



**(SPECIAL MEETING)  
OAKLAND WORKFORCE  
DEVELOPMENT BOARD  
RETREAT**

**Thursday, January 12, 2017**

9:00 a.m. – 3:00 p.m.

East Bay Community Foundation  
James Irvine Foundation Conference Center  
359 Frank H. Ogawa Plaza  
Oakland, CA 94612

**OAKLAND WORKFORCE DEVELOPMENT BOARD (OWDB) RETREAT  
SPECIAL MEETING NOTICE**

East Bay Community Foundation – James Irvine Foundation Conference Center  
359 Frank H. Ogawa Plaza  
Oakland, CA 94612

Thursday, January 12, 2017  
9:00 a.m. – 3:00 p.m.

**AGENDA**

*Times for each of the items below are estimates only.*

- I. PROCEDURAL ITEMS (10 minutes)**
  - a) Call to Order and Roll Call
  - b) Adoption of the Agenda
  
- II. PUBLIC COMMENT (20 minutes)**

The public wishing to address the Board on issues shall complete a Speakers Card. Members of the public who wish to address the Board on published issues should do so at the time the agenda item is being discussed. Items not on the agenda will be taken during this time.
  
- III. WARMING UP (30 minutes)**
  - a) Welcome & Overview
  - b) Icebreaker
  - c) Retreat Goals and Objectives
  
- IV. SETTING THE STAGE (60 minutes)**
  - a) Oakland landscape – Economic Development & Business Climate
  - b) Oakland demographics & OWDB populations served
  - c) Establishing Priority Industry Sectors & Career Pathway Programs
  
- V. LOOKING AHEAD (90 minutes)**
  - a) Visioning Exercise & Discussion of Draft Vision & Mission statements
  - b) Strengths, Weaknesses, Opportunities, and Threats (SWOT)
  
- VI. LUNCH BREAK (30 minutes)**
  
- VII. HONING IN (90 minutes)**
  - a) OWDB Strategic Plan – Discuss Draft Goals & Strategies
  - b) Gaps and Issues Needing More Attention
  
- VIII. ZOOMING OUT (30 minutes)**
  - a) Parking Lot – Review of Identified Items
  - b) Closing Remarks
  
- IX. ADJOURN**



## ITEMS-IV-VII. INFORMATION



**To: Oakland Workforce Development Board**

**From: OWDB Staff**

**Date: January 12, 2017**

**Re: OWDB Strategic Planning**

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### **BACKGROUND:**

The Workforce Innovation Opportunity Act (WIOA) requires Local Workforce Development Boards to develop local and regional workforce plans for Program Year 2017-2020. Regional and local plans must be submitted to the California State Workforce Development Board no later than March 15, 2017.

Regional plans and partnerships required by WIOA function under California's State Plan as the primary mechanism for aligning educational and training provider services with regional industry sectors needs in California fourteen WIOA Regional Planning Units (RPU). California state law requires coordination between the K-12, Community College, and WIOA systems. It also requires the use of sector strategies as the operational framework for the state's workforce system.

The function of the local plan and partnerships is to facilitate access to workforce services at the local level. While regional plans and partnerships are focused on constructing a regional training and education structure that aligns with regional markets, individuals will access and experience this regional workforce architecture primarily through local service delivery efforts, principally those of WIOA partners operating in the America's Job center of California (AJCCs).

### **CURRENT SITUATION**

At its meeting on November 3, 2016, the City Of Oakland Workforce Development Board (OWDB) authorized the OWDB Chair to establish an *Ad-Hoc* Committee to establish local and regional planning priorities and authorize the committee to select and enter into a contract with a qualified entity to support and facilitate the local strategic planning process for 2017-2020 and empower the *ad hoc* committee to serve as an assistive body of the OWDB for the purposes of completing the OWDB's 2017-2020 strategic plan. That group had a brief meeting in December 2016 to help provide some context in helping to shape the agenda for today's OWDB retreat.

OWDB staff issued a Request for Qualifications (RFQ) that in accordance with City Of Oakland guidelines and requirements and has entered into a contract with Oakland-based RDA consulting to provide facilitation and other support to the OWDB local planning process. RDA will help guide the discussion at today's board meeting, which will be focused on solidifying direction from the OWDB membership around the following areas:

- OWDB Vision and Mission statements
- OWDB Goals and Strategies for 2017-2020
- Priority Industry Sectors for OWDB investment and support

Concurrent with this process, the OWDB and its fellow East Bay Regional Planning Unit (RPU) workforce boards from Alameda County, Contra Costa County, and the City of Richmond have been meeting to review and develop a regional East Bay plan. While not the subject of today's meeting, the OWDB membership will be provided with a brief update on the regional planning process so that it is prepared to review and comment on that plan when it is presented to the OWDB at its next regularly scheduled meeting on Thursday, February 2, 2017.

## **SCHEDULE**

Below is a high-level schedule of major activities as part of the completion of the OWDB strategic planning process (note – some of below subject to change).

- Thursday, January 12 – OWDB Retreat
- Friday, January 20 @ 8 a.m. – Oakland Business roundtable forum
- Friday, January 20 @ 1 p.m. – Oakland workforce system stakeholder forum
- Thursday, January 26 @ 9 a.m. – *Ad Hoc* OWDB Strategic Planning meeting (tentative)
- Thursday, February 2 @ 8:30 a.m. – OWDB Regular Meeting (**approve release of draft local plan for public comment & acknowledge regional plan public comment period**)
- Monday, February 6, 2017 through Tuesday, March 7, 2017 – Public Comment Period
- Monday, March 13 or Tuesday, March 14 – OWDB Special Meeting (**approve submittal of final local plan**)

## **ATTACHMENTS**

- 2016-2019 California Workforce Development Board (CWDB) State Plan excerpts (Preface & Executive Summary)
- Regional Planning Unit Summary: East Bay (EDD document)
- Attachment 3: Regional & Local Plan Guide (EDD document)
- Draft OWDB Vision & Mission Statements
- Draft OWDB Goals & Strategies



***SKILLS ATTAINMENT FOR UPWARD MOBILITY;  
ALIGNED SERVICES FOR SHARED PROSPERITY***

California's Unified Strategic Workforce Development Plan Under the  
Workforce Innovation and Opportunity Act (WIOA) for  
Program Years 2016-2019

## Preface

The Labor and Workforce Development Agency (LWDA) and the California Workforce Development Board (State Board) are pleased to present California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. This plan combines both federal and state planning mandates into a single document:

- The federal Workforce Innovation and Opportunity Act (WIOA) requires the Governor, via the California Workforce Development Board (State Board), and in coordination with WIOA core programs operated by the California Department of Education (CDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DOR), to submit a unified state plan to the United States Department of Labor (DOL) and the United States Education Department (ED).
  - This Unified Plan outlines a comprehensive four-year strategy for the investment of federal workforce training and employment services dollars in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the six core programs funded under WIOA. These programs include Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Basic Education and Basic Skills programs, Title III Wagner-Peyser Employment Services programs, and Title IV Vocational Rehabilitation services.
  - This plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for moving the State of California toward the policy objectives of a WIOA combined plan. To this end, the plan initiates the expansion of partnership beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K-14 Career and Technical Education (CTE) programs, California's Employment Training Panel (ETP) incumbent worker training services, as well as state general-funded Adult Basic Education Block Grant programs administered by regional consortia under state statutes, and, as appropriate, state funded CTE programs delivered through both the K-12 educational system and California's community colleges. The goals of the plan, discussed below, are intended to be met collectively by the partners to the plan.
  - While this plan aspires to the policy objectives of a combined plan, it is not a combined plan and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, this State Plan should be treated as a unified plan.

