Orange County RPU
Workforce Innovation and Opportunity Act
4-Year Regional Planning Unit Plan
and Related Local Plan
Program Years 2017-2020

Local Workforce Development Area(s)

ORANGE COUNTY DEVELOPMENT BOARD, ANAHEIM WORKFORCE DEVELOPMENT BOARD, SANTA ANA WORKFORCE DEVELOPMENT BOARD

Regional Lead Contact Andrew Munoz, Executive Director, Orange County Development Board

Date of Submission March 15, 2017

Local area	Contact name	Phone number
ORANGE COUNTY DEVELOPMENT BOARD	ANDREW MUNOZ	714-480-6500
ANAHEIM WORKFORCE DEVELOPMENT BOARD	LUZ FLORES	714-765-4342
SANTA ANA WORKFORCE DEVELOPMENT BOARD	DEBORAH SANCHEZ	714-565-2600

2017-2020

REGIONAL PLANNING UNIT: ORANGE

LOCAL AREAS:
COUNTY OF ORANGE, CITY OF ANAHEIM, CITY OF SANTA ANA

ORANGE COUNTY DEVELOPMENT BOARD – ANAHEIM WORKFORCE DEVELOPMENT BOARD – SANTA ANA WORKFORCE DEVELOPMENT BOARD

ORANGE COUNTY REGIONAL PLAN

REGIONAL PLANNING PROCESS OVERVIEW

REGIONAL PLAN: 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 sector needs in California's fourteen WIOA Regional Planning Units (RPUs). California state law requires coordination between the K-12, Community Colleges, and WIOA systems and requires the use of sector strategies as the operational framework for the state's workforce system. These two state mandated requirements are met under the State Plan by making federally required WIOA regional plans and partnerships the primary mechanism for aligning educational and training programs with regional industry sector needs. As such, the main aim of regional plans is the development of "regional sector pathway" programs, including: the identification, utilization, and servicing of career pathway programs aligned with regional industry sector needs in each of the RPUs.

INTRODUCTION

The Workforce Innovation and Opportunity Act (WIOA) federal legislation is the first legislative reform in fifteen years for the public workforce system. Passed in congress by a wide bipartisan majority in 2014, the first year of WIOA was dedicated to the transition from the Workforce Investment Act (WIA) of 1998. The second program year of WIOA focused on implementation. As we enter into the third program year, WIOA's foundation has set the stage for more agile state and local boards that are well-positioned to meet local and regional workforce needs. As such, with significant input and collaboration with the local area boards, businesses, education, and community partners, the Orange County Region (OC Region) has come together to develop this 4-Year Strategic Regional Workforce Plan (2017-2020).

This Orange County Regional Plan (OC Regional Plan) is focused on constructing a regional training, education, and workforce architecture that aligns with the Orange County regional labor market. Individuals will access and experience this regional workforce architecture primarily through local service delivery efforts outlined in the local plan included as part of the OC Regional Plan. In this regard, this regional plan communicates the vision and strategies that were developed with inclusive feedback and input from key partners and stakeholders providing leadership, employment, education, and services in the region. This plan provides direction on strategies and activities that will strategically align workforce development in the region to facilitate regional collaboration, promote industry alignment, enhance system integration, improve business engagement, foster consistency of service delivery, increase sustainable pipelines of skilled workers, and implement best practices. This plan will build on past successes, and provide strategic plans to continue to improve job and career options for the region's workers and job seekers through an integrated, demand-driven workforce system that links diverse talent to regional business needs. The focus of these regional planning efforts has been, and will continue to be, the development of a strong, vibrant regional economy where businesses thrive and people want to live and work.

REQUIRED PLAN ELEMENTS:

The OC Regional Plan has met and exceeded the requirements set forth in the Workforce Innovation and Opportunity Act (WIOA) federal legislation, the State of California's Unified Strategic Workforce Development Plan- "Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity" (2016-2020), and the California Employment Development Department Workforce Services Directive on Regional and Local Planning Guidance (WSD16-07). The final directive (WSD16-07) issued from the state (Employment Development Department Workforce Services and the California Workforce Development Board) provides policy guidance and establishes the procedures regarding the preparation of both regional and local plans required by WIOA and includes some additional state-imposed requirements.

The OC Regional Plan has met and exceeded these state requirements as addressed in the below narrative sections of the plan as identified in bold orange text headings prior to each applicable narrative response.

WIOA Section 106(c) requires the local boards and chief elected officials in each planning region to engage in regional planning that results in "Regional Coordination" identified as eight Regional Planning Unit (RPU) requirements, commonly referred to as the A-H requirements.

The OC Regional Plan has met and exceeded these WIOA requirements as addressed in the narrative sections of the plan, as identified in italics in the blue call out boxes preceding applicable content

It should be noted that, based on State content requirements, there may be minimal repetition in the plan narrative in response to address said requirements. This fact does not in any way diminish the value of the information communicated in the plan.

In addition to meeting federal and state requirements, key features of the OC Regional Plan include:

Target Audience: While the OC Region recognizes that the 4-Year Strategic Local Workforce Plan is subject to state-level review, the OC Regional Plan has been written and is structured for a broader audience, including the full range of business, labor, education, workforce development, economic development, social services, and community-based stakeholders who support and influence the workforce system. It is also expected that the OC Regional Plan will be meaningful to the various businesses and job seekers who are the principal customers of the workforce system.

Planning, Research and Analysis: Imbedded in the design and development of these regional strategies are current labor market research and analysis of the OC Region including, but not limited to: local economic conditions, demographic data, workforce and education trends, and research on successful best practices. Evidence-based, data-driven research, and partner/stakeholder input provide the foundation for the goals and objectives that comprise this 4-year strategic regional workforce plan.

Achieving Goals and Objectives: The OC Regional Plan includes strategic goals for the four-year (2017-2020) period that the plan is in effect. This plan is intended to be a dynamic/living document that may be revisited and refined as regional needs, priorities, and strategies shift. As prescribed in the state directive, at the end of the first 2-year period of the 4-year local plan, the local boards within the planning region will review the regional plan and revise as needed to reflect changes in regional needs, such as: changes in labor market and economic conditions. This plan will provide a framework to define roles, outline commitments to action, identify resource allocations across systems, and establish strategies and activities to be locally competent, regionally responsive, and globally competitive. Specific activities to reach regional goals are to be defined in the OC Local Plan.

Local Plan: The OC Local Plan is informed by the overarching regional plan. The regional plan informs and guides how services are delivered at a local level, as described in the local plan, in a way that feeds into the architecture created by the regional plan. The OC Local Plan will specify strategic activities related to regional goals and overarching regional strategy as defined in the regional plan. WIOA section 106 notes that local plan is considered as part of the regional plan and is therefore to be included and submitted with the designated Regional Planning Unit (RPU) regional plan to the state for approval. It should be noted that some local plan content requirements may be addressed in the comprehensive OC Regional Plan and as such, narrative in response may simply indicate and reference the way local services and operations are integrated into broader RPU regional efforts in these areas as developed in consultation with required planning partners. A summary of portions of the local plan that are being addressed in the narrative content of the regional plan are identified in local plan-section 3Liii accordingly.

Regional Planning Process

WIOA Regional Plan Requirement (A): Regional planning process shall result in the preparation of a regional plan.

The planning and preparation of the OC Regional Plan includes five phases. It is important to note that throughout all of the phases there is on-going leadership, stakeholder and partner meetings in addition to focused workgroups to accomplish the development of the regional plan. Monthly meetings in addition to focused task workgroups contributed to the development of the regional plan. The OC Regional Plan includes plans for on-going technical assistance and leadership meetings throughout the duration of the strategic efforts to facilitate seamless coordination, implementation, and sustainability of regional strategies identified herein.

The OC Regional Plan incorporates regional goals and strategies of regional workforce systems, business, education, and community based organizations who have all have been decidedly involved in the development of the plan. All goals and strategies are designed to align regionally across systems and include support and implementation of policy objectives and goals outlined in the State Plan to support three of the seven policy strategies emphasized in the State Plan: Sector Strategies, Career Pathways, and Regional Partnerships in order to:

❖ **Foster demand-driven skills attainment**: through the alignment of workforce and education programs 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.

❖ **Enable upward mobility for all Californians, including populations with barriers to employment**: by ensuring that workforce and education programs are accessible for all Californians to 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.

❖ **Increase middle-skill industry-valued and recognized post-secondary credentials**: The goal of the State Plan is to produce a million "middle-skill" industry-valued and recognized post-secondary credentials between 2017 and 2027. The OC Regional Plan's goals include strategies to support this state goal and facilitate the increase of middle-skill industry-valued and recognized post-secondary credentials and the desired movement of individuals into either the labor market or longer term education programs aligned with the state's workforce needs.

❖ **Align, coordinate, and integrate programs and services**: by leveraging and braiding workforce and education programs in an effort to economize limited resources needed to achieve the scale and impact needed, while also providing the right services to customers, based on each customer's particular and potentially unique needs, including any needs for skills-development.

Phase 1– Strategic Planning

Regional planning and organizing efforts involve industry sector leaders, organized labor, community colleges, K-12 programs, Adult Schools, Adult Education Block Grant (AEBG) Consortia, regionally organized Local Boards in designated RPU, Community Based Organizations (CBOs), business associations, and regional economic development agencies. As such, OC Region strategic planning included recruitment and engagement of all key core partners and stakeholders as aforementioned, with the additional inclusion of Social Services Administration TANF, Employment Development Department, and Department of Rehabilitation leaders. Efforts in this phase included quarterly meetings in 2015 and thereafter monthly meetings in 2016 with a focus on:

- Identification and engagement of key partners and stakeholders
- Establishment of the OC Regional Leadership Council
- Regional coordination and system alignment discussions

Phase 2 - Data Collection and Analysis

A regional analysis involved the collection and analysis of regional labor market data, assessment of regional industry workforce needs, evaluation of current and projected regional workforce, labor market trends, educational and skill levels of

the workforce, and catalog of resources and services in the region. Efforts in this phase included collaboration and coordination with all partners and stakeholders to yield:

- Regional economic and labor market analysis
- Collection and analysis of regional labor market information and economic data/trends
- Identification of resources and services from OC Regional Leadership Council and key partners/stakeholders
- Analysis of gaps and opportunities for regional alignment

Phase 3 – Development of Regional Goals and Strategies

To reduce duplication of effort, regional organizing and planning efforts undertaken under WIOA are expected to be informed by, aligned with, and built upon other relevant regional planning efforts undertaken by planning partners. As such, a thorough evaluation, analysis, and discussion with key partner and stakeholders contributed to the development process of identifying OC Region's regional goals and strategies. A crosswalk incorporating partner and stakeholder individual regional goals and strategies resulted in the establishment and refinement of regional goals designed to align regionally across systems. Efforts in this phase resulted in:

- Evaluation of partner/stakeholder regional goals and strategies
- Analysis of the gaps, strengths, and weaknesses of regional workforce development activities
- Candid discussions around regional service strategies, sector initiatives, transportation and supportive services, available resources, and braiding of resources/funding
- Establishment of regional goals and strategies to coordinate and align with partners/stakeholders and state policies/goals in a comprehensive OC Regional Plan

Phase 4 – Public Comment and Final Plan Approval

Important to the process of establishing a viable and sustainable regional plan is the vetting of the public that would be the beneficiaries of these regional goals and strategies. As such, the OC Regional Plan shall incorporate a public comment period, as required by the state, and include and feedback as appropriate in the final edition of the plan. Efforts in this phase included:

- Solicitation of public comment as required by each of the local boards in the region and directed by the state
- Public comments incorporated into the regional plan, as applicable, or listed as an addendum, as required
- Final review and approval of each local board, and corresponding chief elected officials in the region as applicable

Phase 5 – Strategic Implementation

The final approval of the OC Regional Plan is not the end of the road. The journey begins with the strategic implementation of the regional plan. The OC Region is confident that this regional planning process has resulted in a strategic regional plan that will meet the needs of business and workers and drive regional system solutions with partner/stakeholder commitment, communication, and innovation. Efforts in this phase will include activities around overarching regional goals for the OC Region that align with key overarching state goals and policy objectives, details defined in later narrative:

- Workforce Development – Increasing efficiencies/innovations to align, coordinate, and integrate programs/services
- Education and Training – Increasing the number of Red Zone focused projects to foster demand-driven skills attainment in the neediest parts of the OC Region
- Economic Development – Leveraging and building on the region's competitive advantages to enable upward mobility for all Californians in the interest of long-term economic self-sufficiency and economic security of individuals and the region
- High Value Sectors – Impacting high value sector stability and growth through targeted investment in industry sectors with a significant presence in the OC Region, is in demand by businesses, and pays or leads to high wages for jobseekers.

Partners, Champions, and Commitments to Action

Together the OC Region Partners through participation in the planning, development, and hereafter implementation process of the OC Regional Plan, make a commitment to grow and strengthen the workforce and economy of the Orange County Region. Regional prosperity requires a broad-based, collaborative approach that responds to regional industry needs, mobilizes the region's assets, addresses identified gaps, and ultimately accelerates workforce and economic growth for the region. Through these identified set of shared regional goals and strategies, partners and champions of the OC Region commit to integrate efforts, play complementary roles, and leverage resources in collaboration for the good of the region.

The local boards in the OC Region will continue to be a constant driving force of the public workforce system. All stakeholder partners are also naturally involved in workforce development in the region and the following Regional Plan for the OC Region has been developed with the input of each. Each partner has contributed expertise, staffing, and leverage as relevant to the development of this comprehensive Regional Plan. Likewise, implementation of said plan will also require the continual collaboration and coordination of each partner in the region. This regional plan will provide a framework to define regional needs, outline commitments to action, identify resource allocations across systems, and establish a foundation to seed lasting sustainability of coordinated workforce and economic development efforts in the OC Region. Mutual accountability is codified through this written regional plan among key stakeholders and partners. Ongoing evaluation of the regional needs shall be addressed with updates as appropriate and necessary between mandated formal reviews of the plan. As prescribed in the state directive, at the end of the first 2-year period of the 4-year local plan, the local boards within the planning region will review the regional plan and revise as needed to reflect changes in regional needs, such as: changes in labor market and economic conditions.

Partners and champions, confirm their commitment to support the Orange County Regional Plan as a collaborative effort to:

- ✓ Grow and strengthen the Orange County Region's workforce and economy
- ✓ Provide on-going strategic leadership and leveraged resources to support sustainable regional development
- ✓ Make specific contributions to implementation as appropriate

EXECUTIVE SUMMARY – OC REGIONAL PLAN

Orange County (OC) has been identified by the state as a single economic sub-region and singular regional planning unit (RPU). There are three local boards within the OC RPU. The Orange County Regional Plan (OC Regional Plan) has been developed with collaborative input of the local boards and key regional partners and stakeholders. Implementation commitments and partner roles are described and detailed within this regional plan. The engagement of partners has been a priority for the region in an effort to align workforce, education, and businesses to foster a comprehensive workforce system that is responsive to demand-driven needs in the region.

This OC Regional Plan is focused on constructing a regional training, education, and workforce architecture that aligns with the Orange County regional labor market and California State Plan policy objectives. Individuals will access and experience this regional workforce architecture primarily through local service delivery efforts outlined in the local plan included as part of the OC Regional Plan. The overarching Orange County Regional Plan vision is a large-scale movement that will address industry identified skills gaps, employment, education, workforce, economic development, and poverty challenges in the region through assessment and strategic alignment of the local workforce system partners' regional goals, policies, practice, and service delivery.

