintenance**	• 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.

• **Equipment selection**	• Computers and Electronics
• **Installation**	• Customer and Personal Service
• **Instructing**	• Design
• **Judgment and decision making**	• Economics and Accounting
• **Learning strategies**	• Educating and Training
• **Management of personnel resources**	• Engineering and Technology
• **Mathematics**	• English Language
• **Monitoring**	• Law and Government
• **Operation Control**	• Mathematics
• **Operation Monitoring**	• Mechanical
• **Operations Analysis**	• Medicine and Dentistry
• **Programming**	• Personnel and Human Resources
• **Quality Control Analysis**	• Philosophy and Theology
• **Reading Comprehension**	• Physics
• **Repairing**	• Production and Processing
• **Science**	• Psychology
• **Service Orientation**	• Public Safety and Security
• **Social Perceptiveness**	• Sales and Marketing
• **Speaking**	• Sociology and Anthropology
• **Systems Analysis**	• Telecommunications
• **Time Management**	• Therapy and Counseling
• **Troubleshooting**	• Transportation
• **Writing**	

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 average[7]. 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 underemployed[12]; 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	• 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	• 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	• 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	• 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	• 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	• 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

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)

B. Bureau of Economic Analysis

C. San Francisco City and County Economic Analyses

D. Census Longitudinal Employer-Household Dynamics (LEHD), Origin-Destination Employment Statistics (LODES), and OnTheMap

E. Economic Modeling Specialists International (EMSI)

F. JobsEQ

G. EconoVue and Dun & Bradstreet

H. Employment Development Department (EDD) LMI Division (LMID)

I. Bureau of Labor Statistics

J. D&B Market Insights

K. O*NET

L. Wanted Analytics

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)

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

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):
  - o The City of San Jose OED conducts manufacturing roundtables to stimulate business expansion and retention.
  - o 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).
  - o 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.
  - o 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 USCF 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 heath 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, USCF 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.

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.

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	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.

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. |

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]

---

[19]Ideas 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 Accessibly 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 initiatives[22]:

- **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 Sparkpoint[23] 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 CCCCO 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.

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.

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.baccc.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

Table of Contents

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.

<div align="right">Executive Summary, Page 10</div>

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.

Executive Summary, page 11

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 effective at assisting 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 CCCCO 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.
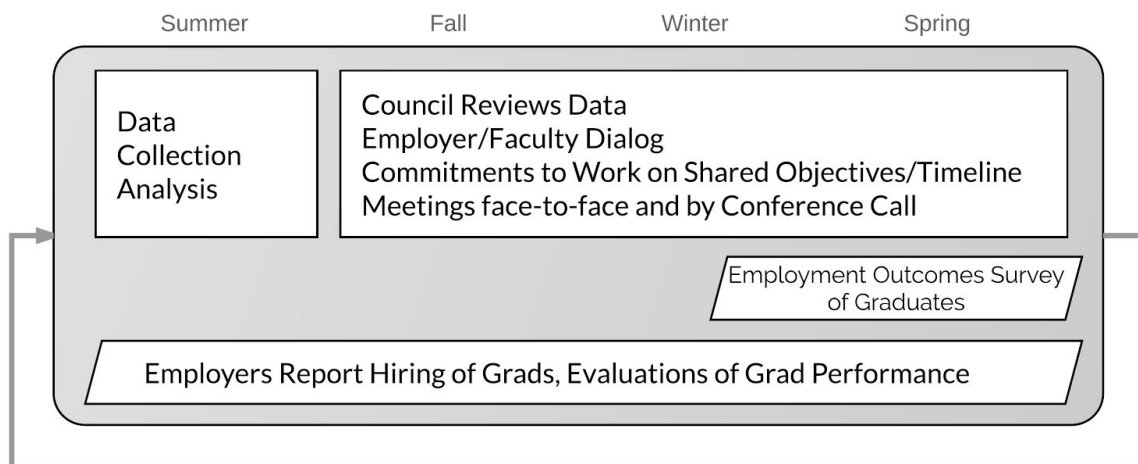
Agreements about future engagement

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	Bloomingdale'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 Seaonal 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 Seaonal 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 2ndQuarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2ndQuarter 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 2ndQuarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2ndQuarter 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 2ndQuarter 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 2ndQuarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2ndQuarter 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 2nd Quarter after Exit	Employment Rate 4th Quarter after Exit	Median Earnings 2nd 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 2nd 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.

Section: 2.B Page 7 From: Upwardly Global	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.
	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.
Section: 2.C Pages 10, 13 From: Upwardly Global	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. 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.
	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. 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.

Section: 2.C From: Upwardly Global	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.
	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.
Section: 2.B, Figure 2.ii Page 6 From: EDD	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.
	Regional Planning Unit Response: Thank you for pointing this out. This change has been incorporated into the final draft of the Regional Plan.
Section: 2.B, Figure 2.ii Page 6 From: EDD	Comment: Under Weaknesses, Addressing the needs of the workforce, fourth bullet, change "culturally competency services" to "culturally competent services."
	Regional Planning Unit Response: This change has been incorporated into the final draft of the Regional Plan.

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).

	Regional Planning Unit Response: These changes have been incorporated into the final draft of the Regional Plan.
Section: Page 2 From: CAA	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.
	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.
Section: Page 6 From: CAA	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. 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.
	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.

Section:	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.
Page 7	
From: CAA	
	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.
Section: Additional Requirements for Counties with High Percentage of LEP Individuals	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.
Page 20	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.
From: CAA	
	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.

| Section: All

From: Steve Levy | 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.

THIS DRAFT NEEDS SERIOUS IMPROVEMENT.

Among the items completely missing or severely downplayed are

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.

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 |

	MARGINALIZES OUR EFFORT AND INSTEAD PLAYS INTO THE NARRATIVE THAT DISCONNECTED WORKER SHOULD BE THE PLAN PRIORITY. THIS IS NOT HELPFUL. What else is missing? 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. 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. 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.

	IF WE REALLY WANTED TO HELP DISCONNECTED WORKERS AND LOW WAGE WORKERS WE MUST EXPAND OUR SENSE OF WHAT BOARDS CAN AND SHOULD DO,
	Here are the most effective programs to help low and moderate wage workers.
	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.
	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 RESIDETNS MOST.
	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.
	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/
	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.

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.

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.

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.

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.

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.

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.

This draft looks the same.

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.

	Regional Planning Unit Response:
	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.
	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.
	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.
	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.
	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.
	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.

Appendix 2.5: Comparison of Growing Occupations

EDD Employment Development Department State of California

LaborMarketInfo www.labormarketinfo.edd.ca.gov

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

Employment
Development
Department
State of California

LaborMarketInfo
www.labormarketinfo.edd.ca.gov

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: _Alexkis_____ Date _3/10/17_____
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

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
Jennnifer 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

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: _____ 3/9/17 _____

Local Workforce Development Board,   Date

Chair (Kevin Carroll)

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 3·10·17

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