- California state law requires the State Board to collaborate with the California Community College Chancellor’s Office (CCCCO), CDE, the State Board of Education (SBE) which sets policy for various education programs in the state, other appropriate state agencies, and local workforce development boards (Local Boards) to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of all state labor exchange, workforce education, and training programs.
  - State law specifically directs the State Board to develop a plan that fosters the building of regional alliances between workforce and education professionals and employers to develop programs that meet industry’s workforce needs.
  - State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. This State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this State Plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state’s publically-funded workforce and education systems.

The chapters that follow lay out the Governor’s vision, goals, and strategic policy orientation for the State Plan. Early chapters provide background and an overview of the general policy orientation informing the plan. Later chapters provide more concrete consideration of service delivery and program coordination strategies that will inform day to day operations at the state, local, and regional levels. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to Local Boards and regional partnerships to design programs that best meet the needs of local and regional economies, provided that they adhere to the policy vision of the State Plan in a manner that produces results.

### **A Brief Note on Process**

This State Plan was collaboratively developed and thoroughly vetted with a wide range of stakeholders.

Beginning in December of 2014, state partner departments and agencies, and stakeholders representing Local Boards, business, and labor, publically met periodically under the auspices of the WIOA Implementation Committee Workgroup (WIOA Workgroup) of the State Board. This

group worked collaboratively to develop the vision, programmatic strategy, and shared goals for the State Plan.

Between bimonthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner departments and agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, SBE, CDE, CCCC, EDD, DOR, the California Department of Social Services (CDSS), ETP, the California Workforce Association (CWA), the California Welfare Directors Association (CWDA), and designated representatives of Local Boards.

Initially, three multiagency staff and stakeholder workgroups were formed to discuss the State Plan. These included a “Mapping the Field” workgroup, a “Data-Sharing and Performance Accountability” workgroup, and a “Local and Regional Service Coordination” workgroup.

Over the course of March and April 2015, these three staff workgroups each met twice. During these six meetings, workgroups discussed the requirements of WIOA, assessed and shared information about each other’s programs (including the specific needs of client populations), identified cross-system common program elements, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints and their potential impacts on coordination efforts. The purpose of these meetings was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be better coordinated and aligned “on the ground” at the point of contact.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners (the State Board, SBE, CDE, CCCC, EDD, DOR, CDSS and ETP) and other stakeholders (the California Welfare Directors Association and the California Workforce Association).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, seven issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included each of the following: SBE/CDE-CCCC-State Board workgroup on adult education, basic skills, and Carl Perkins programs; a DOR-State Board workgroup on vocational rehabilitation services; a CDSS-CWDA-State Board workgroup on TANF programs; a State Board and CWA workgroup on

youth services; a workgroup on **America's Job Center of California<sup>SM</sup>** (AJCC)(the One-Stop Design Workgroup); an EDD-State Board workgroup on labor market information; and the Data-Sharing and Performance Accountability workgroup. In addition, State Board staff met with representatives of the Section 166 Indian/Native American grantees and the Section 167 Migrant/Seasonal Farmworker grantees to solicit input into the state planning process.

All State Board workgroup efforts were overseen by the LWDA which met with the State Board and EDD periodically over the course of the planning process to ensure timely adoption of a State Plan.

In November 2015, a draft of the State Plan was provided to LWDA and partner departments who were given an opportunity to make comments and revisions before submitting the plan to the public for comment. Following these initial revisions, a public presentation of plan content was made to the State Board's WIOA Workgroup, and on December 2<sup>nd</sup>, the draft State Plan was made public and an initial 30 day public comment period was opened. This public comment period was extended to January 15, 2016 at the request of the CWA.

In December 2015, State Board staff, in partnership with local boards and the CWA, conducted a six-event regional "WIOA Roadshow". The local boards and WIOA Workgroup members ensured strong and diverse turnout at each event. The intent of the briefings was to achieve buy-in across the state for the common vision and framework represented in the State Plan and adopted by each of the state plan partners. The other goal was to start to build momentum for regional alignment and leadership for the development and implementation of regional and local plans. Over 600 people participated in the Roadshow events, representing workforce boards, community colleges, local schools, businesses, labor, and community organizations.

In January 2016, the Executive Committee of the State Board, the full State Board, and SBE all unanimously approved the State Plan with the understanding that the State Plan would undergo minor revision following a review of public comment. This document is the final draft of the State Plan and contains post public comment revisions necessary to strengthen the content of the plan.

### **Note on the Organization of the State Plan**

The content and organization of the State Plan is designed to provide a comprehensive overview of the Governor's policy focus while also serving as a federal compliance document. Due to redundancies in planning guidance and the need to ensure compliance with federal planning requirements, some content contained in this plan appears in multiple chapters as well as the plan's Appendices. Such duplication was minimized as much as possible.

In general, the language contained in the Executive Summary and chapters 1-5 provide background and a broad overview on the policy objectives and strategies that guide the plan.

These chapters have been developed with readability in mind. Beginning in chapter 6, the language necessarily becomes more technical as a consequence of plan requirements issued by the federal government.

## **Executive Summary Including Statement Pertaining to Vision and Goals (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D))**

### **Policy Objectives**

Consistent with WIOA, the State Board has developed its State Plan with three policy objectives in mind. These objectives affect both state-level policy and administrative practices across programs as well as local policy and service delivery:

- 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.

### Industry Engagement

This State Plan adopts a dual-customer focus and is intended to provide policy direction for a system that serves both employers and job seekers. The State Plan attempts to do this by laying out a policy framework for aligning education, training, and employment services with regional labor market needs through a process of regional industry sector engagement. By organizing currently fragmented employment and training programs to meet the skill demands of employers in industry sectors that are driving regional employment, the system helps create opportunities to move workers up a career ladder using targeted incumbent worker training while also moving new hires into jobs using strong employer engagement practices, relevant training investments, supportive services, and basic skills remediation where necessary.

## Serving Individuals with Barriers to Employment

Both federal and state law mandate that services be provided to individuals with barriers to employment.<sup>1</sup> As noted above, the State Board believes the best way to serve both employers and job seekers, including those with barriers to employment, is to align training, education, and employment services with industry needs, including the skills and training needs of California's employers. This will mean, in many instances, providing access to training and education programs that align with regional labor market trends. For some individuals, this will also require the provision of remedial education services, including services designed to improve literacy and numeracy, English language literacy, as well as programming that facilitates high school dropout recovery, to better position these individuals to participate in training and education programs that are calibrated to employers' needs.

### Job Placement in Quality Jobs

The ultimate goal of the workforce system is to help people get a good job, and for those who don't have the requisite skills to immediately get a good job, the goal is to ensure access to the employment services, supportive services, training, and education programming that will help these individuals eventually get a good job.

State law directs the State Board to develop strategies that help people enter and retain employment and emphasizes the development of policies that lead to "placement in a job providing economic security or job placement in an entry-level job that has a well-articulated career pathway or career ladder to a job providing economic security."<sup>2</sup> State law defines these jobs as those that provide, "a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."<sup>3</sup>

The State Board recognizes that not all jobs are good jobs and that education and training alone will not solve the problem of poverty. There is a hidden cost to low wage work that is ultimately

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<sup>1</sup> WIOA section 134 requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals that are basic skills deficient for any expenditure of WIOA Adult program funds spent on individualized career services and training. Similarly, California Unemployment Insurance Code section 14000 (b) (6) requires that programs and services be accessible to "individuals with employment barriers, such as persons with economic, physical, or other barriers to employment." California Unemployment Insurance Code section 14013(d)(2) further directs the State Board to develop "strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, and including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment."

<sup>2</sup> UIC 14013.