This plan seeks to build sector strategies, support career pathways/regional sector pathways, and foster strategic regional partnerships during the 2017-2020 program years by working toward the following overarching regional goals:

OC REGIONAL GOALS		
Targeted Meaningful Business and Industry Engagement- foster demand driven skills attainment through the collaboration and active engagement of businesses in workforce and education planning, including identifying key industry skills needs, determining skills gaps, and education and training needs to be incorporated in regional sector pathways and development of industry relevant and demand driven programs and pathways	**Improve access and quality of Service Delivery-** enable upward mobility for all Californians through innovation organized around regional sector pathways- increase, expand, and improve programs that increase opportunities for all workers and job seekers for employment in fields with high wages and/or career advancement opportunities, including for those with barriers to employment such as English Language Learners and special populations	**Strategic regional alignment-** bring about system change through the alignment, coordination, and integration of programs, services, and partners- system alignment, service integration, and support towards a sustainable regional infrastructure that are in sync and committed to the overall goal of helping people get good jobs, sustain/keep good jobs, and positively affecting regional economy through sustainable regional sector pathways
Outcome Help people get good jobs	Help people sustain good jobs	Positively impact regional economy

Specific strategies and implementation processes are described in detail in the plan. Generally strategies will aim to:

- ❖ Maximize efficiencies and innovations in the workforce development system
- ❖ Target Manufacturing, Healthcare, Information Technology and Hospitality and Tourism as key industries that will drive demand for middle skill occupations in the region
- ❖ Enhance access to workforce development services offered by all partners that will address skills/labor gaps
- ❖ Develop a comprehensive continuum of career pathway resources that support a multiple entry point system- no wrong door for clients in need for varying services
- ❖ Align, coordinate, and integrate workforce/education programs and services to economize and leverage limited resources to provide the right services to customers based on particular and unique needs
- ❖ Target areas of Orange County that exhibit high concentrations of unemployment and low income (Red Zones)
- ❖ Development of Regional Sector Pathways to increase, expand, and improve programs that create opportunities for all, including those with barriers to employment such as English Language Learners

Orange County has a dynamic, diverse and industrious population that is poised to emerge as a major center for economic growth. While existing partnerships between local boards, businesses, educators and other stakeholders have supported the region adequately thus far, the next phase in Orange County's economic and workforce development history will be heavily influenced by the policy and planning decisions made today.

REGIONAL PLAN

> 2A. REGIONAL PLANNING UNITS (RPU): The WIOA Section 106 includes a requirement that the Governor identify planning regions in the state and enumerates specific elements that must be considered as part of this process. The purpose of identifying regions is to align workforce development activities and resources with larger regional economic development areas and available resources to provide coordinated and efficient services to job seekers and businesses.

2Ai. RPU GEOGRAPHIC BOUNDARIES

GEOGRAPHIC BOUNDARIES: Orange County is located in Southern California, with Los Angeles County to the north, San Diego County to the south, Riverside and San Bernardino counties to the east, and the coastline to the west. There are 34 cities within the county along with several unincorporated areas. Orange County represents a large, urbanized region in Southern California. With nearly 3.1 million people, Orange County is the sixth largest county in the United States. Workforce Services Directive WSD15-17, issued February 24, 2016 by the California Employment Development Department, officially identified California's regional planning units. Local Board placement in regional planning units is based primarily on the location of WIOA client populations and the way these populations fit into the regional economy as defined by economic data including commute patterns, industry composition, labor markets, geographic location, and transportation infrastructure.

Orange County has been identified by the state as a single economic sub-region and singular regional planning unit. In response, the Orange County Region (OC Region) has amplified its continuing efforts to strengthen the alignment of workforce infrastructure, programs, and policies to respond to regional workforce and economic development needs. Within the Orange County RPU, three local boards serve segments of the county's residents with economic development strategies and workforce development activities that will benefit from regional coordination and alignment through this regional plan: Santa Ana Workforce Development Board (SAWDB) serves the city of Santa Ana. Anaheim Workforce Development Board (AWDB) serves the city of Anaheim. Orange County Development Board (OCDB) serves the remaining 32 cities and unincorporated areas of Orange County. The OCDB has been selected by the County of Orange, Board of Supervisors as the designated coordinator of economic and workforce development for the County as a whole and as such, serves all 34 cities and unincorporated areas in this capacity.

RPU PETITIONS: There are no known plans from the Orange County RPU partners to petition for a regional planning partner modification.

2Aii. RPU REGIONAL PARTNERS

WIOA Regional Plan Requirement (G): Regional planning process shall result in the coordination of services with regional economic development services and providers.

The planning and development of the OC Regional Plan is reliant on the engagement and collaboration of regional workforce development and economic development services and providers. Following is a list of regional partners who are party to the plan with a description of their role in developing and implementing the regional plan. The State Plan requires that regional plans be developed as vehicles to implement activities around the three policy objectives and an overarching stretch goal emphasized in the State Plan (cited in this plan in Section 2Ei). The key partners and stakeholders listed are key regional partnerships critical to these endeavors. This strategic feedback will align regional leadership activity to positively impact the ongoing economic vitality of the OC Region.

PARTNERS AND THEIR ROLES: State required regional partners are called out in orange text.

PARTNER	ROLE
Title I: Regionally Organized Local Boards • Orange County Development Board (OCDB) • Anaheim Workforce Development Board (AWDB) • Santa Ana Workforce Development Board (SAWDB)	• Convene businesses and partners to build model partnerships • Work with partners to implement the state plan strategies • Provide business services to engage businesses at the local level • Develop regional partnerships, align services to develop career pathway programs • Upskill incumbent workers to open up entry level positions, as appropriate • Layoff aversion
Title II: Adult Ed Block Grant (AEBG) Regional Consortia • South OC Regional Consortium • Coast Adult Education Consortium • Rancho Santiago Adult Education Consortium • North OC Regional Consortium	• Issue mandatory partnership guidance to Title II providers • Assess current level of partnership and compliance • Facilitate partnerships to align Adult Ed programs with regional career pathways • Coordinate to enter TANF participants into career pathways
Title III: Wagner-Peyser • Employment Development Department Southern Workforce Services Division, Orange County Region	• Provide job services in the AJCCs • Coordinate TAA and Veteran's programs • Provide representation on LWDBs
Title IV: Department of Rehabilitation • DOR Orange/San Gabriel District	• Leverage regional business engagement • Use data from LWDB and EDD LMI to inform consumers • Collaborate with partners to ensure system access for all
Industry Sector Leaders, Business Organization, Labor, Local Economic Development Agencies • Orange County Business Council • Orange County Economic Development Working Group • OC SlingShot Coalition • Advanced Manufacturing Partnership SoCal • Orange County Labor Federation • North Orange County Chamber of Commerce • Anaheim Chamber of Commerce • Comprehensive Economic Development	• Upskill incumbent workers to open up entry level positions, as appropriate • Provide input and strategic guidance to the OC Region Comprehensive Economic Development Strategy • Promote and support projects, such as SlingShot, that address regional business and jobseeker prosperity • Industry and sector partnerships to organize key stakeholders in an industry cluster that focuses on shared regional goals, human resource needs of the industry responsive to industry clusters, customers and communities in need
K-12 CTE Programs, Regional Consortia of Community Colleges, Education and Support Services • Los Angeles Orange County Community College Regional Consortia • OC Career Pathways • Orange County Department of Education • Social Services Administration (TANF)	• Facilitate partnerships to align Adult Ed programs with regional career pathways • Develop guidance to align/coordinate Perkins programs • Bridge K-12 programs to prepare students to enter pathways • Serve as the primary provider of CTE programs, as applicable • Develop regional partnerships, align services to develop career pathway programs for youth • Coordinate to enter TANF participants into career pathways
Community-Based Organizations, other • Orange County United Way • Goodwill of Orange County • OCAPICA • Vital Link	• Representative of a community or a significant segment of a underrepresented community • Provide support and programs that work with businesses, educational entities and targeted communities • Strategic youth services to include disconnected youth, foster youth

Declaration: The OC Regional Plan has been developed with collaborative input of key regional partners and stakeholders; implementation commitments and partner roles are described herein.

Regional Goal/Objective: Strategic regional alignment to increase efficiencies/innovations in the workforce system.

Strategy/Implementation: Through the Regional Implementation and Innovation Grant, partners will work on system alignment, service coordination, and support towards a sustainable regional infrastructure that are in sync and committed to the overall goal of helping people get good jobs, sustain/keep good jobs, and positively affecting the regional economy through sustainable regional sector pathways.

State Plan Alignment: Regional alignment of workforce, education, and business engagement programs to foster a comprehensive workforce system responsive to demand-driven skills attainment.

2B. REGIONAL ECONOMIC AND BACKGROUND ANALYSIS: A regional analysis of regional workforce, labor market, and economic conditions including- existing and emerging in-demand industry sectors and occupations; employment needs of businesses; analysis of demand driven skills needed by businesses in the region; and analysis of workforce development activities (including education and training).


2Bi. ECONOMIC CONDITIONS

WIOA Regional Plan Requirement (D): Regional planning process shall include the collection and analysis of regional labor market data (in conjunction with the State).

ANALYSIS OF ECONOMIC CONDITIONS: Orange County has experienced moderate economic growth and increased per-capita income over the past year, a continuing trend of moderate growth during the county's post-Great Recession recovery. Over the past ten years, Orange County has maintained an economic environment that is among the most prosperous in the state and the nation. Unemployment is comparatively low, median income is high and Gross County Product (GCP) is growing at an annualized rate of 4%.

Unemployment Rates, 2006-2016
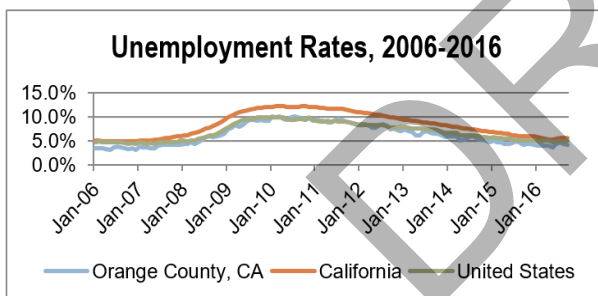
SOURCE: CENTER FOR ECONOMIC STUDIES, CHAPMAN UNIVERSITY

Gross County Product (GCP) Orange County, CA
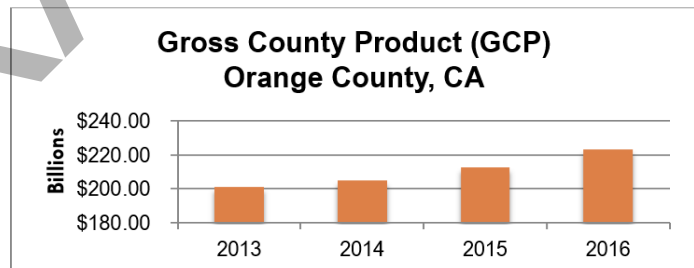
SOURCE: CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARMENT AND U.S. BUREAU OF LABOR STATISTICS

Orange County Region Highlights – Demographics and Workforce Characteristics

- With a population of 3,169,776 as of July 2015, Orange County falls behind only Los Angeles (10,170,292) and San Diego (3,299,521) counties in the state
- Orange County leads the region, state, and nation in job creation: adding 39,000 jobs in last 12 months
- The OC Region has a 4.4% unemployment rate
- The county's population growth is projected to continue at an increasingly slower rate over the next 20 years

Overall data from the Employment Development Department, Labor Market Information Division, indicates that the Orange County RPU is healthy and growing at a sustainable rate. The total labor pool expanded by 2.8% while unemployment has held steady, resulting in a net decrease in the county's unemployment rate by 0.1%.

Labor Market Profile

	May 2016	May 2015	Change	Percent
Labor Market	1,603,000	1,594,400	8,600	0.5%
Employed	1,545,800	1,525,300	20,500	1.3%
Unemployed	57,100	69,100	-12,000	-17.4%
Unemployment Rate	3.6%	4.3%	-0.8%	-

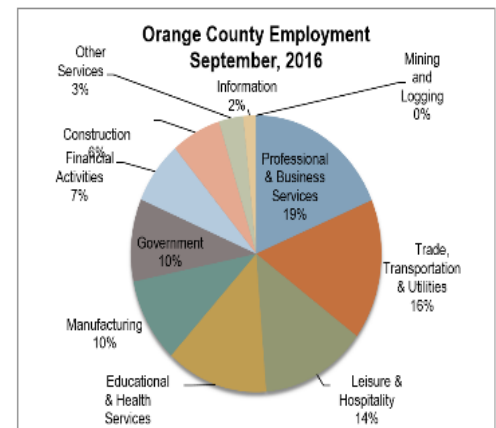Source: Employment Development Department, Labor Market Information Division.
Data Note: Numbers may not add due to rounding.

However, the OC Region demographic change will inevitably affect and drive economic change. Orange County is rapidly aging in place; the county's older age groups continue to increase in number while every other age group shrinks despite overall population growth. While the Department of Finance predicts that other California counties will also experience the growth of older populations by 2060.

Increases in cost-of-living, rent, and home prices have outpaced income growth in some county communities. This widening gap, finds many Orange County families struggling to afford the various housing options provided in the county. This has not only served to reduce potential migration into the region, but has led many 25 to 34 year olds to permanently leave Orange County, thus limiting the county's ability to attract and retain a talented workforce and contributing to the growing skills gap. It is important to note the significance of the workforce commute patterns of Orange County workforce.

EXISTING IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS: A breakdown of Orange County's economy by industry shows that the business environment is healthy and concentrated in four primary areas: Professional & Business Services, Trade, Transportation & Utilities, Leisure & Hospitality, and Educational & Health Services. These broad industry categories account for more than 60% of the county's total nonfarm employment.

The Professional & Business Services segment has seen the largest absolute employment growth since September 2015, adding 11,500 jobs. Taking closer look at this segment reveals that Orange County has attracted moderate growth in occupations that are technical or scientific in nature, occupations that tend to command higher wages as well as higher educational requirements. More than 133,000 of these occupations have been added since 2006, expanding this segment by 22%. The healthcare industry is another segment that has seen robust growth. Since 2006, the Health Care and Social Assistance occupations have steadily added 183,400 jobs, resulting in 44% growth for these occupations. Orange County is a domestic and international leisure destination. The Leisure & Hospitality industry added 9,300 new jobs over the last year. Over the past decade, the Leisure & Hospitality segment has added over 200,000 new jobs, a 26% expansion. One of the industries that was severely impacted by the Great Recession, construction, has finally returned to pre-recession levels. Construction year-over-year growth is 10%, outpacing all other industries through the addition of 9,200 jobs. The Orange County construction industry is now only 7% below pre-recession levels in 2006.

SOURCE: CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT

EMERGING IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS: The industries that show emergent growth can be identified by projected job openings as well as industry demand. Data from the California Employment Development Department show that the most promising emerging industries are in the general business, health care and trade-related industries. These occupations provide job seekers with ample opportunity to earn reasonable wages with educational attainment at or below the Bachelor's Degree level. Orange County will have a high demand for jobs that are

defined as middle skills occupations because of the unique mix of industries in the region. Middle skills occupations are defined as positions that do not require a bachelor's degree but require training or some level of education above a high school diploma. This often means a certification or associates degree gained through community colleges or collaborative training programs between businesses and educational institutions. Following is a list of the <u>top ten</u> of the twenty-five highest projected occupations/job openings for the next several years:

Top 25 Middle-Skill, Middle-Wage or Higher Occupations	Total Projected Job Openings 2012-2022	HWOL Job Ads	Median Annual Wage 2016 1st Quarter
Registered Nurses	6,459	3,147	$89,842
Teacher Assistants	4,975	551	$34,768
Medical Assistants	2,965	675	$34,193
Licensed Practical and Licensed Vocational Nurses	2,880	667	$50,223
Computer User Support Specialists	2,654	1,627	$57,587
Preschool Teachers, Except Special Education	1,913	642	$31,914
Dental Assistants	1,835	733	$33,876
Paralegals and Legal Assistants	1,663	405	$49,196
Heavy and Tractor-Trailer Truck Drivers	1,508	1,545	$40,066
Telecommunications Equipment Installers and Repairers, Except Line Installers	1,179	191	$62,848

Middle skill occupations typically pay higher wages than regional averages and provide increased access to successful career paths for those without a four-year college degree, which helps workers increase their overall standard of living and quality of life. Orange County has identified Manufacturing, Healthcare, Information Technology and Hospitality and Tourism as key industries that will drive demand for middle skill occupations in the region.

- **Healthcare** has been a stalwart industry of Orange County for many decades. Data shows that the healthcare industry accounts for 13% of overall employment and has grown steadily and consistently over the past decade, even throughout a major recession. Orange County has also emerged as a major innovation hub in healthcare technology and manufacturing.
- **Manufacturing** has been an industry in decline for decades. But the majority of job opportunities in manufacturing come not from new jobs but by job openings arising due to retirement of an aging manufacturing workforce, as is one factor for the OC Region. The Manufacturing Institute and Deloitte Consulting recently released a report which estimated that nationwide up to 2.7 million manufacturing jobs will be needed due solely to retirements. If left unattended, these jobs will either lead to lost earnings or result in companies leaving the Orange County region for areas, domestic or international, that can fulfill the middle skills that this industry requires.
- **Information Technology** A detailed analysis of the sub-industries within key emerging sectors shows the importance of industries dealing with the information technology economy: companies that design computer systems, publish software, manufacture related equipment or manage data employ nearly 97% of all individuals who work in emerging sectors. With the emergence and growth of high-tech occupations, the need for middle skill, middle-wage or higher occupations grows as well. Orange County has a sizable IT industry that is growing steadily.
- **Hospitality and Tourism** Orange County has a deep and historic tourism industry that originates from the 1950s, when the region became popular as a vacation destination for celebrities. Half a century later, Orange County's tourism industry is a major contributor to employment and the overall economy. A robust business and leisure accommodation industry accounted for the largest net increase in employment year-over-year at 6,500 jobs, but more impressively both the 5-year and 10-year trends show consistent strength in this segment.