<sup>3</sup> UIC 14005

borne by communities, particularly communities of color and immigrant populations. The State Board is committed to developing a workforce system that enables economic growth and shared prosperity on the basis of innovation, quality, and skills attainment rather than low wages, contingent employment, and low or no benefits. As such, state plan partners and providers covered by the plan should make it a priority to work with employers who offer jobs with good wages and benefits, support for ongoing skill training and employee advancement, good working conditions (including paid sick days, paid family leave, and paid medical or short-term disability leave), and adequate hours with predictable schedules that enable employees to meet their family caregiving commitments.

### Customer-Centered Services

The State Board recognizes that services provided will vary on the basis of customer need. For some, these services will necessarily involve enrollment in remedial basic skills programming prior to, or concurrently with, enrollment in career technical education or job training. For other individuals, participation in job readiness training may be necessary prior to labor market entry. It is important to recognize that individuals with significant barriers to employment may need multiple interventions and access to a menu of services provided over an extended period of time before they will be able to find and enter a good job. However, for other individuals served by the workforce system, especially dislocated workers with an in-demand skillset, finding a good job may require only access to information about which employers are hiring in their local area or region.

### **State Plan Goals**

Between 2017 and 2027, the state will produce a million “middle-skill” industry-valued and recognized postsecondary credentials broadly defined here as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry-valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state’s workforce needs. During this time the state will also double the number of people enrolled in apprenticeship programs.

These goals are aspirational in nature and are based on the need for workforce and education programs to calibrate the production of credentials to labor market trends. The actual number and type of credentials awarded will be determined regionally on the basis of systematic industry engagement. This requires that employers and other industry sector leaders be engaged to help lead the assessment and, where necessary, work with training and education providers to redesign relevant training and education programs. In this regard, regional

partnerships between industry and labor, training and education providers, and Local Boards will be vitally important to the success of the State Plan.

Additionally, any and all efforts to align training and education programs with regional labor market trends should be validated by the labor market. This will be done by examining the employment and wage rates of those who participate in and complete relevant programs. The real test of whether programs are serving the needs of both employers and workers is whether those who are receiving services are getting good jobs that put them on a path to upward mobility.

### **Framework for Program Assessment**

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs' collective ability to produce industry-valued, recognized postsecondary credentials and the apprenticeship enrollments discussed above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the California Legislature has mandated performance reporting.

Specifically, the state will emphasize “demand-driven skills-attainment” in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards, the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other State Plan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State Board will work with EDD, Local Boards, and state plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with state plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

## **General Policy Framework for Program Alignment**

### State Plan Policies

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in chapter 3) will include the following:

- 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 non-traditional 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.

This State Plan provides the policy framework and direction for day-to-day operations of WIOA-funded programs, while also laying out a vision for collaboration with non-WIOA programs that provide relevant programs and services. Across California, regional partnerships have developed to address the state’s workforce challenges. The role of state agency and state department plan partners under this plan is to help develop regional leadership and local and regional program alignment and scale by means of coordinated policy direction, program oversight, program support, and technical assistance for and to local and regional service providers covered by the plan. State Plan, state agency and departmental partners include the following:

- Labor and Workforce Development Agency (LWDA)
- California Workforce Development Board (CWDB)
- California Community Colleges’ Chancellor’s Office (CCCCO)
- California Department of Education (CDE)
- California Board of Education
- Employment Development Department (EDD)
- Employment Training Panel (ETP)
- Department of Rehabilitation (DOR)
- California Department of Social Services (CDSS)
- Health and Human Services Agency (HHS)
- Governor’s Office of Business and Economic Development (GO-Biz)

While the foregoing state plan partners have the responsibility for providing relevant policy direction to the operators of relevant programs, a primary focus of this policy is to facilitate

coordinated and seamless service delivery at the local and regional level to improve employment outcomes for students, workers, and job seekers. As such, state plan partners will work to identify and remove policies, administrative practices and implementation practices that result in the fragmentation of services delivered locally or regionally. The success of the State Plan depends on the administrative and operational efforts of Local Boards and other local providers of training, education, and employment services, including local educational agencies (such as county offices of education, K-12 schools, and adult schools), local community colleges, county welfare departments, and any relevant community-based organizations, non-profits, or labor unions who participate in the local and regional partnerships developed under this plan. The state recognizes the critical importance of partnership with and between these entities and values their efforts to bring local and regional perspectives to any and all WIOA implementation efforts.

### Regional Plans and “Regional Sector Pathways”

California’s State Workforce Innovation and Opportunity Act requirements pertaining to coordination between the K-12, community college, and WIOA systems, as well as state mandated efforts to implement sector strategies as the operational framework for the state’s workforce system are met under this State Plan by making federally required WIOA regional plans the primary mechanism for achieving the state’s mandated alignment of educational and training programs with regional industry sector needs

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies discussed in the preceding section: sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state’s Adult Education Block Grant regional consortia and other providers on the state’s eligible training provider list to build “regional sector pathway” programs, by which we mean, career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials aligned to regional industry workforce needs. “Regional Sector Pathway” programs should be flexibly designed and include, as appropriate, remedial programming, so as to allow those with limited basic skills, including limited language skills, an ability to work their way along these pathways.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and Go-Biz will provide technical assistance to regional partnerships, comprised of industry leaders,

workforce professionals, and regional training and education providers to help align programs and services delivered with industry sector workforce needs.

Under the State Plan, the key regional partners involved with the development and implementation of regional plans will include the following:

- Industry sector leaders, associations, business organizations, and organized labor (required under this State Plan)
- Regionally organized local workforce development boards (required under WIOA)
- Local economic development agencies (required under WIOA)
- Regional consortia of community colleges (required under this State Plan and pending state legislation)
- Regional consortia of adult basic education providers, including both WIOA Title II and other state-funded basic education programs (required under this State Plan)
- Representatives of K-12 CTE programs funded by either federal Perkins funds or various state-specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit the students participating in their CTE programs (required under this State Plan)

Additional regional partners may also include ETP (California’s state-funded incumbent worker training program); DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning efforts.

The State Board will encourage and recommend broad partnerships that include community-based organizations (CBOs) and non-profits, but the State Board will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs and priorities as long as regional plans and partnerships are consistent with the policy direction and goals of this State Plan.

Regional efforts under WIOA are expected to build upon the State Board’s regional SlingShot initiative discussed later in the State Plan.

### Local Plans and America’s Job Center of California<sup>SM</sup>

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the **America’s Job Center of California<sup>SM</sup>**, the state’s One-Stop system, so that program services are

coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, Local Boards will be directed to operate One-Stops as an access point for programs that provide for “demand-driven skills attainment.” From this perspective, One-Stops will be operated as an “on ramp” or “gateway” to the “Regional Sector Pathways” programs either built-out or identified through the regional planning process described above.

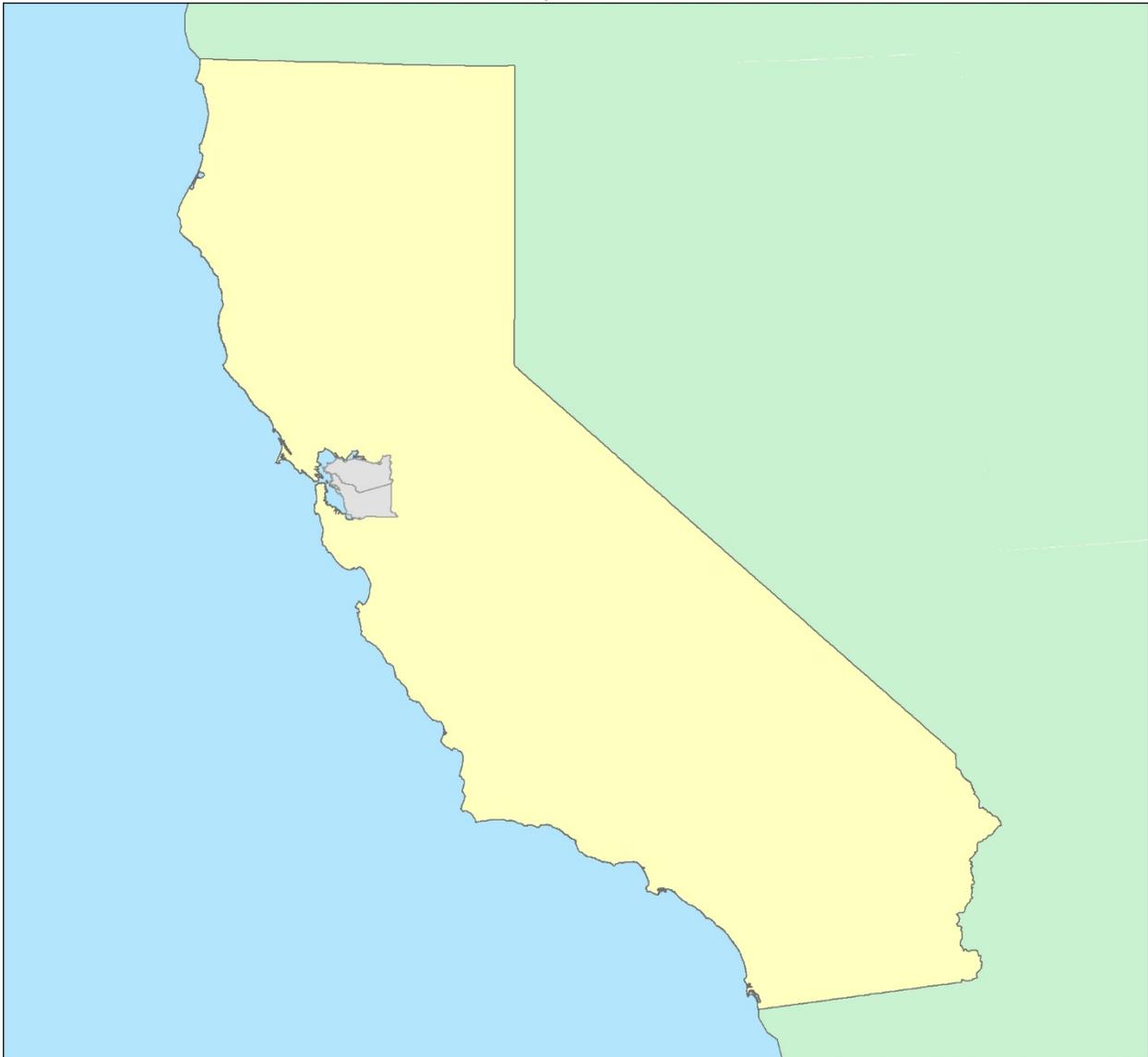
One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as “career services”, they have historically provided and One-Stops will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need it.

Further detail on One-Stop design and the operation of the AJCC is provided in the body of the State Plan.

# Regional Planning Unit Summary: East Bay

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Employment Development Department, Labor Market Information Division  
Revised September 1, 2016



Alameda and Contra Costa Counties

## Regional Planning Unit: East Bay

Local Workforce Development Areas: Alameda County, Contra Costa County, Oakland City, and Richmond City

Counties: Alameda and Contra Costa

### Labor Market Profile

	May 2016	May 2015	Change	Percent
Labor Market	1,372,800	1,376,300	-3,500	-0.3%
Employed	1,319,600	1,311,300	8,300	0.6%
Unemployed	53,200	65,100	-11,900	-18.3%
Unemployment Rate	3.9%	4.7%	-0.9%	-

Source: Employment Development Department, Labor Market Information Division.

Data Note: Numbers may not add due to rounding.

### Unemployment Insurance Claims

Unemployment Insurance Claims data is available by county [here](#).

Source: Employment Development Department, Unemployment Insurance Division.

### Commute Patterns

Living and Employed in the Area	Inflow	Outflow
606,447	370,507	487,299

Source: U.S. Census Bureau, OnTheMap Application and LEHD Origin-Destination Employment Statistics (Beginning of Quarter Employment, 2nd Quarter of 2002-2014).

### Regional Economic Growth

Major Industry Sector	May 2016 (preliminary)	May 2012	Change	Percent	Location Quotient
Total All Industries	1,121,900	1,008,500	113,400	11.2%	-
Total Farm	1,300	1,600	-300	-18.8%	0.0
Total Nonfarm	1,120,600	1,006,900	113,700	11.3%	1.0
Mining and Logging	800	900	-100	-11.1%	0.5
Construction	66,700	50,900	15,800	31.0%	1.3
Manufacturing	87,000	80,000	7,000	8.8%	1.0
Trade, Transportation and Utilities	201,700	178,700	23,000	12.9%	1.0
Information	22,900	22,200	700	3.2%	0.7
Financial Activities	49,900	48,800	1,100	2.3%	0.9
Professional and Business Services	183,300	165,000	18,300	11.1%	1.1
Educational and Health Services	185,600	164,800	20,800	12.6%	1.1
Leisure and Hospitality	111,300	92,900	18,400	19.8%	0.9
Other Services	38,800	36,700	2,100	5.7%	1.1
Government	172,600	166,000	6,600	4.0%	1.0

Source: Employment Development Department, Labor Market Information Division.

Data Note: Numbers may not add due to suppression. Location quotients (LQs) are ratios that allow a Regional Planning Unit (RPU)'s distribution of employment for an industry to be compared to California's distribution of employment for the same industry. Specifically, LQs are calculated by first dividing RPU industry employment by the all industry total of RPU employment. Second, California industry employment is divided by the all industry total for California. Finally, the RPU ratio (first calculation) is divided by the California ratio (second calculation). If an LQ is equal to 1, then the industry has the same share of RPU employment as it does in California. An LQ greater than 1 indicates an industry with a greater share of RPU employment than is the case statewide.

Demand Industry Sectors

<b>Top Demand Industry Sub Sector</b>	<b>Total Projected Job Openings 2012-2022</b>	<b>Location Quotient</b>
Restaurants and Other Eating Places	36,028	0.9
Elementary and Secondary Schools	19,045	1.0
General Medical and Surgical Hospitals	15,458	1.0
Individual and Family Services	14,446	1.0
Management, Scientific, and Technical Consulting Services	12,008	1.1
Computer Systems Design and Related Services	11,991	1.5
Grocery Stores	9,194	1.1
Management of Companies and Enterprises	9,099	1.9
Outpatient Care Centers	9,000	2.2
Colleges, Universities, and Professional Schools	8,606	1.1

Source: Employment Development Department, Labor Market Information Division.

Data Note: Total projected job openings are the sum of new and replacement job openings.

Emergent Industry Sectors

<b>Top Emergent Industry Sub Sector</b>	<b>Numeric Change 2012-2022</b>	<b>Percent Change</b>	<b>Location Quotient</b>
Utility System Construction	1,860	80.9%	0.8
Other Financial Investment Activities	1,310	67.5%	0.7
Other Information Services	840	66.7%	0.4
Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	1,600	65.3%	1.8
Management, Scientific, and Technical Consulting Services	8,980	62.8%	1.1
Other General Merchandise Stores	4,600	62.7%	0.9
Wired Telecommunications Carriers	1,200	59.4%	1.7
Grantmaking and Giving Services	630	56.8%	0.7
Other Schools and Instruction	2,850	55.3%	1.4
Software Publishers	1,500	52.1%	1.0

Source: Employment Development Department, Labor Market Information Division.

Data Note: Emergent industry sectors are industries with the highest levels of growth as measured by percent change.