Declaration: Orange County's moderate economic growth masks a series of contradictions. On the plus side, growing industries like Professional Services, Technology, Education, and Health provide high-quality jobs and contribute to overall

economic prosperity. While some traditionally strong industries like Manufacturing and Finance, however, face a looming skills gap and talent shortage industry wide. Additionally, the county's high cost-of-living threatens to outpace many lower-paying jobs. High-paying emerging occupations and pathways to and through middle-skill occupations indicate potential future growth which may lead to improved prospects for the county economy as a whole. Clear pathways are needed to provide employees with the important skills needed by current and emerging industries.

Regional Goal/Objective: Regional Sector Pathways development through improved access and quality of demand-driven, industry responsive service delivery to support upward mobility of Californians.

Strategy/Implementation: Service delivery organized around Regional Sector Pathways to increase, expand, and improve programs that create opportunities for all workers and job seekers for employment in fields with high wages and/or career advancement opportunities, including for those with barriers to employment such as English Language Learners.

State Plan Alignment: Enabling upward mobility for all Californians, including populations with barriers to employment. Alignment, coordination, and integration of workforce/education programs and services to economize limited resources to provide the right services to customers based on particular and unique needs.

2Bii. DEMAND-DRIVEN SKILLS

IN-DEMAND SKILLS ANALYSIS A recent report by the Orange County Business Council about "Closing Orange County's Skills Gap" provides an analysis of in-demand skills with a focus on preparing the region to meet employer demand for middle-skill occupations. A deeper look at the demand-driven skills for the OC Region looks at skill requirements including, but not limited to: technical/knowledge based skills, soft skills, certifications, education/training, and specific knowledge prerequisites in the context of both top occupations and sectors and the regional economy as whole. The research on employer requirements across occupations and sectors has revealed an emphasis on practical, applied skills that act as currency for job-seekers and businesses. Orange County's middle-skill economy is largely driven by three high-value industries prominent in the region: healthcare, manufacturing, and information technology. Together these three industries amount to nearly one-third of all middle-skill occupations and are the highest job growth industry clusters.

The OC Region engaged business and industry in a multitude of focus groups, surveys, and workgroups to elicit feedback on employment needs and employer desired skillsets. Results of regional research confirmed results of WANTED Analytics, a research company which provides detailed real-time information on the current labor market, showing that the middle-skill job opening category took the longest to fill, with an average posting period of 57 days. Top middle-skills in particularly high demand included, but were not limited to: bilingual capabilities, customer relationship management, technical support experience, quality assurance skills, JavaScript, structure query language (SQL), quality control experience, English language competency, and communication skill sets. The core emerging industries of Manufacturing, Information Technology and Healthcare all rely heavily on STEM (science, technology, engineering and math) skills. Furthermore, specialized certifications and training will be required to directly address the middle skills gap and prepare jobseekers with the skills needed to meet employer's needs and an estimated 17,678 middle skill jobs that will be created over the next decade.

While technical skill and educational requirements are often context sensitive, there are common soft skills that businesses across all sectors have reported as equally important in their hiring process. Data from surveys of OC Region businesses are similar to a recent Forbes report that cite the most common soft skills that employers are looking for when hiring as: ability to work in a team, ability to make decisions and solve problems, verbal and written communication skills, taking initiative, analytical skills, leadership skills, adaptability, ability to prioritize tasks (different from multi-tasking), creative and strategic thinking, and interpersonal skills.

EMPLOYMENT NEEDS IN IN-DEMAND SECTORS The relatively low number of candidates per job opening in higher-paying occupations is of concern, as this indicates the smaller talent pools available to businesses in these occupational sectors. These occupational groups include Healthcare Practitioners and Technical Occupations which had 66 candidates per job opening, followed by Architecture and Engineering with 55 candidates per job opening, and Computer and Mathematical

Occupations with only 34 candidates per job opening. A lack of employees with in-demand skills aggravates the skills gap further. Orange County's economy depends on meeting the employment needs of businesses, in in-demand industries such as Information Technology and Medical Devices. Clear pathways are needed to provide employees with the important skills needed by current and emerging industries.

Only 4% of the 265,289 jobs created between October 2014 and October 2015 required a Master's Degree or above, a rate that remained consistent for job growth over the past year. The percentage of jobs created that require a Bachelor's Degree decreased from 47.2% to 45.1% over the same time period while the portion of job created requiring High School Diplomas increased from 36.6% to 37.5%. The portion of jobs created requiring an Associate's degree saw an increase from 10.5% to 12.2% during the same time period. While Associate Degrees are often overlooked, they have recently grown in importance as a pathway to increased educational attainment without the high costs associated with four-year universities. Associate Degrees, along with various certification programs, can help provide the skills needed to close OC's Middle-Skill gap.

IN-DEMAND OCCUPATIONS

- **Manufacturing** Occupations with expected growth include: Electronic/Electromechanical Equipment Assembler, Production Workers, Welder, Inspectors/Testers, Machinist, Laborers, Material Movers, First-line Production Supervisor, Industrial Engineers, and Industrial Production Managers.
- **Information Technology** Occupations with expected growth include: Computer Systems Design and Related Services, Telecommunications, Software Publishers, ISPs, Search Portals, and Data Processing.
- **Hospitality and Tourism** Occupations with expected growth include: Food Services and Drinking Places, Accommodation and Food Services, Amusement, Gambling, and Recreation.
- **Healthcare** Occupations with expected growth include: Personal Care Aides, Certified Nursing Assistant, Home Health Aide, Licensed Vocational Nurse, Medical Assistant, Medical/Health/Lab Technician, Registered Nurse, and Physical Therapist.

Declaration: The OC Region has priority industry sectors, each with sub-sectors, that emphasis specific skills demanded by employers that include the knowledge requirements for various job openings and particular soft skills that are often just as important as applied skills.

Regional Goal/Objective: Targeted meaningful business/industry engagement to increase industry validated education and training programs that lead to credentials with demonstrable labor market value. To contribute to California's workforce goal: one million "middle skill" industry-valued and recognized postsecondary credentials.

Strategy: Fostering demand driven skills attainment responsive to industry needs through high value sector focused initiatives that engage partners/stakeholders to identify and determine industry-valued and recognized postsecondary credentials and education/training that needs to be incorporated into the development of industry relevant and demand driven programs and regional sector pathways.

State Plan Alignment: Fostering demand-driven skills attainment, through workforce and education alignment to provide California's businesses with the skilled workforce necessary to compete in the global economy.

2Biii. ANALYSIS OF REGIONAL WORKFORCE

CURRENT LABOR FORCE/ MARKET CONDITIONS The most obvious characteristics of Orange County's regional workforce are its size and educational attainment, which reflect the quality and quantity of available workers, and its employment rate. Orange County's unemployment rate dropped to 4% at the beginning of 2016 and remained near that level for the first half of the year. In June and July, however, Orange County – along with nearly every other California county – experienced an increase in unemployment rates driven by seasonal job losses in government and education and an influx of recent graduates and other jobseekers in the workforce

- **Age** The largest cohort of working age adults is in the 45 to 54 years bracket, representing 14.6% of the population. These are mature workers who are likely preparing to exit the workforce within the next ten years. The second largest

cohort is the 20 to 29 age bracket at 14.5% of the population. These are individuals embarking on their careers and preparing to become more active participants in the workforce. How these two cohorts are strategically managed will influence the economy of Orange County for many years to come. Orange County, like many other regions, is turning older. In addition to preparing for the retirement needs of the 45 to 54 age bracket, the 55 and over age group has immediate needs. This cohort increased from 17.7% of the county population in 2000 to 25.6% in 2015. Over this same period, the county's working-age population, defined as those aged 25 to 54, decreased from 45.9% to 42.1%. These trends are expected to continue; while the Department of Finance predicts that other California counties will also experience growing older populations by 2060, Orange County is the only county expected to experience a simultaneous increase in older populations and decrease in younger and working-age populations.

- **Education** Orange County's workforce tends to be more educated, but has a higher portion of individuals with less than a high school education when compared to the overall U.S. population. More than 38% of individuals in Orange County have a bachelor's or graduate degree, compared to 32% for the U.S. However, 15.9% of individuals over 25 years old have not received a high school diploma, which is significantly higher than 11.6% for the entire U.S. Only 17.3% of Orange County individuals have graduated high school, much lower than the 30% of high school graduates in the general population. The middle skills segment, however, is on par with the U.S., constituting 28% of the workforce. Educational attainment correlates directly with median earnings and poverty rates. Individuals in Orange County with a bachelor's or higher degree have a poverty rate of 5.3% and median earnings of $72,000. Those with less than a high school diploma have poverty rates that are four times higher at 22.3% and earn less than one-third of their well-educated counterparts at $21,229.

- **Income** Median household income totaled $78,428 in 2015, nearly $14,000 higher than the state median household income and over $22,000 higher than the national median household income. What is troublesome is that income growth in Orange County has slowed, lagging behind both California and the rest of the nation. Over the past year, the median household income in Orange County grew by 2.8%, 1.4%age points below state-level growth and 1.2 percentage points below nation-wide growth. Since 2010, median household income in the county expanded by 10.6%, while the state and nation registered growth rates of 11.8% and 11.4%, respectively.

- **Income Distribution** The largest groups of earners are those in the middle, with 29% of individuals earning between $50,000 and $99,999 per year. The next largest group are those that are earning more than $150,000 per year. In Orange County, more than one in five individuals are in the top bracket of earners. Reflecting household income growth trends, per capita income growth has experienced year-over-year increases since 2010, averaging an increase of 2.6% annually. Per capita income grew from $31,373 to $35,651 in 2015, an increase of 13.6%.

- **Housing** The region is known for one of the highest real estate prices in the country, impacting economic prospects. In June 2016, the median sales price of existing single-family homes in Orange County was $759,490. This is more than three times the U.S. median home price of $240,800. According to the California Association of Realtors, only 22% of households can afford the median priced home in Orange County, compared to 57% nationwide. Rents have also climbed to unaffordable levels. Average asking rents in the first quarter of 2016 showed that Orange County ranks among the highest in the nation at $1,753 per month. Increases in cost-of-living, rent, and home prices have outpaced income growth in some county communities. This has not only served to reduce potential migration into the region, but in fact has led many 25 to 34 year olds to permanently leave Orange County, thus limiting the county's ability to attract and retain a talented workforce and contributing to the growing skills gap.

- **Commute Patterns** The cost and lack of housing options in Orange County, combined with a robust network of transportation corridors and transportation options, results in significant commute patterns into and out of the region. According to the U.S. Census Bureau Origin-Destination Employment Statistics, in the 2nd quarter of 2002-2014, there were:
    - 810,174 individuals living and employed in the OC Region
    - 592,709 individuals commuting into Orange County (inflow) but living out of the OC Region
    - 450,241 Orange County residents commuting out of the area (outflow) to work in areas outside of the region

LABOR FORCE EMPLOYMENT AND UNEMPLOYMENT DATA The California EDD measured Orange County's unemployment rate at 4.1% in September 2016, 1.2 percentage points lower than the state unemployment rate and 0.7 percentage points lower than the national unemployment rate. Orange County, which has the lowest unemployment rate in Southern California, continues to outperform its peers in job creation, adding 44,700 over the past 12 months. The Professional and Business Services, Education and Health Services, Leisure and Hospitality and Construction industries experienced the most rapid growth over that period, respectively adding 11,500, 9,300, 9,300, and 9,200 jobs since September 2015.

Orange County's total labor force grew to a total of 1,636,400 individuals as of September 2016, surpassing July 2008's historical peak of 1,625,600 participants by more than 10,000. June and July, as previously mentioned, saw a spike in labor force participants that temporarily drove up the county's unemployment rate. The timing of this influx suggests that many of these new participants are recent college graduates; the educational attainment of these individuals has, thus far, helped them find employment, as unemployment rates fell in August and January of this year.

INDIVIDUALS WITH BARRIERS TO EMPLOYMENT The OC Region recognizes the importance of improving connections for individuals with barriers to employment and training opportunities. The economic downturn has left increasing numbers of workers seeking additional hours or juggling multiple jobs to make their income goals. Access to ad-hoc employment can be essential to enable studying or increasing a worker's competitiveness. Local hire of on-demand workers strengthens the fabric of communities. But traditional workforce development has focused only on full-time job placements. The OC Region includes a goal to expand beyond this to raising skills and quality that include both the traditional and flexible workforce. We aim to create cost-effective pathways from underemployment to sustainable employment that are personalized for each individual's circumstances. All activities and strategies developed in this OC Regional Plan commit to strengthening existing workforce development, education, and training opportunities to benefit individuals with barriers. Specific strategies for each local area will be described in the OC Local Plan, as prescribed and supported in the WIOA legislation by:

- Increasing the focus on programs and services for the most vulnerable workers such as: low-income adults and youth, individuals with limited skills and work experiences, and individuals facing other barriers to economic success
- Expanding education and training opportunities to help individuals gain the skills needed to get good jobs, keep good jobs, and advance in their careers
- Helping disadvantaged and unemployed adults and youth earn while they learn through support services and effective employment-based activities
- Increasing outreach, engagement, and services to those with limited basic skills and/or limited English proficiency
- Aligning planning and accountability policies across core programs to support more unified approaches to serving low-income, low-skilled individuals
- An initiative to assist the underemployed

EDUCATIONAL AND SKILLS LEVELS IN THE WORKFORCE Educational attainment provides the most useful tool for analyzing the average quality of job candidates, as there is a direct causal relationship between educational attainment and the acquisition of hard and soft skills. While this analysis fails to reflect many aspects of Orange County's workforce, it does provide a general overview of the skills available in the county's labor market. Educational attainment in Orange County continues to improve across the board. The number of residents with an Associate's degree or higher increased to 46.4% in 2015, while the number of residents with no high school diplomas has decreased, and the number of residents with some form of college training has also increased. While overall education levels show promising improvements, the fact that just over 15% of the population still lacks a high school diploma remains concerning. As the county continues to struggle with a skills gap in several major industries, efforts must be made to properly educate and train all residents with the skills needed to fill these positions. This not only strengthens the financial stability and quality of life for those residents as well as the county's overall economic performance.

Employer expectations and requirements for new workers continue to increase as industries evolve via improved efficiency and rapid technological advancement. Many employment opportunities offered in today's economic environment require a complicated mixture of soft and technical skills, even at entry-level positions, and many businesses find themselves struggling to fill positions that require this combination, a phenomena known as the skills gap. Fortunately, many educational institutions in the county recognize this need for enhanced skills and are shaping programs to cater to the increasing skill requirements of Orange County's businesses. As a result, the number of high school students who are college-ready and well prepared for post K-12 success is of growing significance.

Declaration: Orange County's deep talent pool and increasing educational attainment, provides an important competitive advantage for the present and the short-term future. Recent economic and social issues, however, may threaten the county's long-term competitiveness. The county's high cost of living may force talented workers to relocate elsewhere, widening the growing skills gap and demand for skilled workers in the region. Policymakers and key regional stakeholders should take steps to address these issues and maintain one of the county's most important competitive advantages of a skilled workforce.

Regional Goal/Objective: Improve access and quality of service delivery to support an enable upward mobility for all Californians through innovation organized around development of regional sector pathways.

Strategy: Increase, expand, and improve programs that increase opportunities for all workers and job seekers for employment, including from under-represented demographic groups, to enter or sustain careers in fields with high wages and/or career advancement opportunities, including for those with barriers to employment.

State Plan Alignment: Enabling upward mobility for all Californians, including populations with barriers to employment. Alignment, coordination, and integration of workforce/education programs and services to economize limited resources to provide the right services to customers based on particular and unique needs.

2Biv. REGIONAL WORKFORCE DEVELOPMENT ACTIVITIES

ANALYSIS OF WORKFORCE DEVELOPMENT ACTIVITIES IN THE REGION Orange County's business community has experienced a growing awareness of the publicly funded workforce, education, and training systems. Current workforce development activities are comprised of various networks of public, education, private for profit and private non-profit agencies that collaborate on a regular basis to provide resources necessary to coordinate a large-scale workforce development effort.

The table below highlights major regional workforce activities that are occurring in the OC region today:

Regional Activities	Description
SlingShot Initiative	The SlingShot Initiative catalyzes collaborative efforts by businesses, industry, government, workforce development, economic development and education stakeholders within a region to address employment challenges with regionally selected solutions to regionally defined problems. The OC Region's SlingShot Coalition is designed to respond to industry led and identified needs to address a growing skills gap and waning regional talent pipeline. Specifically, the OC Region SlingShot will develop processes to establish a viable and sustainable regional talent pipeline of skilled workers for the manufacturing sector through training, apprenticeships, and On-the-Job Trainings.
Regional Industry Clusters of Opportunity (RICO) Initiative	The AB 118 Regional Industry Clusters of Opportunity (RICO) initiative, designs and implements regional economic development strategies in the alternative fuel and advanced vehicle technology industries. This project focused on promoting the accelerated deployment of hydrogen infrastructure, the accelerated adoption of hydrogen fuel cell vehicles, and the creation of a talent pipeline to support a hydrogen fuel industry in the OC Region. Although the grant ended in early 2016, the outputs of the projects have continued beyond the grant term and the region continues to further develop and implement regional industry clusters of opportunity (RICO) career pathways and/or talent pipeline strategies for K-12 students; and to involve regional partners to advance the competitive position of targeted RICO efforts resulting in economic prosperity.
Stronger Workforce Program	California Community Colleges implementation of programs to address the high levels of unemployment in California that is fueled by the skills gap through innovative, data-driven analysis of skills demand and supply gaps in local markets; targeted investments to strengthen and scale the most effective workforce training

	programs that, based on the data, meet the employment needs of each community; and Cross-sector convening to encourage collaboration, share findings and formulate strategies.
Adult Education Block Grant	The 2015-2016 State Budget appropriated $500 million to the California Community College Chancellor's Office (CCCCO) and the California Department of Education to allocate funding for adult education. The funds are provided to eligible consortia for the purpose of implementing regional plans for adult education. The intent of the Adult Education Block Grant was to expand and improve the provision of adult education via these consortia. The CCCCO and the California Department of Education (CDE) are working in partnership to implement the requirements outlined in the Adult Education Block Grant.
Comprehensive Development Strategy (CEDS)	The Comprehensive Economic Development Strategy (CEDS) Committee, in partnership with the Orange County Development Board (OCDB) and on behalf of the Orange County Board of Supervisors, provides an accurate and continuous economic development and management program. The CEDS Committee finds strategic solutions to the poverty and other chronic economic issues faced by "Red-Zone" (low-income and/or high unemployment) communities and neighborhoods in Orange County.
OC Pathways	OC Pathways creates a county-wide regional infrastructure that builds, supports, and expands high demand and high growth career pathways and creates opportunities for educators to collaborate with key stakeholders to develop viable and sustainable career pathways in OC Region's priority industries, including healthcare, manufacturing, and information technology. OC Pathways ensures that OC students are ready for college, career, and life success through participation in learning experiences that integrate rigorous academics and career preparation.
Regional Training Coordinator (RTC)	Funding awarded to the OC Region RPU in support of WIOA regional capacity building and infrastructure development activities. The RTC will work with the CWA to assess regional training needs, develop a training plan and advise the State on the training and technical assistance needs of the region.
Regional Implementation and Innovation Grant	The project will utilize an innovative approach to develop and implement improved infrastructure through regional coordination and system alignment of regional data, policy, and service delivery. The goal of this collaboration is to ultimately improve access to activities that lead to recognized post-secondary credentials and/or industry-recognized credentials (portable and stackable), increase access to vocational training, development of apprenticeship opportunities and ultimately meeting the needs of industry for skilled workers.
Apprenticeship – Prop 39	Regional coordination to fill critical workforce skill gaps by creating opportunities for disadvantaged California job seekers to earn industry-valued credentials and enter into pre-apprenticeship, apprenticeship, or direct employment in in-demand industries. Efforts focus on training at risk youth, women, veterans, and other disadvantaged job seekers in job skills that lead to structured pathways to apprenticeship. Building workforce by aligning systems and leverage funding to optimize results and reduce service duplication.
Veterans Employment-Related Assistance Program (VEAP)	Regional coordination serving unemployed and underemployed veterans transition into rewarding civilian careers. This project assists veterans living in the OC Region with significant barriers to employment, including disabled and low-income veterans, and those in need of education and skills development.
Linking to Employment Activities Pre-Release (LEAP)	Collaborative and integrated services with the OC Sheriff's Department, OC Health Care Agency, and the OC Social Services Agency to help integrate government services offered by correctional facilities with federally funded workforce development programs and assist soon-to-be-released inmates to prepare for successful reentry into their home communities.
Supervised Population Workforce Training	Programs serving all persons who are on probation, mandatory supervision, or post-release community supervision as defined AB 2060 [Chapter 383, Statutes of 2014] and are supervised by, or are under the jurisdiction of, a county to reduce the risk of recidivism. These programs will help the supervised population participants obtain a marketable and industry or apprenticeship board-recognized certification, credential, or degree to improve their qualifications for apprenticeship programs, community college career programs, and direct job placement.

STRENGTHS OF WORKFORCE DEVELOPMENT ACTIVITIES

Over the last few years, Orange County has built on its strong economic foundations by aligning workforce infrastructure, programs, and policies to meet the regional workforce and economic development needs of its business community. OC Region projects, such as RICO and SlingShot, have focused on developing long term plans to drive sustainability and growth for regional workforce and the Orange County economy. The success of these smaller-scale efforts demonstrate that more

coordinated, regional business/industry engagement strategies would pay significant dividends in Orange County as the county develops a "workforce of the future."

WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

The efforts of all stakeholders in Orange County's workforce development are well intentioned, but the coordination of activities is unevenly applied. The sheer number of federal, state, county and local civic agencies combined with twenty-seven K-12 school districts, four community college districts, the California State University and University of California systems, numerous private post-secondary institutions and many private colleges leads to a volume of business engagement efforts that cannot always be efficiently managed. Business engagement is often fragmented, uncoordinated, and missing a true sense of collaboration for the good of the regional economy. Many college campuses and CBOs conduct their own business/industry advisory boards that duplicate efforts of other institutions. As a result, many of these programs are poorly attended and lack the business feedback about labor markets and the skills gap that is crucial for both the business and education communities.

Declaration: In order to support continued development and innovative in regional workforce activities, the OC Region will have to engage business stakeholders in a more targeted and efficient manner. Regular conversations with workforce and education stakeholders will lend meaningful input into the development process of industry-relevant curricula that will prepare students for the current and changing job market. Ongoing collaboration will reduce redundancies and inefficiencies to help bridge the skills gap and align regional, educational, and economic interests.
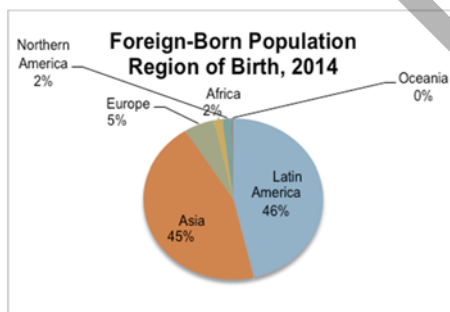
Regional Goal/Objective: Strategic regional alignment, coordination, and integration of programs, services, and partners, with attention to individuals with barriers to employment and special populations as applicable, across systems.

Strategy: System alignment, service integration, and support towards a sustainable regional infrastructure that are in sync to streamline business engagement practices across systems.

State Plan Alignment: Aligning, coordinating, and integrating programs and services. Integrated service delivery, braiding resources, and coordinating services at the local level to meet client needs.

2Bv. ANALYSIS OF ENGLISH LANGUAGE WORKFORCE DEVELOPMENT ACTIVITIES

OC REGION'S FOREIGN BORN AND LIMITED ENGLISH POPULATION Orange County has been identified as having a workforce that is at least 15% limited English proficient, and as such the OC Regional Plan includes assessment and strategies to address the needs of and provide services to those who are limited English proficient. The importance of strategies designed to increase English Language proficiency is demonstrated by the fact that 23.2% of Orange County workers 25 and older speak Spanish as a first language, and that 16.3% speak an Asian language as a first language. Increasing the English Language skills of Orange County's current students will help prepare them for both the rest of their academic careers and for the job market, which demands English proficiency for all but the lowest-paying jobs.

Foreign-Born Population Region of Birth, 2014
Northern America 2%
Europe 5%
Africa 2%
Oceania 0%
Asia 45%
Latin America 46%

Almost half of individuals in Orange County speak a language other than English (46%) and among this population, 45% speak English less than "very well." Increasing the English Language skills of Orange County's current students will help prepare them for both the rest of their academic careers and for the job market, which demands English proficiency for all but the lowest-paying jobs.

Orange County exceeds the state average of total enrolled students classified as "English Learners". 24.9% of Orange County students were classified as English Language Learners in 2016 compared to 22.4% of students statewide; Orange County has the highest percentage of English Language Learners in the Southern California region, higher than surrounding counties such as San Bernardino County (18.9%), Riverside County at (20.7%), San Diego County (22.1%), and Los Angeles County (22.7%).

WORKFORCE ACTIVITIES/SERVICE PLAN FOR ENGLISH LANGUAGE LEARNERS The County has already made some progress, as its number of English Language Learners has decreased from a peak of almost 160,000 in 2003 to just over 120,000 in 2016. This demonstrates both the effectiveness of current OC Region language acquisition programs and the ability of many local students to overcome initial language barriers. English Language skills are crucial to 903 of the 954 occupations listed by the Bureau of Labor Statistics; the remaining 51 occupations are primarily low-skill, low-wage jobs with marginal opportunities for career advancement. Many individuals with limited English skills have few opportunities to find high-quality jobs without services that improve their proficiency at English.

Adult education partners will play a key role in providing services for English Language Learners in the Region. Activities will include, but not be limited to:

- Evaluation of current programs and capacity
- Committing to adopt English language proficiency standards that correspond to college and career-ready standards
- Developing and administering regionally aligned assessments
- Supporting collaboration between workforce and education partners/stakeholders
- Assist participants in obtaining literacy and basic skills for employment and transition through career pathways

Declaration: Orange County has the highest percentage of English Language Learners in Southern California at 25%, and supporting language programs will become even more important as the county continues to become more diverse.
Regional Goal/Objective: Improve access and quality of Service Delivery to enable upward mobility for all Californians through coordinated regional partner efforts, including for those individuals with barriers to employment such as English Language Learners and other special populations.
Strategy: Employ coordinated service delivery and approaches proven to accelerate individuals' progress towards his/her academic and vocational goals; evaluate current needs for adult education programs within the OC Region, integrate existing programs and create seamless transitions into postsecondary education or the workforce.
State Plan Alignment: Coordination of programs and services by building regional partnerships between workforce, education, and other key partners/stakeholders to integrate service delivery and braid resources to best meet client needs.

> **2C. REGIONAL SECTOR PATHWAYS:** The purpose of "regional sector pathways" is to ensure that demand industries in each region are having their workforce needs met while also ensuring that students, workers, and other individuals, including individuals from populations with barriers to employment, have the opportunity to develop the requisite skills in-demand in their respective regional labor markets, and that the proper remediation and other supportive services are available to ensure participants can succeed. Regional sector pathway programs should ultimately result in the attainment of industry-recognized post-secondary credentials by those who complete these programs.

2Ci. ASSESSMENT OF REGIONAL INDUSTRY WORKFORCE

INDUSTRY LEADER ENGAGEMENT/ SUMMARY OF CONVENING ACTIVITIES Determining industry workforce needs in the Orange County region required the efforts of a multitude of partners. Industry sector leaders, organized labor, educational institutions, regional economic development agencies and non-profit organizations gathered in a variety of settings to share critical information, feedback and recommendations that led to the development of a robust plan to address workforce issues. Regional sector pathways for the OC Region are identified and developed through regional planning and organization efforts led by industry sector leaders, and include: organized labor, community colleges, K-12 programs, Adult Schools, all four regional Adult Education Block Grant (AEBG) Consortia, three local boards operating jointly in the Orange County RPU, CBOs such as United Way and Goodwill, business associations, and regional economic development agencies.

Required planning and public meetings include the following:

OC Network (Orange County Regional Economic Workforce Development Network) is a major driver of regional workforce needs assessment. This group met on a quarterly basis and convenes a large number of industry participants along with labor, education, economic development agencies, and the community. Quarterly meetings are open to the public and announced on the OCeconomy.org website. OC Network has identified key competitive and emerging industries and coordinated resources to:

- Develop industry-specific partnerships in targeted industries
- Align public programs with funding streams
- Identify additional state, federal, private and philanthropic resources
- Collaborate with and create sector partnerships
- Support Regional Implementation and Innovation strategic activities

Orange County Career Pathways Partnership (OCCPP) is one of the largest regional consortium in California with the goal of creating career pathway programs that are accessible to Orange County students from all socio-economic backgrounds. The OCCPP was provided with a grant from the California Department of Education to create a countywide infrastructure utilizing career exploration, on-the-job training, and virtual learning. The OCCPP Regional Consortium holds quarterly planning meetings that creates opportunities for educators to collaborate with key stakeholders to develop viable and sustainable career pathways in OC Region's priority industries: healthcare, manufacturing, and information technology.

Orange County Business Council (OCBC) represents and promotes the business community, working with government and academia to enhance Orange County's economic development and prosperity in order to preserve a high quality of life. OCBC serves pro-business interests so that the region's vibrant economy will continue to expand, bringing the benefits of prosperity the county. Its core initiatives include Infrastructure, Workforce and Economic Development and Workforce Housing.

Orange County Regional Leadership Council convenes the Orange County Development Board, the Anaheim Workforce Development Board, and the Santa Ana Workforce Development Board with mandated partners and key stakeholder groups. The Regional Leadership Council meets monthly to discuss and plan for strategic alignment and coordinated system efforts for the Orange County Region. Roles and responsibility of the Regional Leadership Council include, but are not limited to:

- Identification of short term/immediate needs for OC Regional Plan implementation and long term sustainability efforts
- Integration of partner needs/goals and implementation of regional projects, such as: SlingShot, Regional Implementation and Innovation, etc.
- Development of partner MOUs, discussion of partner strategic plans and regional goals
- Development of regional plan framework with commitments to implement regional strategies/activities
- Commitment to economize and leverage resources for the OC Region

California Community Colleges, Doing What Matters, Taskforce on Workforce: 14 Regional College and Faculty Conversations with over 700 attendees, including 40% faculty; 6 Strong Workforce Town Hall Meetings with over 500 participants in regions across the state; 6 expert background papers on common themes including Workforce Data and Outcomes, Curriculum Development, Structured Pathways and Student Support, Regional Coordination, and Funding; 5 meetings of the 26-member Task Force. Public input and comment.

DATA SOURCES The OC Region has used the regional EDD data analytics and focused on positioning work to leverage priority industry sectors, strategic partnerships, career pathways and collaborations to build a greater workforce system. Over the last several years, the OC Region has built a forward-thinking system to address the workforce development challenges of Orange County, one of which is system alignment and development of regional infrastructure that will be addressed through by this regional plan. OC Region has worked to create pathways forward for Orange County by aligning education and workforce training efforts to meet the needs of the priority industry sectors. All four industry sectors currently outpace state

employment projects and create jobs at all levels of the educational attainment spectrum — from entry-level to executive positions. The data analysis illustrates the need for county policymakers to channel OC Region residents toward these lucrative positions through both traditional education and training programs as well as industry partnerships that provide jobseekers with hands-on experience.

Declaration: The OC Region has identified priority high-value industry sectors and developed a plan that is responsive to industry voiced demands and data supported needs in the region. The regional assessment creates opportunities to develop and support industry relevant post-secondary and industry-recognized certificates, training programs, OJT and apprenticeships for these identified priority sectors as a start to building an integrated regional sector pathways system.

Regional Goal/Objective: Targeted and meaningful business and industry engagement to improve access and quality of demand-driven programs organized around regional sector pathways in high-value industries.