Top 25 Middle-Skill, Middle-Wage or Higher Occupations

<b>Top 25 Middle-Skill, Middle-Wage or Higher Occupations</b>	<b>Total Projected Job Openings 2012-2022</b>	<b>HWOL Job Ads</b>	<b>Median Annual Wage 2016 1st Quarter</b>
Registered Nurses	8,571	4,147	\$130,271
Heavy and Tractor-Trailer Truck Drivers	2,324	2,212	\$46,012
Licensed Practical and Licensed Vocational Nurses	1,923	862	\$59,751
Computer User Support Specialists	1,673	1,426	\$62,307
Medical Assistants	1,537	576	\$44,548
Dental Assistants	1,040	843	\$39,614
Web Developers	746	1,607	\$76,438
First-Line Supervisors of Production and Operating Workers	676	912	\$61,863
Dental Hygienists	670	153	\$105,798
Library Technicians	668	8	\$44,258
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	640	262	\$58,139
Medical and Clinical Laboratory Technicians	568	83	\$53,052
Firefighters	499	3	\$90,852
Paralegals and Legal Assistants	493	367	\$59,376
Medical Records and Health Information Technicians	478	233	\$54,859
Respiratory Therapists	455	83	\$90,096
Electrical and Electronics Engineering Technicians	410	231	\$77,304
Radiologic Technologists	373	136	\$96,837
Computer Network Support Specialists	332	22	\$78,841
Telecommunications Equipment Installers and Repairers, Except Line Installers	302	258	\$66,527
Environmental Science and Protection Technicians, Including Health	299	196	\$50,182
Chemical Technicians	295	107	\$50,471
Phlebotomists	248	65	\$42,673
Surgical Technologists	239	130	\$71,083
Diagnostic Medical Sonographers	225	73	\$118,860

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLine™ (HWOL) Data Series, 120-day period ending June 21, 2016.

Data Note: Middle-skill occupations typically require more than a high school diploma but less than a Bachelor's degree. Middle-wage occupations make at least 80 percent of the area's median annual wage (\$48,154).

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	163,085	6.2%
5 to 9 Years	170,215	6.5%
10 to 14 Years	166,607	6.3%
15 to 17 Years	102,363	3.9%
18 and 19 Years	67,640	2.6%
20 Years	34,131	1.3%
21 Years	35,394	1.3%
22 to 24 Years	105,024	4.0%
25 to 29 Years	184,438	7.0%
30 to 34 Years	190,290	7.2%
35 to 39 Years	188,435	7.1%
40 to 44 Years	192,690	7.3%
45 to 49 Years	194,618	7.4%
50 to 54 Years	194,608	7.4%
55 to 59 Years	172,385	6.5%
60 and 61 Years	62,522	2.4%
62 to 64 Years	87,485	3.3%
65 and 66 Years	50,297	1.9%
67 to 69 Years	58,460	2.2%
70 to 74 Years	75,944	2.9%
75 to 79 Years	54,053	2.1%
80 to 84 Years	42,327	1.6%
85 Years and Older	47,529	1.8%
<b>Total</b>	<b>2,640,540</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Gender	Population
Male	1,291,139
Female	1,349,401
<b>Total</b>	<b>2,640,540</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Median Household Income by County	Median Household Income
Alameda	\$73,775
Contra Costa	\$79,799

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Poverty Status	Population	Percentage
Income in the Past 12 Months Below Poverty Level	311,362	12.0%
Income in the Past 12 at or Above Poverty Level	2,291,779	88.0%
<b>Total</b>	<b>2,603,141</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Race	Population	Percentage
<b>Hispanic or Latino</b>	<b>620,359</b>	<b>100.0%</b>
White Alone	355,511	57.3%
Black or African American Alone	8,695	1.4%
American Indian and Alaska Native Alone	7,107	1.1%
Asian Alone	4,383	0.7%
Native Hawaiian and Other Pacific Islander Alone	745	0.1%
Some Other Race Alone	196,354	31.7%
Two or More Races	47,564	7.7%
<b>Non-Hispanic or Latino</b>	<b>2,020,181</b>	<b>100.0%</b>
White Alone	1,022,890	50.6%
Black or African American Alone	273,125	13.5%
American Indian and Alaska Native Alone	7,690	0.4%
Asian Alone	581,059	28.8%
Native Hawaiian and Other Pacific Islander Alone	17,311	0.9%
Some Other Race Alone	7,538	0.4%
Two or More Races	110,568	5.5%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Native and Foreign Born	Population	Percentage
Native	1,901,842	72.0%
Foreign Born	738,698	28.0%
<b>Total</b>	<b>2,640,540</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

English Learners	Population	Percentage
Speaks English Less Than "Very Well"	412,579	16.7%
Speaks English "Very Well"	561,435	22.7%
Speaks Only English	1,503,441	60.7%
<b>Total</b>	<b>2,477,455</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Veteran Status	Population	Percentage
Male Veterans	109,633	93.1%
Female Veterans	8,119	6.9%
<b>Total</b>	<b>117,752</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Disability Status	Population	Percentage
With Any Disability	255,091	9.7%
No Disability	2,367,403	90.3%
<b>Total</b>	<b>2,622,494</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Labor Force Participation	Population	Percentage
Employed or in Armed Forces	1,252,079	59.4%
Unemployed	133,818	6.4%
Not in labor force	721,450	34.2%
<b>Total</b>	<b>2,107,347</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,617,650
Households with Cash Public Assistance or Food Stamps	72,911
Population 18 and Over with Less Than a 9 <sup>th</sup> Grade Level Education	123,426
Single Parent Households	163,046
Speak English Less Than "Very Well"	412,579
Youth Ages 10 to 24	511,159

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	57,813	5.9%	65,613	6.2%
9th to 12th grade, no diploma	67,222	6.8%	61,244	5.8%
High school graduate (includes equivalency)	202,126	20.6%	200,405	19.0%
Some college, no degree	226,483	23.0%	247,244	23.4%
Associate's degree	61,674	6.3%	81,145	7.7%
Bachelor's degree	220,838	22.5%	254,296	24.1%
Graduate or professional degree	147,334	15.0%	144,833	13.7%
<b>Total</b>	<b>983,490</b>	<b>100.0%</b>	<b>1,054,780</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	114,834	32.9%	32,299	4.1%
High school graduate (includes equivalency)	91,709	26.3%	132,269	16.9%
Some college or associate's degree	86,661	24.8%	227,322	29.1%
Bachelor's degree or higher	55,969	16.0%	389,969	49.9%
<b>Total</b>	<b>349,173</b>	<b>100.0%</b>	<b>781,859</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

<b>Educational Attainment by Race, 25 Years and Over</b>	<b>White Alone</b>	<b>Percent of White Alone, Total</b>	<b>Black or African American Alone</b>	<b>Percent of Black or African American Alone, Total</b>	<b>American Indian and Alaska Native Alone</b>	<b>Percent of American Indian and Alaska Native Alone, Total</b>	<b>Asian Alone</b>	<b>Percent of Asian Alone, Total</b>	<b>Native Hawaiian and Other Pacific Islander Alone</b>	<b>Percent of Native Hawaiian and Other Pacific Islander Alone, Total</b>	<b>Some Other Race Alone</b>	<b>Percent of Some Other Race Alone, Total</b>	<b>Two or More Races</b>	<b>Percent of Two or more races, Total</b>
Less than high school diploma	100,375	10.2%	18,217	9.8%	2,108	20.0%	50,532	12.2%	1,735	14.7%	42,156	35.8%	6,993	10.3%
High school graduate (includes equivalency)	183,341	18.6%	44,990	24.1%	2,779	26.4%	57,039	13.8%	4,136	35.1%	34,724	29.5%	12,706	18.7%
Some college or associate's degree	278,017	28.1%	78,395	42.0%	3,342	31.8%	82,736	20.0%	4,148	35.2%	26,871	22.8%	23,710	34.9%
Bachelor's degree or higher	426,530	43.2%	44,957	24.1%	2,287	21.7%	223,041	54.0%	1,750	14.9%	13,854	11.8%	24,612	36.2%
<b>Total</b>	<b>988,263</b>	<b>100.0%</b>	<b>186,559</b>	<b>100.0%</b>	<b>10,516</b>	<b>100.0%</b>	<b>413,348</b>	<b>100.0%</b>	<b>11,769</b>	<b>100.0%</b>	<b>117,605</b>	<b>100.0%</b>	<b>68,021</b>	<b>100.0%</b>

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

## Gross Domestic Product (GDP) by Metropolitan Statistical Area (MSA)

The Bureau of Economic Analysis (BEA) estimates GDP at the State and MSA level only. Where applicable, the table below displays MSA data as a substitute for county level data.