Strategy: Support regional sector pathway development by offering in-demand training/education to create pathways to higher wage occupations that will influence workers' upward mobility to employment in higher paying jobs and careers, designating local AJCCs as on-ramps or gateways to programs/services (further defined in respective local area plans).

State Plan Alignment: Aligning education/training with industry needs to support regional sector and career pathways.

2Cii. ASSESSMENT OF EXISTING TRAINING AND EDUCATION PROGRAMS IN THE REGION ASSETS AND GAPS

ASSESSMENT OF EXISTING TRAINING AND EDUCATION PROGRAMS A major source of funding for existing training and education programs in the OC Region comes from the California Career Pathways Trust grant, which awarded the Orange County Career Pathways Partnership (OCCPP) and California Community Colleges Doing What Matters workforce taskforce. These entities were tasked with building a countywide infrastructure to foster the development of workforce programs that aligned educational institutions with local businesses.

Recent surveys assessed the progress of career and technical education (CTE) programs and the overall status of workforce training and education programs in the region. The surveys performed qualitative research on existing training and education programs by gathering input from the Orange County Community College CTE Deans and Faculty, Orange County Community College career center representatives and local businesses representing small, medium and large-size businesses. The report showed that current efforts are falling short of meeting regional needs. Local businesses provided feedback that a general lack of coordination with community colleges led to poor participation in existing programs. Businesses acknowledged that they did not have enough understanding or familiarity with the partnership process to justify allocation of resources to the effort.

In addition to the education system, the Orange County Region AJCC One-Stop system offers workforce training allowable under WIOA. The local area One-Stop Centers strive to serve WIOA eligible Adult, Dislocated Workers and Youth with training options including Individual Training Accounts (ITA), On-the-Job Training (OJT), Customized Training, Incumbent Worker Training (IWT) and Transitional Jobs opportunities. Initial feedback from businesses interested in on-the-job training (OJT), Incumbent Worker Training and apprenticeships report that they are wary of the logistics involved in coordinating repetitiously with three local boards whose policies and processes differ.

Inter-agency policy discrepancies and a lack of coordination among the community colleges and within the three local boards' results in reduced referral and linkage of customers to relevant education and training programs, creating unnecessary obstacles that limit effectiveness. Accessibility and customer choice are impacted by a lack of process and policy alignment and creates uneven access to services that vary sometimes based on customer geography and sometimes based on lack of existing contracts with desired training providers/programs. Duplication of services and discrepancies in costs create additional challenges that confuse customers, limit regional coordination, and impact training.

ADDRESSING DEFICIENCIES Over the past 18 months, OC Pathways and SB 1070 have jointly invested in a major initiative to align curriculum and educational practices at the secondary and post-secondary levels to best respond to the education and training needs identified by industry. Teams of educators, counselors and administrators have been actively engaged in multiple forums that provide opportunities for industry professionals to bring voice to the direction of curriculum and pedagogy in the career pathway programs linked to their sector. Workforce, education, and training initiatives in the region require further development and coordination. Feedback received guided key recommendations such as: infrastructure development, regional systemic alignment of workforce programs, policy alignment, and addressing talent pipeline issues.

Strategies to address deficiencies include:
- Industry led and defined efforts to organize and align workforce activities through convening of local stakeholders and leverage of existing networks and resources
- Coordinated businesses engagement efforts within and between community colleges and local boards
- Research and evaluation of current industry needs in the region through surveys, focus groups, and workgroups
- Evaluation and assessment of training processes and alignment of system processes among the local boards in the region
- Identification of workforce/education infrastructure assets and gaps and building of capacity of all partners in the system to increase quality and broaden service delivery processes around training and education programs
- Development and utilization of a shared digital platform to coordinate and streamline business engagement

Declaration: Incentivize collaboration, not competition. A major theme that emerged from interviews with education and training providers is that the current system incentivizes campuses and training providers to act competitively, rather than in concert, because often funding and payment is based on how many customers they attract.

Regional Goal/Objective: Improve access and quality of education and training services responsive to business needs that will increase, expand, and improve programs that create opportunities for all workers and job seekers for employment in fields with high wages and/or career advancement opportunities, including for those with barriers to employment.

Strategy: The skills needed in the labor market change relatively rapidly as new technologies are developed, new industries are created, and existing industries evolve. As a result education and training courses, in order to stay relevant, must regularly be updated to reflect changing labor-market demands. Periodic evaluation, assessment and enhancement of existing education and training programs via the feedback key stakeholders ensure that regional needs will be addressed effectively and in a continuous manner. Coordination of training programs and resources may reduce redundancies in the system.

State Plan Alignment: Foster demand driven skills attainment through collaboration and active engagement of businesses in workforce and education planning and affect system change through alignment, coordination and integration of systems, programs, and resources.

2Ciii CAREER PATHWAY PROGRAMS IN THE REGION

The OC Pathways is a career pathway program in the OC Region that was initiated through a 2014 California Department and Education grant. OC Pathways is a program that is designed to equip students for college and career success using an innovative method that combines academics with career preparation. Over fifty industry partners have been engaged to participate in OC Pathways to focus on high-need, high-wage, high-skill STEM careers. Target sectors are healthcare/biotechnology, engineering, manufacturing, and information technology/digital media. Industry partners include major businesses in the OC Region, such as: Broadcom, Edwards Lifesciences, and Fluor Corporation to help build a regional infrastructure that expands career pathway opportunities for Orange County students. This goal is achieved primarily by connecting educators with industry leaders to create a Career Readiness Hub, where students are provided with virtual field trips, virtual mentorships, interactive career exploration tools and a curriculum that emphasizes workforce readiness skills. Industry participation is relied upon because providing students with relevant, hands-on experience is central to the success of the program. The program provides students with direct involvement in career settings through internships, development of work-based learning program at local schools and other innovative teaching methods that are heavily influenced by industry partners. OC Pathways also provides resources for educators through workshops and learning sessions that introduce new

methods and techniques for incorporating workforce readiness into student curriculum.

- Over 8,600 students have participated in the program, with 2,500 participating in work-based learning programs. 12,500 community college students have enrolled in OC Pathway industry sectors, earning 600 certificates and 85 degrees. 500 educators have enrolled in OC Pathways professional development sessions, and the University of California Curriculum Integration (UCCI) developed 6 courses, 4 of which meet University of California and California State University admission requirements.

Declaration: The nascent success of the career pathways programs provides a solid foundation for the development of an overall infrastructure to enable future development of regional sector career pathway approaches to OC workforce needs.

Regional Goal/Objective: Improving access and quality of programs, embracing a sector strategy that concentrates on developing career pathways programs for priority sectors to help people get and sustain good jobs with good pay.

Strategy: Organizing regional sector career pathway development around a network of engaged business/industry, education, labor, and stakeholders who are invested in regional workforce development.

State Plan Alignment: Strategic regional alignment of education, training, and workforce systems to foster demand-driven skills attainment and opportunities for upward mobility for all Californians.
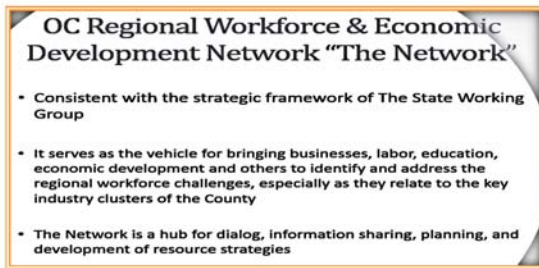
2Civ. RECOMMENDATIONS TO FURTHER DEVELOP CAREER PATHWAYS PROGRAMS

As described and referenced throughout this regional plan, the OC Region has established the Orange County Economic and Workforce Development Network ("the OC Network") as the vehicle for bringing businesses, labor, education, economic development and others to identify and address the regional workforce challenges, especially as they relate to the key industry clusters of the County. Through quarterly meetings, intensive workgroups, and planning sessions, the OC Network serves as a hub for dialog, information sharing, planning, and development of resource strategies. Complementing the State goal to create and implement regional sector pathways, the OC Network's key partners and stakeholders have come together with recommendations to further develop career pathway programs to meet regional industry needs:
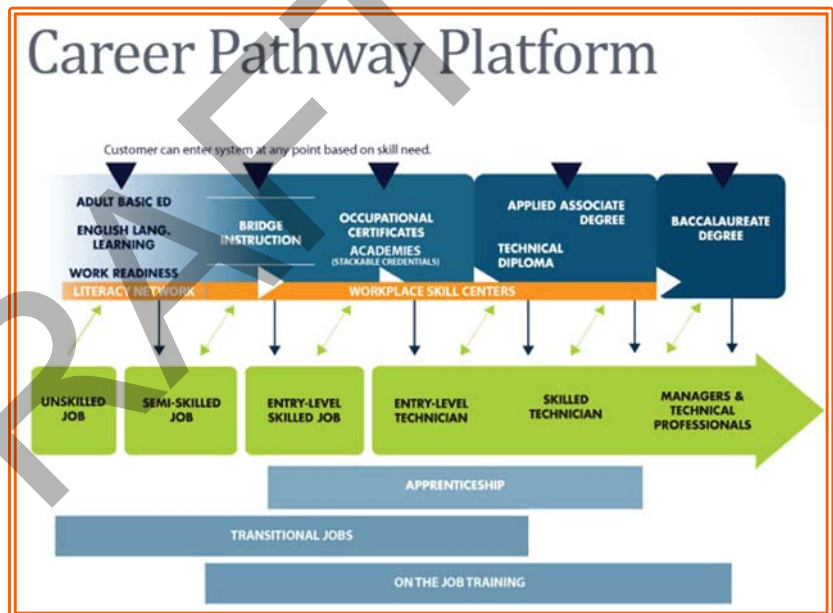
- Identifying key competitive and emerging industries
- Aligning, coordinating, and integrating Orange County's resources to support the development of industry-specific partnerships in those targeted high-value priority industries
- Working to minimize/eliminate policy/administrative barriers to the alignment of public programs and funding streams
- Developing common systems to track participant success
- Identifying and accessing additional federal, state, private and philanthropic resources to sustain the network, invest in specific programs, and support sector initiatives
- Integrating programs and braiding funding streams along career pathways, and providing supportive services for underprepared students and workers
- Supporting a multiple entry/exit point system in career pathways programs

Informing the work of the OC Network are Sector Partnerships, which bring together leaders from business and education, along with other stakeholders, to develop education and training curriculum and programs to meet business demands for skilled labor. For industries identified by the OC Region as priority sectors, the Sector Partnerships are responsible for:

OC Regional Workforce & Economic Development Network "The Network"

- Consistent with the strategic framework of The State Working Group
- It serves as the vehicle for bringing businesses, labor, education, economic development and others to identify and address the regional workforce challenges, especially as they relate to the key industry clusters of the County
- The Network is a hub for dialog, information sharing, planning, and development of resource strategies

- Identifying/articulating current and anticipated industry skills gaps
- Mapping out and establishing career pathways in targeted industry sector
- Providing input into the development of training curriculum and/or adjusting existing curriculum
- Vetting industry valued skills certifications, credentials, and degrees
- Developing other strategies to support industry workforce needs and worker career advancement

Declaration: Ultimately, the OC Region RPU expects that the work of the OC Network and the Sector Partnerships will enable workers to gain the skills necessary to perform work in the sectors that are driving the Orange County economy. Implementation of these industry recommendations will help develop a comprehensive continuum of career pathway resources that support a multiple entry point system- no wrong door for clients in need for varying services.
Regional Goal/Objective: Strategic regional alignment to support development of career pathways through coordination and integration of programs, services, and partner resources.
Strategy: Industry guided development of a comprehensive continuum of career pathway programs that will address skills development across the competency spectrum of careers, from foundational skills to the high level skills.
**State Plan Alignment:** Strategic regional alignment led by industry demand to build regionally responsive and relevant career pathways.

2D. INDUSTRY-VALUED POST-SECONDARY CREDENTIAL ATTAINMENT: Under the State Plan, regional sector pathway programs should result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs.

2Di. DETERMINING INDUSTRY-VALUED AND RECOGNIZED POSTSECONDARY CREDENTIALS

WIOA Regional Plan Requirement (C): Regional planning process shall result in the development and implementation of sector initiatives for in-demand industry sectors or occupations for the region.

IDENTIFY THE PROCESS TO DETERMINE VALUED AND RECOGNIZED CREDENTIALS The OC Region leveraged existing CTE steering committees, a working group dedicated and actively engaged in a process of inventorying current curriculum, sector partnerships, and industry targeted efforts. Customer-focused and industry led efforts are key drivers at the OC Network meetings that bring together business, industry, workforce, and education partners. A series of

business/industry focus groups combined with EDD regional and local labor market information provides context for the determination of valued and industry recognized credentials. The process to vet valued and recognized credentials included:
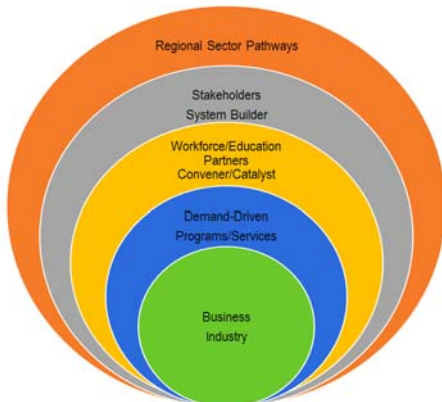
- Partner engagement- bringing the right mix of key stakeholders and decision makers to the table
- Soliciting business/community input- focus groups, work groups, town hall meetings, surveys
- Evaluation and assessment- inventory of current credentials, asset mapping

- Analysis of labor market information- return on investment of credentials, are these credentials relevant to industry needs, regional data analysis, current and on-going analysis
- Ensuring credentials were responsive to high-value, high-growth sectors- pulse on priority sectors in the region with evidence of clear pathways to career advancement and/or higher wages
- Tracking employment- credentials leading to gainful employment

DESCRIBE INDUSTRY LED DISCUSSION PROCESS An industry led approach to skills development helps education and workforce partners respond to gaps and needs with solutions, programs, and services that will help businesses fill jobs with skilled workers. All workgroups, steering committees, and meetings include business and industry as primary key partners. The OC Region RPU will utilize the OC Network as a vehicle to ensure that industry leads this discussion and process.

Declaration: Post-secondary education and credentials are key to economic mobility for individuals and the economic strength of the entire Orange County region. Credentialing is an important way to connect industry demand to workforce capability and ensure high quality skills to satisfy businesses.
Regional Goal/Objective: Targeted meaningful business/industry engagement to help build and support regional sector and career pathways and identify credentials are responsive to industry needs for a skilled workforce.
Strategy: Prioritize industry led discussions in the development of industry relevant and demand driven services/trainings.
State Plan Alignment: Foster demand driven skills attainment through collaboration and active engagement of business and industry in the development and provision of credentials for in-demand industry sectors/occupations for the region.

2Dii. CURRENT INDUSTRY-VALUED AND RECOGNIZED POSTSECONDARY CREDENTIALS

CURRENT CREDENTIALS Echoing the California Workforce Development Board's policy statement on credential attainment: Credentials benchmark skill attainment. Documenting everything from work readiness to technical proficiency, they may be awarded for credit hours earned, programs completed, or competencies demonstrated. The OC Region RPU is focusing on the development and enhancement of credentials around high-value priority sectors such as: manufacturing, healthcare, IT, and hospitality/tourism. Industry credentials currently offered to the region include, but are not limited to:

California industry credentials http://doingwhatmatters.cccco.edu/LaunchBoard/IndustryCredentialsSearch.aspx	This searchable database provides information on third-party credential exams that are issued through Certiport, including: ▪ A list of credentials, which can be filtered by K-12 pathway, industry cluster, or priority sector ▪ Figures on how many students have passed exams at individual K-12 sites and colleges
Credentials offered by community colleges http://doingwhatmatters.cccco.edu/portals/6/docs/Industry%20Credentials%20Grid_CC.pdf	The list is intended to help practitioners fold credentials into community college programs, and to help students obtain employment or demonstrate skills needed in the workplace. Students successfully completing training for these certifications will be prepared to sit for the industry-valued certifications. *This is a live list, and will continue to change as required by both industry and educators.*
Credentials offered by K-12 http://doingwhatmatters.cccco.edu/portals/6/docs/Industry%20Credentials%20Grid_K12.pdf	Students successfully completing a program of study within the career pathways listed here will be prepared to sit for the cross-listed industry-valued certifications and will be better prepared for continuing their studies in community college career pathways. *This is a live list and is not to be considered as an official list by the California Department of Education.*
Credentials offered by private third-party training providers	Various private third-party training providers for the OC RPU included on the OC Region Approved Training Provider Directory consist of approximately fifty unique providers offering 360 training programs.