### GDP by San Francisco-Oakland-Hayward MSA (substitute for Alameda and Contra Costa Counties)

<b>Major Industry Sector</b>	<b>2014 Millions of Current Dollars</b>
Total All Industries	\$411,969
Agriculture, Forestry, Fishing, and Hunting	(D)
Mining	(D)
Utilities	(D)
Construction	\$13,414
Manufacturing	\$43,019
Wholesale Trade	\$18,853
Retail Trade	\$19,693
Transportation and Warehousing	(D)
Information	\$33,702
Finance, Insurance, Real Estate, Rental, and Leasing	\$97,533
Professional and Business Services	\$80,680
Educational Services, Health Care, and Social Assistance	\$25,929
Arts, Entertainment, Recreation, Accommodation, and Food Services	\$14,949
Other Services, Except Government	\$7,893
Government	\$37,617

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

Data Note: Industry detail is based on the 2007 North American Industry Classification System (NAICS). (D) Not shown in order to avoid the disclosure of confidential information; estimates are included in higher level totals. Per capita real GDP statistics for 2001-2014 reflect Census Bureau mid-year population estimates available as of March 2015. Last updated: September 23, 2015.

Skill Requirements for Top 25 Middle-Skill, Middle-Wage or Higher Occupations

Occupations	Skills																											
	Active Learning	Active Listening	Complex Problem Solving	Coordination	Critical Thinking	Equipment Maintenance	Installation	Instructing	Judgment and Decision Making	Learning Strategies	Management of Personnel Resources	Mathematics	Monitoring	Operation and Control	Operation Monitoring	Operations Analysis	Programming	Quality Control Analysis	Reading Comprehension	Repairing	Science	Service Orientation	Social Perceptiveness	Speaking	Systems Analysis	Time Management	Troubleshooting	Writing
Registered Nurses	•	•		•	•			•					•						•			•	•	•				
Heavy and Tractor-Trailer Truck Drivers		•	•		•	•							•	•	•				•					•			•	
Licensed Practical and Licensed Vocational Nurses		•		•	•				•				•						•				•	•	•		•	
Computer User Support Specialists	•	•		•	•			•					•						•				•	•	•			•
Medical Assistants	•	•		•	•								•						•				•	•	•			•
Dental Assistants	•	•			•			•					•						•				•	•	•			•
Web Developers	•	•	•		•			•					•			•	•		•									•
First-Line Supervisors of Production and Operating Workers		•	•	•	•						•								•				•	•			•	
Dental Hygienists	•	•	•	•	•								•						•				•	•	•			•
Library Technicians	•	•		•	•			•					•						•				•	•	•			•
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*		•		•	•	•	•						•					•	•	•							•	
Medical and Clinical Laboratory Technicians	•	•	•	•	•				•				•						•			•		•				
Firefighters*		•		•	•			•					•		•				•				•	•	•			
Paralegals and Legal Assistants	•	•		•	•								•						•				•	•	•		•	•
Medical Records and Health Information Technicians		•	•		•				•	•			•						•					•			•	•
Respiratory Therapists	•	•			•			•					•						•			•	•	•	•			
Electrical and Electronics Engineering Technicians*		•	•		•							•	•						•	•				•			•	•
Radiologic Technologists	•	•		•	•								•						•				•	•	•		•	•
Computer Network Support Specialists	•	•	•		•			•					•						•					•	•			•
Telecommunications Equipment Installers and Repairers, Except Line Installers	•	•	•		•								•		•				•	•	•						•	
Environmental Science and Protection Technicians, Including Health		•	•	•	•			•				•	•						•					•				•
Chemical Technicians		•			•			•	•				•						•	•	•			•				•
Phlebotomists	•	•		•	•			•					•						•				•	•	•			
Surgical Technologists	•	•	•	•	•			•	•				•						•				•					
Diagnostic Medical Sonographers	•	•		•	•			•					•						•					•			•	•

Source: U.S. Department of Labor’s Occupational Information Network (O\*NET) at [www.onetonline.org](http://www.onetonline.org).

\* Skills listed for the occupation represent a specialty occupation.

## Knowledge Requirements for Top 25 Middle-Skill, Middle-Wage or Higher Occupations

Occupations	Knowledge																												
	Administration and Management	Biology	Building and Construction	Chemistry	Clerical	Communications and Media	Computers and Electronics	Customer and Personal Service	Design	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Geography	Law and Government	Mathematics	Mechanical	Medicine and Dentistry	Personnel and Human Resources	Philosophy and Theology	Physics	Production and Processing	Psychology	Public Safety and Security	Sales and Marketing	Sociology and Anthropology	Telecommunications	Therapy and Counseling	Transportation
Registered Nurses		•			•			•			•	•				•		•					•			•			•
Heavy and Tractor-Trailer Truck Drivers	•									•		•	•	•	•	•	•							•					•
Licensed Practical and Licensed Vocational Nurses				•	•			•			•	•				•		•		•			•						•
Computer User Support Specialists	•				•	•	•	•			•	•	•			•											•		
Medical Assistants	•				•		•	•			•	•	•					•					•	•					•
Dental Assistants				•	•		•	•			•	•	•					•				•	•						•
Web Developers	•				•	•	•	•	•		•	•	•			•									•				
First-Line Supervisors of Production and Operating Workers	•				•		•		•		•	•				•	•		•			•							
Dental Hygienists		•		•	•		•	•			•	•	•					•					•			•			
Library Technicians	•				•	•	•	•		•	•	•			•	•													
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*			•	•			•	•	•		•	•				•	•				•								
Medical and Clinical Laboratory Technicians		•		•	•		•	•				•				•		•				•		•					
Firefighters*	•		•	•			•			•	•	•			•	•					•			•					
Paralegals and Legal Assistants	•				•	•	•	•			•	•	•		•	•							•						
Medical Records and Health Information Technicians	•				•	•	•	•			•	•	•		•	•								•					
Respiratory Therapists		•		•			•	•			•	•	•			•		•					•						•
Electrical and Electronics Engineering Technicians*							•	•	•		•	•	•			•	•					•	•						
Radiologic Technologists		•			•		•	•			•	•	•			•		•				•		•					
Computer Network Support Specialists	•				•	•	•	•	•		•	•	•														•		
Telecommunications Equipment Installers and Repairers, Except Line Installers					•		•	•			•	•	•			•	•							•			•		
Environmental Science and Protection Technicians, Including Health		•		•	•		•	•				•	•			•						•			•				
Chemical Technicians				•			•				•	•	•			•	•					•	•		•				
Phlebotomists				•	•		•	•			•	•	•					•		•			•	•					
Surgical Technologists		•		•			•	•			•	•	•					•					•	•					•
Diagnostic Medical Sonographers		•		•			•	•			•	•	•			•		•				•	•						

Source: U.S. Department of Labor's Occupational Information Network (O\*NET) at [www.onetonline.org](http://www.onetonline.org).

\* Knowledge listed for the occupation represent a specialty occupation.

## Regional and Local Plan Guide

This guide provides the format and outline in order to develop your *Workforce Innovation and Opportunity Act (WIOA) Program Year 2017-20* regional and local plan narratives:

1. Cover Page
2. Regional Planning Units (RPU) Regional Plan
  - A. Provide a List of Regional Partners Who Are Party to the Plan
    - i. Describe the geographic boundaries of the Regional Planning Unit and any plans to petition for a regional planning partner modification.
    - ii. List the regional partners who are party to the plan and describe their role in developing and implementing the regional plan.
  - B. Regional Economic and Background Analysis
    - i. Provide a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations, and employment needs of employers in existing and emerging in-demand industry sectors and occupations. A local area may use an existing analysis, which is a timely current description of the regional economy, to meet the foregoing requirements.
    - ii. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.
    - iii. Provide an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.
    - iv. Provide an analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers. A significant share of the California population is foreign born, including several million individuals in the workforce who are limited English proficient. The following counties have a workforce that is at least 15 percent limited English proficient: Imperial,

Monterey, San Benito, Los Angeles, Tulare, Merced, Santa Clara, Madera, Fresno, Orange, San Joaquin, San Mateo, Santa Barbara, Kern, Kings, Alameda, San Francisco, Napa, Stanislaus, San Bernardino, Ventura, Riverside, San Diego, Yolo, Sutter, Contra Costa, and Sacramento. RPUs containing one or more of these counties must assess and specify in their regional plans how they will address the needs of and provide services to those who are limited English proficient. These RPUs are required to provide an assessment of the need to provide services to and how services will be provided to limited English proficient individuals.

#### C. Required Content on Regional Sector Pathways

- i. A description of the way planning partners, including local economic development agencies, assessed regional industry workforce needs, including a description of the data sources utilized, the industry leaders engaged, and the manner in which industry engagement took place, including a summary of any relevant convening activities, the dates partners met, who attended, and what was decided.
- ii. An analysis of the manner in which regional partners, including industry leaders, have determined, or will determine whether existing training and education programs in the region were/are meeting industry's workforce needs. This analysis should provide a description of any areas of identified training and education deficiency and what planning partners have committed to do to resolve relevant deficiencies.
- iii. A description of any existing career pathway programs in the region that have been identified as meeting leading and emergent industry sector needs. This description should specifically articulate the manner in which industry participated in the identification of relevant pathways.
- iv. A description of the work being done by industry, workforce boards, economic development agencies, and relevant faculty partners to recommend and implement any necessary adjustments to further develop career pathway programs that meet regional industry needs.

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

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

- ii. Identify the current industry-valued and recognized postsecondary credentials being emphasized in the regional plan and the process that will be used to ensure their relevance in subsequent years as labor markets change.
- iii. Identify the manner in which regional partners, including industry leaders determined that the relevant credentials are actually industry valued.
- iv. Identify the relevant training and education providers providing the credentials.
- v. Identify how the regional planning partners will establish regional goals for, and track attainment of, industry recognized credentials produced in each region, including each Local Board's contribution, and the total contribution of industry recognized credentials produced by the partners collectively in the RPU.

E. Required Content on Accessibility and Inclusivity

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

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

#### F. Required Content on Job Quality Considerations

- i. Provide a description of the projected earnings of those employed in occupations directly related to the regional sector pathway programs emphasized in the regional plan.
- ii. Provide a comparison of the foregoing wage levels to the median wage in the relevant RPU.
- 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.
- iv. Provide a description of the process Local Boards will take to implement incumbent worker training strategies to ensure progression along career pathways.

G. Required Content on Regional Assessment

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

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

- i. For any federal RPU A-H requirements not already met using regional plan content related to State Plan requirements, provide a description of how the relevant federal requirements are being met.

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

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

3. Local Plans for All the Local Areas in the RPU; each local plan will contain the following:

A. Provide a cohesive statement pertaining to the vision, goals, and strategy of the Local Board and its partners, including the following:

- i. A description of the Local Board's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on WIOA performance indicators described in *20 Code of Federal Regulations* Notice of Proposed Rulemaking 677.155(a)(1). Vision, goals, and strategy must be linked to the analytical background information.
- ii. Taking into account analyses described above, provide a strategy to work with the entities that carry out the core programs and other required partners to align resources available to the local area, to achieve the strategic vision of the local plan.

- B. Required detail on local program alignment to implement State Plan policy strategies.
- i. Provide a description of the workforce development system in the local area that identifies programs included in the system.
  - ii. Identify how the Local Board will support the seven policies identified in the State Plan and will work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the *Carl D. Perkins Career and Technical Education Act of 2006* (20 U.S.C. 2301 *et seq.*) to support service alignment and implement the policy strategies emphasized in the State Plan (the seven strategies are sector strategies, career pathways, organizing regionally, earn and learn, supportive services, building cross system data capacity, integrating services and braiding resources).
- C. Required detail on specified services and service delivery strategies
- i. Provide a description of the ways the Local Board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Target populations include those listed in WIOA Section 24(a)-(M).
  - ii. Provide a description of the way the Local Board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.
  - iii. Provide a description of the way the Local Board will improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate or certification, portable, and stackable.
  - iv. Provide a description of the way Local Boards and their partners will facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
  - v. Provide a description of the way Local Boards and their partners will support a local workforce development system that meets the needs of businesses in the local area.
  - vi. Provide a description of the way Local Boards and their partners will better coordinate workforce development programs and economic development.

- vii. Provide a description of the way Local Boards and their partners will strengthen linkages between the one-stop delivery system and unemployment insurance programs.

The foregoing may provide a description of the way Local Boards and their partners will implement of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives should support the strategy the Local Board will use to work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

- D. Required Information Pertaining to America's Job Centers of California<sup>SM</sup> (AJCC), including the following State Plan requirements for local plans:
  - i. Provide a description of the way the Local Board will ensure the continuous improvement of eligible providers of services through the system and that such providers will meet the employment needs of local employers, workers, and jobseekers.
  - ii. Provide a description of the way the Local Board will facilitate access to services provided through the AJCC delivery system, including in remote areas, through the use of technology and other means
  - iii. Provide a description of the way entities within the AJCC delivery system, including AJCC operators and the AJCC partners, will comply with WIOA Section 188, if applicable, and applicable provisions of the *Americans with Disabilities Act of 1990* (42 U.S.C. 12101 *et seq.*) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities
  - iv. Provide a description of the roles and resource contributions of the AJCC partners.
  - v. Include an appendix in each local plan of copies of executed MOUs and cooperative agreements that are in process and copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local AJCC system. This includes cooperative agreements (as defined in WIOA Section 107(d)(11)) between the Local Board or other local entities described in

WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under Title I of such Act (29 U.S.C. 720 et seq.) (other than Section 112 or part C of that Title (29 U.S.C. 732, 741) and subject to Section 121(f)) in accordance with Section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

- vi. Provide detail specifying how Local Boards will work with WIOA Section 166 grantees to include in their local plans their strategies to provide Indian and Native Americans equal access to AJCC services.
- vii. Provide detail specifying how Local Boards will work with WIOA Section 167 grantees to include in their local plans their strategies to provide eligible Migrant Seasonal Farmworkers equal access to AJCC services.
- viii. Provide detail specifying how AJCCs will serve as an on-ramp for the regional Sector pathways emphasized in the corresponding regional plan.

E. Required Information Pertaining to Specific Programs, Populations, and Partners

- i. Describe how the Local Board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the Local Board will promote entrepreneurial skills training and microenterprise services.
- ii. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.
- iii. Provide a description of how the Local Board will coordinate rapid response activities carried out in the local area.
- iv. Provide a description and assessment of the type and availability of youth workforce development activities in the local area including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities.
- v. Describe how the Local Board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce development activities to coordinate strategies, enhance services, and avoid duplication of services.