DESCRIBE THE PROCESS TO ENSURE LABOR MARKET RELEVANCE Credentials should be responsive to current labor market trends and industry identified skills gaps. Processes to ensure labor market relevance of credentials in subsequent years as labor markets change will include, but not be limited to:

- Labor market analytics: through real time EDD LMI data, OC Workforce Indicators Report, OC Indicators Report, Chapman University Annual Economic Forecast,
- Employment: data tracking gainful employment connected to credentials
- On-going evaluation and vetting of credential programs by industry partners and stakeholders

Declaration: Credentials offered should be meaningful with actual value in the current labor market, portable and transferrable, and connected to a job or an educational/career pathway. Industry-valued credentials have the following characteristics:

- Valued and demanded by businesses
- Portable – skills learned are transferable and provide broad opportunities
- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Lead to higher wages, career advancement, and/or increased job security

Regional Goal/Objective: Improve access and quality of credentials by developing and offering in-demand training

Strategy: Ongoing business engagement in the credential review and development process, ongoing evaluation and analysis of labor market trends.

State Plan Alignment: Foster demand driven skills responsive to industry need and relevant to current labor markets.

2Diii. INDUSTRY-VALUED CREDENTIALS VETTING PROCESS

To ensure that industry is actively involved in the education and certification process, a series of focus groups were held in specific industry segments to gather feedback on demand for industry-valued credentials and how industry should be involved in the credentialing process. An online survey is under development in order to broaden the scope of industry feedback and involvement. More than 20,000 businesses will be asked to participate to help refine the list of industry-valued credentials and also to get information on industry segments to be aware of. The results of the LMID, industry feedback and other stakeholder participation will be shared with a coalition of partners that includes: California Department of Education, local boards, community colleges in the OC Region, Orange County Business Council, and the AEBG Consortia.

Regional partners, including industry leaders, are committed to evaluating and determining that relevant credentials are industry valued through:

- Business feedback: OC Network meetings and workgroups, CTE advisory board meetings, Chambers of Commerce, Orange County Business Council, Local Boards, and Industry forums
- Employment: data tracking gainful employment connected to credentials

Declaration: Industry led discussions and feedback will guide labor market supported coordination and vetting of credentials offered in the region. This vetting process will confirm if credentials are: relevant to industries with high demand, in a sector characterized by quality jobs or pathways to them, tied to groups of firms and informed by a region's best businesses, connected directly to jobs or to next steps in an education and/or career pathway, and are accessible and meaningful to a wide range of small and medium businesses in the OC Region.

Regional Goal/Objective: Targeted meaningful business/industry engagement to identify and determine industry skills gaps and needs to be incorporated into industry relevant and demand driven programs and pathways.

Strategy: Coordination between industry/business, education, and workforce to meet business and industry needs; support collaborations to leverage and braid CTE and workforce funding streams to build capacity to meet regional needs.

State Plan Alignment: Foster demand driven skills attainment that is industry validated and proven to help people get good jobs and help businesses find skilled workers.

2Div. TRAINING AND EDUCATION PROVIDERS

TRAINING/EDUCATION Training and education providers in the OC Region include, but are not limited to, local school districts, community colleges, other accredited colleges/universities, and private third-party training providers such as:

- **School Districts (27):** Anaheim Elementary School District, Anaheim Union High, Brea Olinda Unified, Buena Park, Capistrano Unified, Centralia Elementary, Cypress, Fountain Valley, Fullerton, Fullerton Joint Union High, Garden Grove Unified, Huntington Beach City, Huntington Beach Union High, Irvine Unified, La Habra City, Laguna Beach Unified, Los Alamitos Unified, Magnolia, Newport-Mesa Unified, Ocean View, Orange Unified, Placentia-Yorba Linda Unified, Saddleback Valley Unified, Santa Ana Unified, Savanna, Tustin Unified, and Westminster;
- **Community Colleges (9):** Cypress College, Fullerton College, Golden West College, Irvine Valley College, Orange Coast College, Santiago Canyon College, Santa Ana College, and Saddleback College;
- **Public Universities (2):** California State University, Fullerton (CSUF), and University of California, Irvine (UCI);
- **Other (19 approx.):** Various other accredited private colleges and universities;
- **Other (50 approx.):** Various private third-party training providers for the OC RPU included on the OC Region Approved Training Provider Directory consist of approximately fifty unique providers offering 360 training programs.

Declaration: As stated in the CWDB credentialing policy framework- the USDOL guidance offers a clear definition of industry-recognized credentials, but offers no indication of how many exist, in which regions and sectors. This is the challenge to be addressed by the board to track the establishment of credentials and the deployment of credentials.

Regional Goal/Objective: Strategic regional alignment and coordination of programs and services that are in sync and committed to the overall goal of increase efficiencies and innovations in the workforce development system.

Strategy: Coordination between industry/business, education, and workforce to meet business and industry needs; support collaborations to leverage and braid CTE and workforce funding streams to build capacity to meet regional needs.

State Plan Alignment: Foster demand driven skills responsive to industry need and relevant to current labor markets.

2Dv. TRACKING ATTAINMENT AND ESTABLISHING REGIONAL GOALS

TRACKING CREDENTIAL ATTAINMENT The local boards and partners collectively in the OC RPU will develop a system to share data in order to track credential attainment and measure total contributions of industry recognized credentials produced by the partners collectively in the RPU.

Measurable goals to track credential attainment:
- Percentage of participants in unsubsidized employment during 2nd quarter after credential attainment
- Percentage of program participants in unsubsidized employment during the 4th quarter after credential attainment
- Percentage of participants who are gainfully employed within 1 year after completion of a recognized post-secondary credential, secondary school diploma or equivalent

Regional goals to track credential attainment:
- Coordination and collaboration with system partners to develop a process to share data across systems that will help track participants and recognized post-secondary credential attainment linked to gainful employment
- Indicators of effectiveness in serving businesses' needs through analysis of credential attainment linked to employment trends in the region

Declaration: Credential programs are accountable to participants and business. This begs the inclusion of an evaluation and tracking process that examines programs, providers, and aligns performance accountability and data systems to support valuable credential attainment. All partners' individual regional goals were cross-referenced to align with State Plan goals and policies to establish comprehensive and inclusive regional goals for the OC Region's plan around industry recognized credentials as part of the regional sector pathway.

Regional Goal/Objective: Strategic alignment and coordination of programs, services, and partners, creating cross-system data capacity that uses diagnostic labor market data to assess the value of those program investments.
Strategy: Performance will be tracked and evaluated over time. Working with state, regional, and local partners ensures investments in employment, education and training programs are evidence-based, demand driven, and data supported
State Plan Alignment: Production of a million industry-recognized credentials over the next ten years, creating a sustainable credentialing agenda for shared regional prosperity.

2E. ACCESSIBILITY AND INCLUSIVTY: Regional planning is intended to be inclusive and regional sector pathway programs must be flexibly designed and include, as appropriate, remedial programming, so as to allow individuals with barriers to employment and other target populations, including those with limited basic skills and limited English proficiency, an ability to work their way along these pathways. Regional sector pathway programs must be designed to allow participation of individuals with disabilities.

2Ei. REGIONAL PLANNING EFFORTS TO INCLUDE INPUT FROM STAKEHOLDERS AND CBOS REPRESENTING DEMOGRAPHY OF THE REGION

WIOA Regional Plan Requirement (F): Regional planning process shall result in the coordination of transportation and other supportive services, as appropriate, for the region.

REGIONAL PLANNING OUTREACH EFFORTS To develop a truly regional plan that represents all the moving parts involved in the workforce system, the OC Region proactively engaged leadership of key partners and stakeholders (members listed previously in Section 2Aii) to coordinate development of respective regional plans and contribute to the development of the OC Regional Plan. In order to help align all WIOA mandated operations and programs as well as bigger regional efforts to meet the needs of ever changing OC Region needs, leaders and decision makers from each of the groups were invited to an initial regional planning meeting. From this initial planning meeting was borne the OC Regional Leadership Council as an entity to foster integration and coordination of all partner perspectives for strategic regional planning. Outreach and recruitment of partner input was also facilitated through leveraging the OC Network as an existing entity to engage and include public, private, non-profit, education, and community input. Special Populations, such as out-of-school youth, foster youth, veterans, ex-offenders, and limited English proficient were invited to participate in the regional planning process through the public quarterly network meetings and special workgroups. In addition to coordination of key leaders and partners, the OC Region was awarded the Regional Implementation and Innovation Grant as a means to develop and implement improved infrastructure through regional coordination and system alignment of regional data, policy, and service delivery. The goal of all regional collaboration and alignment efforts is to ultimately improve access to regional sector pathways activities that lead to recognized post-secondary credentials and/or industry-recognized credentials (portable and stackable), increase access to training, support development of apprenticeship opportunities, and ultimately meeting the needs of industry for skilled workers.

GROUPS CONTACTED/INVITED TO PARTICIPATE IN REGIONAL PLANNING
- **The OC Regional Leadership Council:** In addition to decision makers representing the WIOA titles and core system partners, the council has also recruited leaders from the Social Services TANF programs, OC Sheriff's Probation Department, and the Orange County Department of Education.
- **The OC Network:** The OC Network was established in order to better support and integrate county-wide initiatives through collaborative partnerships between public and private organizations and established industry sector professionals that includes members from businesses, industry associations, education, workforce development, economic development, community based organizations, labor organizations and other public sector agencies.
- **Community Based Organizations:** A number of community-based organizations contribute input and collaborate on projects within the OC Region through active participation in the OC Network. Primary community based organizations that have actively contributed to the development of the OC Regional Plan include the United Way of

Orange County and Goodwill Industries of Orange County who support programs and provide services to historically high-need and disadvantaged communities. OCAPICA and other youth providers contributed strategic guidance to serve out-of-school youth and foster youth in the OC Region.

- ■ **Career Technical Education (CTE) – Partners:** OC Pathways and OC Department of Education, represents CTE development and integration related to workforce development and has provided comprehensive data and analysis of industry workforce credentials at the community college and high school level in the OC Region.
- ■ **Business – Economic Development:** The OC Region worked with the Orange County Business Council, members of the OC Network, and the OC Economic Development Working Group to include business and economic development input into the OC Regional Plan. This strategic feedback aligns regional activity to positively impact the ongoing economic vitality of the region.
- ■ **Adult Education Block Grant Consortia:** All four Orange County Adult Education Block Grant (AEBG) consortia have been invited and have participated in the OC Regional Leadership Council.
- ■ **Comprehensive Development Strategy Committee (CEDS):** CEDS is committed to focusing change on areas identified as distressed or vulnerable to distress; to improve communities identified as "Red Zones" in the region.
- ■ **SlingShot Coalition:** The SlingShot Coalition (led by industry) serves not only as a director of SlingShot activities and policy, but as a think tank on workforce and economic development issues for the OC Region with formal commitment from industry leaders and community partners to support the regional strategy and make specific contributions to regional workforce development activities.

ESTABLISHING REGIONAL GOALS The OC Region RPU, through the creation of the OC Regional Leadership Council, have met quarterly in 2015 and monthly in 2016 to support joint development of OC Regional goals.

- • Key partners and stakeholders (members listed previously in Section 2Aii) shared best practices and priorities/goals for the entities they represented. This data was collected and integrated into a cross walk of all partner regional goals. This process strengthened communication, coordination, and decision-making between regional partners.
- • Regional labor market information provided by EDD gave the Leadership Council context by which to review, evaluate, and revise regional goals for the OC Regional Plan.

	Fostering demand driven skills attainment Collaboration	Enabling upward mobility for all Californians Innovation	Aligning, coordinating, integrating programs and services System Change
California Workforce Goal: One Million more skilled workers			
Goal:	To restore upward mobility and meet employers' needs, California needs one million more graduates with middle-skilled credentials over the next ten years		
Background:	With wages stagnating and income inequality rising- and millions of Californians struggling to make ends meet in low-wage jobs- industries from health care to manufacturing still can't find the skilled workers they need		
STATE PLAN	Fostering Demand Driven Skills Attainment COLLABORATION	Enabling upward Mobility for all Californians INNOVATION	Aligning, coordinating, and integrating programs and services SYSTEM CHANGE
State Policy Objectives	1. 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. 2. 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.	4. "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. 5. Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.	3. 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. 6. Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use of performance data to assess the value of those investments. 7. Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.
OC REGIONAL GOALS			
	Targeted Meaningful Business/industry Engagement- foster demand driven skills attainment through collaboration and active engagement of businesses in workforce and education planning, including identifying key industry skills needs, determining skills gaps, and education/training needs to be incorporated in regional sector pathways and development of industry relevant and demand driven programs and pathways	**Improve access and quality of Service Delivery-** enable upward mobility for all Californians through innovation organized around regional sector pathways- increase, expand, and improve programs that increase opportunities for all workers and job seekers for employment in fields with high wages and/or career advancement opportunities, including for those with barriers to employment such as ELL and special populations	**Strategic regional alignment-** bring about system change through alignment, coordination, and integration of programs, services, and partners- system alignment, service integration, and support towards a sustainable regional infrastructure that are in sync and committed to the overall goal of helping people get good jobs, sustain/keep good jobs and positively affecting regional economy through sustainable regional sector pathways.
Outcome	Help people get good jobs	Help people sustain good jobs	Positively impact regional economy

Declaration: The OC Regional Plan has taken into consideration the regional strategic plans of partners and key stakeholders and has herein integrated and aligned the OC Regional Plan with those of other partners in an effort to align regional goals and streamline service delivery through leveraging resources.

Regional Goal/Objective: Strategic regional alignment to increase efficiencies and innovations in the workforce system that will promote competitive and world-class education and workforce opportunities to the OC Region.

Strategy: Align regional goals and strategies across systems, foster cross referral among all partners, increase ratio of braided funds, aligned business engagement, support infrastructure development and coordination

State Plan Alignment: Alignment of workforce, education, and business engagement programs to foster a comprehensive workforce system responsive to demand-driven skills attainment through system alignment, service integration and continuous improvement.

2Eii. ADULT EDUCATION BLOCK GRANT (AEBG) CONSORTIA PARTICIPATION

The Adult Education Block Grant (AEBG) created consortia statewide by using existing community college district boundaries. As such, Orange County has four AEBG consortia that have each participated in the WIOA regional planning process. The Coast Adult Education Consortium (CAEC) runs from Seal Beach, the most north-western point of the Orange County coast, and runs south through Newport Coast. The North Orange County Regional Consortium for Adult Education (NOCRC) comprises the northern portion of the county including the most populous city in the county, Anaheim. Rancho Santiago Adult Education Consortium (RSAEC) resides in the heart of the county and includes the second most populous city, Santa Ana. The fourth AEBG consortia, South Orange County Regional Consortium (SOCRC), is located in the southern half of the county with the largest square miles of territory of all the consortia and the second highest overall number of residents.

Declaration: Through participation in the OC Leadership Council, the AEBG Consortia actively contributed to the OC Regional Plan from the planning through development of the plan with commitments to collaborate on implementation.

Regional Goal/Objective: Strategic regional alignment, collaboration, and coordination to address basic skills needs.

Strategy: Evaluation of current needs for adult education programs within the OC Region, input into pathways development so as to allow those with basic skills deficiencies the ability to participate in meaningful regional sector career pathways.

State Plan Alignment: Foster demand-driven skills attainment through collaboration with education/ training partners.

2Eiii. BASIC SKILLS EDUCATION

ANALYSIS OF BASIC SKILLS EDUCATION IN THE OC RPU The need for basic skills education in the Orange County RPU is substantial. As of the 2016-2017 Orange County Workforce Indicators Report, 15.9% of the county population of those 25 years of age or older do not have a high school diploma. An additional 17.3% of the population have a high school diploma, but no postsecondary education.

Each year, a sizable number of job seekers served by the workforce and education systems are assessed as basic skills deficient. In order to ensure that these individuals have the skills necessary to qualify for and succeed in jobs, many are referred to services for language skills and math remediation. Such services are available through WIOA-funded and other programs including community college programs, adult schools, ROPS, non-profit agencies and community learning centers. While the length of time that participants spend in basic education varies from student to student based on individual skill deficits, it is not the case that large numbers of these students spend inordinately long periods of time in basic education. Most quickly acquire new skills to support their employment efforts and it is not uncommon for learners to continue studying to increase communication and computation competencies after they begin work.