- vi. Describe how the Local Board will coordinate WIOA Title I workforce development activities with the provision of transportation and other appropriate supportive services in the local area.
- vii. Provide any plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C. 49 et seq.) services and other services provided through the One Stop delivery system.
- viii. Describe how the Local Board will coordinate WIOA Title I activities with adult education and literacy activities under WIOA Title II. This description must include how the Local Board will carry out the review of local applications submitted under Title II consistent with WIOA Sections 107(d)(11)(A) and (B)(i) and WIOA Section 232. This description must also specify how the Local Board will carry out the review of Title II grant applications to determine whether such applications are consistent with the local plan, and how Local Boards will make recommendations to the eligible agency to promote alignment with the local plan, as described in WIOA Sections 107(d)(11)(A) and (B)(i) and Section 232.
- ix. Local plans affecting services in the counties listed below must provide a description of the services that will be provided to limited English proficient individuals. These services should be specifically detailed in any sections of the local plan that deal with the provision of services to individuals with basic skills challenges. Local plans must specify how basic skills programs in the local area will serve individuals from these communities. Counties that trigger this requirement include Imperial, Monterey, San Benito, Los Angeles, Tulare, Merced, Santa Clara, Madera, Fresno, Orange, San Joaquin, San Mateo, Santa Barbara, Kern, Kings, Alameda, San Francisco, Napa, Stanislaus, San Bernardino, Ventura, Riverside, San Diego, Yolo, Sutter, Contra Costa, and Sacramento.

F. Relevant Information Pertaining To Grants and Grant Administration

- i. Identify the entity responsible for the disbursement of grant funds described in WIOA Section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under WIOA Section 107(d)(12)(B)(i).
- ii. Describe the competitive process that will be used to award the sub-grants and contracts for WIOA Title I activities.

G. Relevant information pertaining to performance goals

- i. The Local Plan should describe the levels of performance negotiated with the Governor and chief elected official consistent with WIOA Section 116(c), to be used to measure the performance of the local area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I subtitle B, and the AJCC delivery system in the local area.

H. Relevant information pertaining to federal High Performance Board (HPB) efforts

- i. identify how the Local Board will comply with state-issued AJCC policies specified in the following policy directives:
  - [WSD15-14](#) - WIOA Adult Program Priority of Service
  - [WSD15-12](#) - WIOA Memorandums of Understanding Phase I
  - [WSD16-09](#) - WIOA Phase II Memorandums of Understanding

I. Relevant information on training activities

- The local plan should describe how training services outlined in WIOA Section 134 will be provided through the use of individual training accounts. If contracts for training services will be used, the local plan must include how the use of such contracts will be coordinated with the use of individual training accounts, and how the Local Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

J. Public transparency, accessibility and inclusivity information

- The Local plan should describe the process used by the Local Board, consistent with WIOA 108(d), to provide a 30-day public comment period prior to submission of the plan. Information should specify how Local Boards complied with physical and programmatic accessibility requirement for individuals with disabilities. This section should describe local outreach efforts made to include stakeholders and CBOs representing the individuals from target populations characteristic of 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 note how and which groups (by name) were contacted and invited to participate in both planning efforts and the public comment process.

K. Relevant information pertaining to common intake and case management efforts

- Describe how Local Boards currently handle intake and case management and whether their existing approach allows for the tracking of co-enrolled individuals across WIOA core programs and other programs party to the State Plan.

L. Other miscellaneous information requirements

- i. Specify how Title II program applicants will be given access to local plans for purposes of reviewing the local plan and developing Title II applications for funding.
- ii. Describe how the Local Board will meet the priority of service requirements in WIOA Section 134(c)(3)(E).
- iii. Identify the portions of the local plan that are being handled in the narrative content of the regional plan.

M. Local Board Assurances

N. Provide A List of Comprehensive One-Stops and AJCC Partners in the Local Area

O. Attach AJCC Memorandums of Understanding (MOU)

P. Provide the Local Area Grant Recipient Listing Using the Form Provided

Q. Provide A Copy of Local Board Bylaws

R. Provide Program Administration Designee and Plan Signatures

S. Provide a Summary of Public comments received that disagree with the regional and local plan.

## OWDB Vision & Mission Statements

The vision of the Oakland Workforce Investment Board (OWIB) as identified in OWIB's Strategic Plan 2012-2014 is to:

*“Establish and direct a results-oriented workforce development and business services system that:*

- *Provides job seekers with the education and training needed to achieve self-sufficiency;*
- *Merges public and private sector resources and expertise to create an integrated workforce development and business services system capable of sustaining itself through fee generation;*
- *Creates job opportunities for youth and adults and advancement opportunities for the underemployed through comprehensive business development, retention, and expansion.”*

OWIB's mission is to:

*“Oversee the federally-funded employment and training programs and services in Oakland in order to provide services to help job seekers gain employment and connect businesses with a qualified workforce.”*

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As a part of the Oakland Workforce Development Board (OWDB) local planning process for the 2017-2020 period, it is suggested that the OWDB update its vision and mission statements. Below are proposed new vision and mission statements for consideration and discussion among OWDB members:

### **Proposed OWDB Vision Statement**

*The City of Oakland will enjoy a vibrant, innovative, and globally competitive economy that creates abundant opportunities for broadly shared and sustainable prosperity.*

### **Proposed OWDB Mission Statement**

*The Oakland Workforce Development Board mobilizes leaders from business, economic development, education, labor, community-based organizations, and public agencies to align efforts and investments that promote a vibrant business climate offering high-quality opportunities for its residents to develop and enhance skills that enable them realize greater income mobility.*

## 2017-2020 OWDB GOALS & STRATEGIES

1. Business Services Goal: Align and mobilize a distributed network of business service providers within the City of Oakland to deploy resources that support a robust local economy and business climate offering an abundance of high quality jobs.
  - a. Work with public, private, and nonprofit business and economic development entities to facilitate and expedite access to a diverse and highly skilled local talent pool.
  - b. Coordinate outreach, marketing and communications strategies among business service providers to minimize duplication of efforts and enhance community impact.
  - c. Organize and support sector-specific partnerships of business leaders and other champions to facilitate access to priority opportunities in the regional economy and labor market.
  - d. Explore and develop incentives systems, and tools that encourage Oakland-based businesses to hire local residents.
2. Adult Services Goal: Lead and support key citywide and regional innovations and partnerships that advance the economic well-being of Oakland's workers and residents.
  - a. Develop and/or strengthen programs, services, and initiatives that meet the workforce development needs of historically underserved populations who need more intensive and dedicated assistance with accessing jobs offering sustainable wages and upward mobility.
  - b. Assess, refine, and help implement services that address the workforce development needs of City Of Oakland residents, particularly in priority neighborhoods and communities.
  - c. Inform and support the implementation of career pathway opportunities and programs in Oakland that are being driven by adult education, community colleges, and other education/training partnerships.
3. Youth Services Goal: Work with public, private, and community-based organizations and partnerships to ensure all young people in Oakland are well-prepared for quality careers.
  - a. Coordinate efforts with major citywide and regional initiatives targeted toward the educational and career development of students and youth.
  - b. Strengthen and expand work-based learning opportunities for youth and young adults in the City Of Oakland, with particular emphasis on summer employment.
  - c. Pursue strategies to more effectively leverage funding and other resources that support organizations providing services to young people in the City Of Oakland.
4. Workforce System Goal: Position the Oakland Workforce Development Board to lead and support citywide and regional efforts that strengthen local and regional economic and workforce development networks.
  - a. Enhance the OWDB's organizational capacity to responsibly and transparently manage and invest resources that support workforce development priorities for its businesses and residents.
  - b. Link, align, and leverage public, private, and philanthropic resources and investments to strengthen the ecosystem of public, private, and community-based organizations supporting workforce development in the City Of Oakland.
  - c. Build community capacity to more effectively work together in securing and aggregating resources that support sustainable and strategic partnerships between economic development, education, and workforce development.