Demography and Languages Spoken in the OC Region

According to the Orange County Community Indicators 2016 Report, 46% of all residents over age five speak a language other than English at home. In AEBG RSAEC's region, 15% of all households have "no one age 14 and over [who] speaks English or speaks English very well". (US Census Bureau, 2008-2012 American Community Survey).

Estimated Number of Individuals Served Regionally

Collectively, the four Orange County AEBG consortia provide basic skills education for 225,109 individuals as reported in the 2015-16 AEBG Student Data Collection Reports. The areas of basic skills education which are also allowable program areas under AEBG include Adult Basic and Secondary Education (ABE/ASE), English as a Second Language/Citizenship (ESL), Adults with Disabilities (AWD), and Career Technical Education (CTE). 86,298 individuals are served in ABE/ASE courses within the RPU (CAEC – 35,811; NOCRC – 13,734; RSAEC – 33,926; SOCRC – 2,913). 93,772 of individuals are served in ESL courses within the RPU (CAEC – 10,920; NOCRC – 32,585; RSAEC – 43,256; SOCRC – 6,436). 4,979 AWD individuals are served within the RPU (CAEC – 1,140; NOCRC – 1,941; RSAEC – 1,449; SOCRC – 449). And 40,060 individuals are served in CTE courses within the RPU (CAEC – 2,735; NOCRC – 13,734; RSAEC – 23,465; SOCRC – 126).

Basic Skills Related Services in the OC Region

Basic skills education related services that complement traditional classroom settings include, but are not limited to:

- Computer-Based Learning: Many colleges, schools and community-based agencies have built "computer learning labs," which are classrooms outfitted with the computer hardware and software required to provide instruction in one or more subjects. Basic education and remediation are common subjects for which this method of instruction is most useful. A variety of basic education software is available that accommodates various learning styles. Students progress at their own pace with the assistance of instructors and/or proctors.
- Training: One-Stop representatives have at their disposal a wide range of resources, including programs/courses provided by both public and private educational institutions; funds that can be used to support work-based training, such as on-the-job and customized training; apprenticeship programs; and community-based training. In order to succeed in an intensely competitive job market, job seekers have needed to come to the table with not only basic skills but also skill sets that reflect the current needs of the workplace, even for entry-level positions. This fact, combined with State legislation (SB 734) mandating specific training expenditure levels, has ensured that system clients who need training are referred for these services.
- Support Services: Because those least prepared for work often also lack financial resources to sustain participation in training over week or months, the One-Stop Systems in the OC RPU have implemented support services protocols that provide direct support and referrals for housing, transportation, clothes/uniforms, tools and other necessities. Other system partners, such as TANF and AEBG, also have support services resources that can be leveraged and braided to work towards meeting each clients' needs.

Declaration: Regional partner collaboration, coordination, and alignment of key workforce and education partners, will promote the availability of basic education skills education and ancillary programs and services that are suitable to various entry points along a Career Pathway.

Regional Goal/Objective: Improve access and quality of basic skills education services and programs to increase opportunities for all workers and job seekers for employment in field with high wages and/or career advancement opportunities, including for those with barriers to employment such as English language learners.

Strategy: Regional partners are working together to meet any unmet needs by improving cross system referral processes, alignment of assessment techniques, and shared data tracking mechanisms.

State Plan Alignment: Enable upward mobility for all Californians through integrating service delivery, braiding resources, and coordinating services at the local level to meet client needs.

2Eiv. BASIC SKILLS EDUCATION – INTEGRATION INTO REGIONAL SECTOR PATHWAYS

The Orange County AEBG consortia each plan to address common gaps in services that will allow for basic skills education to be integrated into regional sector pathway programs. Identified gaps include transitional counseling, assessment alignments (from high school run adult education classes to college), alignment of noncredit courses where identified, and articulation efforts (from high school run adult education CTE courses to community college credit CTE offerings). CAEC will continue aligning the curricula of the K-12 Adult Education programs and the college programs to create seamless transitions into postsecondary education or the workforce.

NOCRC Integrated Basic Education and Skills Training (I-BEST) strategy, locally known as Project Asparagus is designed to serve those looking to increase their work skills, especially members of the population who have limited English proficiency. I-BEST is a co-teaching model that pairs a CTE content instructor with an ESL, Basic Skills, or AWD support instructor. Through NOCRC's efforts, the School of Continuing Education (SCE) increased its I-BEST offerings from one CTE area, Pharmacy Tech which began Spring 2015, to four areas: Administrative Assistant, Early Childhood Education, and Medical Assistant. As a result, more students that traditionally struggled in those courses were able to complete them. Testing scores increased and many students seemed to have a better understanding of the content. SCE is working on ways to continue expanding I-BEST offerings as well as developing partnerships with its sister credit institutions to offer pathways to credit certificates and degrees.

The Curriculum e-Design for ESL, ASE, ABE, CTE and programs for Adults with Disabilities is a RSAEC regional strategy. The workgroup consists of members from Santa Ana College Continuing Education, Santiago Canyon College Continuing Education, and Garden Grove Unified School District Adult Education. One of the goals of this strategy is to provide support services and professional development training in curriculum development planning. Thirty faculty members are participating in a professional development retreat with outcomes to include a curriculum development framework including action plans. In addition, members are meeting with credit college and business industry counterparts to ensure seamless transition. Focus is on aligning ESL curriculum across the consortium and merging the different program areas (ESL, CTE, ABE, ASE and AWD) so as to limit duplication of effort and focus on contextualized based learning to accelerate student progress.

Declaration: Career Pathways that support progressive skills development through education and training programs using multiple entry and exit points integrate basic skills education into regional sector pathways.
Regional Goal/Objective: Improving access and quality of services/programs related to basic skills education.
Strategy: Identified strategies include: improving test performance through special college preparation courses for AE students; introduction of more academic content into the ESL curriculum; providing contextualized curriculum; providing counseling and assessment services; removing college placement test requirement for adult education students to enter college ESL courses; offering transition and college preparation English and Math courses for K-12 adult education students; and providing professional development courses for instructors to inform them about the various pathways available.
State Plan Alignment: Fostering demand-driven skills attainment through coordination of workforce and education partners to help people get good jobs.

2Ev. REGIONAL EFFORTS TO STREAMLINE AND COORDINATE BASIC SKILLS REMEDIATION

As mandated by Title 5 and the California Community Colleges' Student Success and Support Program (SSSP) requirements, Orange County's community colleges will use the California Community College Common Assessment system, once available, to streamline and coordinate intake, assessment, and referrals of individuals needing basic skills remediation.

CAEC regional efforts to streamline and coordinate intake, assessment, and referrals of individuals who need basic skills remediation revolve around action at both the K-12 and community college adult education levels to identify and address gaps in services. Identified gaps in services include: community college level remediation courses at the noncredit level (for students receiving diplomas but still lacking academic skills for transferable course credits), transition counseling for adult education students who are moving on to the community college level (or, for community college adult education students, for those moving from noncredit to credit community college courses), common assessments and/or agreements about alignment need for assessment moving from K-12 led adult education ESL courses to community college adult education courses.
NOCRC is unique among the Orange County consortia in that with the exception of a few hundred CTE adult students being served by the North Orange County ROP, all of the region's adult education services are provided by the community college district. Therefore, minimal regional coordination needs to occur in the areas of intake and assessment. Communication is ongoing to develop streamlined referral processes between the agencies that provide various WIOA services.
RSAEC has hired a full-time research coordinator and software programmer to work on efforts to coordinate intake within the consortium as well as gather the data needed for WIOA and AEBG deliverables. Efforts are being made to align intake of

students by using common registration methods and collection of data. New registration procedures are currently being investigated within Rancho Santiago Community College District and Garden Grove Unified School District, and there are plans to align with Orange Unified School District.

SOCRC is collectively working on efforts to better track educational pathways of Adult Education Block Grant students in courses. This group has created a universal common assessment tool that is being deployed for the first time in Fall of 2016 classes. This universal assessment tracks key attributes of the Adult Learner population, including employment status of each student. The results of this intake form will be used in the future to tailor services to adult learners.

Declaration: The Common Assessment Initiative includes new ESL, math and English assessments that will allow students' scores to be portable and each college to make local placement decisions. Each AEBG consortia is committed to working collaboratively to develop and coordinate universal intake and assessment processes.
Regional Goal/Objective: Strategic regional alignment of and coordination of basic skills programs/services.
Strategy: Each AEBG regional consortia have strategic activities, mentioned above, to streamline and coordinate intake, assessment, and referrals of individuals needing basic skills remediation.
State Plan Alignment: System change through alignment and coordination of processes that lend support towards a sustainable regional infrastructure that will make it easier to help people get good jobs.

2Evi. ACCESSIBILITY AND PARTICIPATION FOR INDIVIDUALS WITH DISABILITIES

The Workforce Innovation and Opportunity Act (WIOA) stresses physical and programmatic accessibility, including the use of accessible technology to increase individuals with disabilities' access to high quality workforce services. Title I of WIOA assigns responsibilities at the local, State and Federal levels to ensure the creation and maintenance of an American Job Center of California (AJCC) system that enhances the range and quality of workforce development services that are accessible equally to all individuals seeking assistance. It prohibits discrimination on the basis of race, color, national origin, sex, age, disability, religion, political affiliation, participant status, against certain non-citizens, and gender/gender identity.

All of the community colleges within the Orange County AEBG consortia have dedicated Disabled Student Programs and Service (DSPS)/Disability Support Service (DSS) departments who provide a variety of support services for students with identified and verified disabilities. The K-12 adult education districts all have mandated Special Education services and programs to assist in meeting the requirements of the California Department of Education, which includes continuing such services to students until the age of 22. Through AEBG, all four consortia are exploring ways to expand services to adults with disabilities. These efforts are focused in the areas of independent living and workforce preparation skills.

Additionally, the Office of the Governor designated the Department of Rehabilitation (DOR) to serve as the lead state agency in California's efforts to implement the Americans with Disabilities Act in state government. The Disability Access Services (DAS) was established in 1992 to promote disability rights in state government and DOR partnerships in the community. DOR leaders are active members of the OC Leadership Council and contributors to the development of the OC Regional Plan. DOR partners in the OC Region and DAS champions provide training and technical assistance in accessibility of programs, services, and activities to help prevent accessibility issues.

Declaration: As set forth in the regulations (29 CFR Part 38) implementing Section 188 of WIOA, there is an obligation to assure fair and equitable access to all services, programs and facilities for members of both sexes, various racial and ethnic groups, individuals in differing age groups, and individuals with disabilities. Any entity that receives financial assistance under Title I of WIOA is a recipient obligated to ensure nondiscrimination and equal opportunity. The OC Region is committed to ensuring that the programs, services, and facilities are accessible to all, including individuals with disabilities.
Regional Goal/Objective: Improve the access and quality of service delivery, including for individuals with disabilities
Strategy: Key partnerships with the Department of Rehabilitation, and guidance from DOR pertaining to disability access services for all OC Region programs/services covered by the OC Regional Plan.
State Plan Alignment: Coordination of services to meet client needs, opportunities for all customers to access services.

2Evii. COLLABORATION WITH TANF/CALWORKS

Orange County Social Services Agency (SSA) continues to have discussions with regional partners to provide integrated services that help TANF/CalWORKs recipients achieve self-sufficiency. Currently TANF/CalWORKs recipients are referred to AJCCs and local boards for vocational training or work experience/subsidized employment programs. Programs to remove barriers to employment such as behavioral health, homeless assistance, and domestic abuse intervention services are also provided to assist participants. Barriers to employment are evaluated and participants are offered supportive services such as child care, transportation and ancillary services as appropriate. TANF/CalWORKS SSA leaders are active members of the OC Leadership Council and contributors to the development of the OC Regional Plan.

Declaration: SSA has established partnerships with local boards, regional community colleges, adult education providers, and Regional Occupational Centers to integrate services for TANF/CalWORKS clients.
Regional Goal/Objective: System alignment and accountability committed to the overall goals of helping people get good jobs and sustain/keep good jobs.
Strategy: Some of the objectives under development include regional partners working together on strategic co-locations, devising clear career pathways, establishing a Cross Referral Network, and collectively participating in community events such as career resource fairs. There is also a need to develop clear career pathways and tracking mechanisms to follow participants after the completion of TANF/CalWORKS programs.
State Plan Alignment: Aligning and coordinating service delivery and resources to enable upward mobility of clients.

2Eviii. SUPPORTIVE SERVICES PROVISION

Regional program partners will collaborate to provide supportive services to individuals enrolled in regional sector pathways programs, including individuals from populations with barriers to employment, and to share information about their available supportive services so as to avoid duplication of effort as agreed upon in the Memorandum of Understanding between the Local Boards and Partner Agencies. Leveraging and braiding partner support services resources will ensure that individuals receive the support needed in order to facilitate program completion. It is proposed that the American Job Centers of California (AJCC), AEBG consortia, and partners would work to collaboratively support these students in numerous ways to assist them in reaching their workforce goals by leveraging and braiding resources.

SSA/TANF programs also continue to work with regional partners to increase communication and effectively leverage available resources to address supportive services needs. These include child care, transportation, and ancillary services. The TANF/CalWORKs program has established a process to refer participants to local boards and the DOR for career and training services in order to receive the skills and credentials needed to obtain jobs with family-sustaining wages. SSA will make necessary updates to policies to adapt to State directives as they become available in order to count satisfactory participation in approved career pathways towards work participation requirements.

Declaration: Participants may face obstacles and barriers to employment that can be addressed by system partners by leveraging and braiding available support services resources.
Regional Goal/Objective: Improving access and quality of support services available to participants through strategic alignment of partner resources.
Strategy: Coordinated assessment processes, communication between system partners, and coordinated provision of ancillary support services to facilitate program completion by those enrolled in training and education programs/courses.
State Plan Alignment: Regional partnerships to coordinate and braid resources at the local level to meet client needs.

2Eix. COMMUNITY BASED ORGANIZATIONS (CBO) COORDINATION

The local boards coordinate with CBOs on several regional workforce programs focused on serving individuals with barriers to employment. The Orange County Development Board collaborates with Goodwill of Orange County to serve ex-offenders and pre-release probationers to prepare them for re-entry into the workforce and the United Way on development of sector

strategies and business engagement. The Orange County's AEBG consortia also work with CBOs to help provide services to and integrating individuals with barriers to employment into region sector pathways. Coordination with community based organizations include, but are not limited to: OC Read to promote awareness of regional education and training opportunities and recruit students ready to move from one-on-one reading and literacy tutoring into more advanced ESL and Basic Skills classes; Youth Employment Service (Y.E.S.) piloted Employment Skills Training class, a Personal Finance and Money Management class, and mock interviews for Foster Youth and EOPS community college students; partnership with the OCDB and Garden Grove One-Stop Center's Older Adult Work Experience program to pilot a School of Continuing Education (SCE) computer course specifically for older adults trying to enter or re-enter the workforce; Project SEARCH internship program at CHOC Children's hospital (adults with Autism Spectrum Disorder (ASD) and/or other intellectual disabilities (IL) are participating in a one-year internship program which is geared toward employment in a full-time hospital setting); Project SEARCH community-based partners include CHOC Children's Hospital, Regional Center of Orange County, Integrated Resources Institute, The Gillman Foundation-Family Autism Network, and UC Irvine.

Declaration: Community based organizations serve as champions of the region that can implement and leverage all the resources that are regionally organized in order to be most responsive to targeted populations.
Regional Goal/Objective: Strategic regional alignment and coordinated local service delivery, responsive to CBOs
Strategy: Coordination of programs/services with CBOs who serve targeted special populations, integrating service delivery, braiding resources, and integration of services at the local levels to meet client needs.
State Plan Alignment: Strategic regional alignment that brings about system change through alignment, coordination, and integration of programs, services and partners.

2Ex. PARTICIPANT ENGAGEMENT

State law and the State Plan both make clear that sector initiatives and career pathways programs should focus efforts on moving people into jobs that provide economic security. The State Board acknowledges that some individuals being served by the workforce system will require multiple interventions over an extended period of time to help move them into a job that provides economic security. However, the expectation is that a focus on quality jobs should not serve as a deterrent to the provision of services to those with barriers to employment.

The OC Region will work with partners to identify support services provided by partners that help engage and retain individuals in relevant programs. Local Boards will support all staff working in AJCC to learn the various services provided so that they can make appropriate referrals for individuals. To the extent allowed under WIOA, the local boards will coordinate support services and develop earn-while-you-learn opportunities and incentives that help retain individuals and progress them along a career path leading to livable wage jobs.

Declaration: Programs and support services must enable clients to engage in 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. Pathways must 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 Goal/Objective: Improve access and quality of program and services; leverage and braid partner services, programs, and resources to activate a regional infrastructure that will engage and retain participants through career pathways.
Strategy: Identify and develop training and education best practices that combine earn and learn applied learning opportunities with material compensation while facilitating basic skills and technical skills.
State Plan Alignment: To build a system through alignment and coordination of partners that is responsive to those most in need, to improve access and quality of services/programs and create viable connections to regional sector career pathways.

2F. JOB QUALITY CONSIDERATIONS: 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" (CUIC Section 12013). 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."

2Fi. PROJECTED EARNINGS – REGIONAL SECTOR PATHWAY PROGRAMS

The tables below presents occupations directly related to the regional sector pathway programs that are included in the regional plan. Each occupation is segmented into the priority high value industry sectors that are emphasized in the plan.

MANUFACTURING

Projections provided by the California Employment Development Department indicate that the manufacturing segment will grow in Orange County, but only by about 0.74% over a ten-year period. The average projected earnings for middle skill manufacturing occupations in this sector are $16.71 per hour, or about $34,000 annually. The table below shows the top 10 manufacturing middle skill occupations based on projected employment in 2022.

Manufacturing- Occupational Title	Projected Employment 2022	Median Hourly	Median Annual	Entry Level Education
Team Assemblers	12,300	$12.43	$25,858	High school diploma or equivalent
Inspectors, Testers, Sorters, Samplers, and Weighers	7,290	$17.73	$36,867	High school diploma or equivalent
Machinists	6,880	$18.12	$37,690	High school diploma or equivalent
First-Line Supervisors of Production and Operating Workers	6,640	$25.79	$53,638	Postsecondary non-degree award
Electrical and Electronic Equipment Assemblers	4,640	$11.05	$22,982	High school diploma or equivalent
Assemblers and Fabricators, All Other	3,630	$13.52	$28,105	High school diploma or equivalent
Computer-Controlled Machine Tool Operators, Metal and Plastic	2,050	$17.50	$36,399	High school diploma or equivalent
Welders, Cutters, Solderers, and Brazers	1,990	$18.46	$38,401	High school diploma or equivalent
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	1,860	$11.73	$24,405	High school diploma or equivalent
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,780	$14.97	$31,134	High school diploma or equivalent

INFORMATION TECHNOLOGY

Employment in the Information Technology sector is most concentrated in the Los Angeles and Orange County regions. Sales revenue for Information Technology firms are actually higher in this region ($73 billion) than in Silicon Valley ($22 billion). Projected earnings and the Information Technology sector is quite high at $110,000 per worker. Even when isolating for middle skill occupations in this sector, the projected earnings are far above median earners at $63,000 per worker. The table below shows middle skill information technology occupations with 2022 projections.

Information Technology- Occupational Title	Projected Employment 2022	Median Hourly	Median Annual	Entry Level Education
Computer User Support Specialists	7,920	$26.93	$56,009	Some college, no degree
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,870	$31.52	$65,566	Postsecondary non-degree award
Web Developers	2,840	$30.02	$62,443	Associates Degree
Computer Network Support Specialists	1,970	$33.19	$69,039	Associates Degree
Telecommunications Line Installers and Repairers	1,770	$31.73	$66,004	High school diploma or equivalent

HEALTHCARE

The Healthcare sector represents a large share of the overall employment picture in the OC Region, with over 220,000 occupational opportunities in the middle skill segment by 2022. Projected Average earnings for middle skill healthcare occupations are relatively high at $54,000. The table below shows middle skill healthcare occupations with 2022 projections.

Healthcare- Occupational Title	Projected Employment 2022	Median Hourly	Median Annual	Entry Level Education
Registered Nurses	21,300	$41.54	$86,400	Associates Degree
Nursing Assistants	10,610	$13.30	$27,660	Postsecondary non-degree
Medical Assistants	9,010	$16.56	$34,442	Postsecondary non-degree
Licensed Practical and Licensed Vocational Nurses	7,430	$23.68	$49,260	Postsecondary non-degree
Dental Assistants	5,750	$16.55	$34,421	Postsecondary non-degree
Home Health Aides	5,130	$9.89	$20,556	Less than high school
Pharmacy Technicians	3,870	$18.10	$37,646	High school diploma or equivalent
Dental Hygienists	2,760	$48.84	$101,566	Associates Degree
Medical and Clinical Laboratory Technicians	2,150	$17.99	$37,413	Associates Degree
Emergency Medical Technicians and Paramedics	1,740	$14.58	$30,321	Postsecondary non-degree

HOSPITALITY AND TOURISM

The Hospitality and Tourism sector provides the most number of middle skill and low skill job opportunities in Orange County. There are a projected 346,000 jobs that will be available by 2022. However, this sector offers the lowest projected earnings, at an average annual wage of only $26,000. The table below shows some of the middle skill occupations with 2022 projections.

Hospitality and Tourism- Occupational Title	Projected Employment 2022	Median Hourly	Median Annual	Entry Level Education
Waiters and Waitresses	34,600	$9.12	$18,964	Less than high school
Combined Food Preparation and Serving Workers, Including Fast Food	33,520	$9.11	$18,934	Less than high school
Cooks, Restaurant	17,690	$10.82	$22,501	Less than high school
Cooks, Fast Food	14,180	$9.17	$19,075	Less than high school
First-Line Supervisors of Food Preparation and Serving Workers	11,180	$15.87	$33,021	High school diploma or equivalent
Food Preparation Workers	9,970	$9.79	$20,365	Less than high school

Declaration: Data presented represents projected earnings of those employed in occupations directly related to the priority high-value industry sectors and subsequent development of related regional sector pathways.

Regional Goal/Objective: Targeted and meaningful business/industry engagement that identifies industry needs to be incorporated in the development of regional sector pathways and industry relevant/demand-driven programs

Strategy: Identify good paying jobs and focus regional sector pathway development around occupations with projected growth and abundant opportunities.

State Plan Alignment: Foster demand-driven skills attainment responsive to key high-value industries.

2Fii. COMPARISION OF THE FOREGOING WAGE LEVELS – RPU MEDIAN WAGE

The table below shows a comparison of the foregoing wage level in each industry segment that has been identified in the regional sector pathway programs to median wages in the Orange County RPU. The Information Technology and Healthcare sectors show the largest positive differential, while the Manufacturing sector is on par with median wages. However, the Hospitality and Tourism sector falls considerably short of median wages.

Industry Sector	Average Middle Skill Income	Percent Differential from Median Wage
Manufacturing	$34,753.00	1.0%
Information Technology	$63,812.20	85.4%
Healthcare	$54,319.17	57.8%
Hospitality and Tourism	$26,429.76	-23.2%

Declaration: Comparison of foregoing wage levels to the median wage in the OC Region RPU shows the IT and Healthcare sectors as industries with the highest differential from median wages.

Regional Goal/Objective: Targeted and meaningful business/industry engagement that identifies industry needs to be incorporated in the development of regional sector pathways and industry relevant/demand-driven programs

Strategy: Identify good paying jobs and focus regional sector pathway development around occupations with projected growth and abundant opportunities.

State Plan Alignment: Foster demand-driven skills attainment responsive to key high-value industries.

2Fiii. PRIORITIZATION ON EMPLOYERS WHO OFFER JOBS WITH GOOD WAGES/ BENEFITS

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 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, the OC Regional Plan partners and providers guided by the state plan make it a priority to work with businesses who offer jobs with good wages and benefits. These employers support ongoing skills training and encourage employee advancement. They provide 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.

Declaration: The three local boards will conduct ongoing research and analysis on critical drivers of Orange County's key industry sectors. This enables the identification of workforce opportunities in high growth, high wage occupations that are aligned with the OC Regional Plan's overall goals. Key businesses in industry sectors have already been identified and engaged, with the majority participating in workforce or workforce-related programs and activities.

Regional Goal/Objective: Targeted and meaningful business/industry engagement to impact high-value sector stability and growth. Offer in-demand training/education to create pathways to higher wage occupations that will influence workers' abilities to work and reside in the OC Region.

Strategy: Maintaining consistent and valued relationships with key businesses provides greater visibility into their resource needs, resulting in better identification of short-term and long-term employment plans. Local boards will utilize feedback to create strategies with partners and other stakeholders that address these needs. In addition, areas of Orange County that exhibit high concentrations of unemployment and low income, known as "Red Zones," are targeted for workforce development programs because of the prevalence of historically disadvantaged individuals with barriers to employment. Businesses in key industry sectors that are located within Red Zones are given the highest priority because they help address multiple objectives in this Regional Plan.

State Plan Alignment: Foster demand-driven skills attainment in high-value, high-growth sectors with prioritization given to industries and employers who offer good jobs with good wages and benefits.

2Fiv. INCUMBENT WORKER TRAINING STRATEGIES

The local areas will work to build a comprehensive system that responds to the needs of the businesses in the region to ensure opportunities for progression along career pathways. Companies within sectors will be targeted, assessed and provided skills upgrade training to enhance the capabilities of the workers to enable companies to remain and/or become competitive. Layoff aversion projects will be emphasized and we will work as a system to become more robust in being proactive rather than reactive. Tools and metrics will be developed to ensure flexibility, easier access and true business responsiveness, this is not a one size fits all menu of services. The local boards will identify the need to reserve up to 20% of Adult and Dislocated Worker funding to meet the business need and will work with the employers to back fill any positions that are created when the skill upgrade training is completed. An avenue to be explored will be to work with the Community Colleges to leverage services and set up a system that works for all partners.

Declaration: Incumbent worker training services for businesses are provided directly by the local area One-Stop and Business Services providers. Services are delivered in cooperation or partnership with other stakeholders, including community colleges and other training partners; the OCBC; the regional Small Business Administration (SBA) office; the local Small Business Development Center; and industry-specific providers.

Regional Goal/Objective: Emphasis on high-value sectors and strategies through targeted and meaningful business/industry engagement.

Strategy: Identify and establish high-value sector associations in the OC Region, identify and target resources to support industry identified education and training programs that will support and increase access to high-value career pathways.

State Plan Alignment: Support and foster demand driven skills attainment through collaboration and active engagement of business, industry, workforce, and education/training partners.

> 2G. REGIONAL ASSESSMENT: The State Plan requires regional partners to determine the extent to which persons receiving training and education services aligned with regional industry needs in each RPU 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.

2Gi. INCUMBENT WORKER TRAINING STRATEGIES – CAREER PATHWAYS

CURRENT DATA TRACKING Currently, the local boards use CalJOBS to pull training-related employment data. The CalJOBS state data tracking system, however, does not allow for the manual selection of data specific to training-related employment. The system does not take into consideration several factors that are relevant to tracking training-related employment data. The local boards have created a process to ensure O*Net job codes are cross walked with all courses/jobs entered by the ITA Providers in the ETPL. This coding allows the data to capture some training-related activities and employment, however is dependent on manual staff diligence to add the correct codes. This process relies on training for both the ITA Providers and One Stop Center System Career Planners. The OC Region education and training providers face the

same challenges in capturing this data. The education/training providers currently also use CalJobs in combination with Career Café but face missing data points similar as the local boards do.

PLANS FOR COLLABORATIVE DATA TRACKING To work towards a more efficient and accurate method of capturing data, the regional partners in the Orange County RPU will work together to track training related employment for individuals entering the labor market through a combination of mechanisms. The local boards are looking to enhance data query capabilities by using a procured vendor with a web-based application service to drill down data and allow for analytics that are customizable to track any training related services and subsequent employment of participants. Regional education and training partners have also discussed seeking a vendor with a data management system that will not only collect key data points but also lend the ability to analyze and track specific data elements, one example being training related employment. Ideally all regional partners working to capture similar data will implement systems that allow for analytics to be transportable and shared with other partners/systems.

Declaration: Current data tracking/reporting systems for workforce and education/training partners do not have the capability to accurately and efficiently track and/or share training-related employment data for the region.
Regional Goal/Objective: Strategic regional coordination with partners to track and/or share data to support system alignment and sustainable infrastructure.
Strategy: Compare, identify, and implement data tracking systems to support system alignment, accountability with shared data and common participant tracking mechanisms.
State Plan Alignment: Creating cross-system data capacity using diagnostic labor market data to assess where to invest, and also, the use of performance data to assess the value of those investments.

2H. FEDERAL RPU REQUIREMENTS: WIOA Section 106(c) "Regional Coordination" identifies eight RPU requirements, referred to as the A-H requirements that must be addressed/included in the Regional Plan.

The OC Regional Plan has met and exceeded these requirements as addressed in the identified narrative sections of the OC Regional Plan. All federal RPU requirements (A-H) have been met using responses/content in the regional plan that also concurrently meet the state plan requirements.

	WIOA Requirement	OC Regional Plan Narrative Section	
A	Preparation of a Regional Plan	Regional Plan	
B	Regional Service Strategies	Regional MOU or Cooperative Service Agreements	
C	Development and implementation of sector initiatives	Industry-Valued Post-Secondary Credential Attainment	
D	Regional Labor Market Data Collection and Analysis	Regional Economic and Background Analysis	
E	Administrative Cost Arrangements	Local Plan	
F	Transportation and Other Supportive Services	Accessibility and Inclusivity	
G	Regional Economic Development Services and Providers	Regional Partners	
H	Regional Planning Unit Performance Negotiations with the Governor	Local Plan, Performance Goals (Section 3G)	

Page 34

> **2I. REGIONAL MOU OR COOPERATIVE SERVICE AGREEMENTS:** Cooperative Service Agreement between Regional Planning Unit partners.

COOPERATIVE SERVICE AGREEMENT A cooperative service agreement has been established between the three local boards to solidify the commitment to the overall workforce and economic development of the OC Region through system alignment, integration of service delivery, and leverage/braiding of funding, included in the appendix.

> **2J. COMMUNITY COLLEGE AND AEBG RELATED ATTACHMENTS:** Including Strong Workforce Program Regional Plan, as required as part of Assembly Bill (AB) 1602.

The Strong Workforce Regional Plan was in concurrent development as the OC Regional Plan and as such also included the input from our local boards and representatives from the four Orange County AEBG consortia as part of the community college regional planning process. As a result, many of the ideas and strategies mentioned in these reports have been seamlessly integrated and incorporated into goals for the OC Region.

COMMUNITY COLLEGE – STRONG WORKFORCE PROGRAM REGIONAL PLAN The *Orange County Community College Strong Workforce Program Regional Plan as required, as part of Assembly Bill (AB) 1602 (Assembly Budget Committee, Chapter 24, Statues of 2016)* is included in the appendix.

ADULT EDUCATION BLOCK GRANT (AEBG) – REGIONAL COMPREHENSIVE PLAN All of the AEBG consortia Regional Comprehensive Plans (RCPs), Annual Reports, and Performance Measure reports can be found on the state AEBG website: www. http://aebg.cccco.edu/consortia and are included in the appendix.

-----END OC REGION RPU REGIONAL PLAN NARRATIVE-----
ATTACHMENTS CAN BE FOUND IN THE FOLLOWING SECTIONS

PLAN ADMINISTRATION DESIGNEE AND SIGNATURES

ORANGE COUNTY REGIONAL PLANNING UNIT

This regional plan represents the Orange County Regional Planning Unit efforts to maximize and coordinate resources available under Title I of the Workforce Innovation and Opportunity Act. This regional plan, inclusive of a unified local plan, is submitted for the period of July 1, 2017 through June 30, 2020 in accordance with the provisions of the WIOA.

Local Board Chairs	Local Chief Elected Officials
Orange County Development Board	**County of Orange Board of Supervisors**
_____ Signature	_____ Signature
Bob Bunyan Name	Michelle Steele Name
Chair, Orange County Development Board Title	Chair, Orange County Board of Supervisors Title
_____ Date	_____ Date
Anaheim Workforce Development Board	**City of Anaheim Council**
_____ Signature	_____ Signature
Joseph Paquette Name	Tom Tait Name
Chair, Orange County Development Board Title	Mayor, City of Anaheim Title
_____ Date	_____ Date
Santa Ana Workforce Development Board	**City of Santa Ana Council**
_____ Signature	_____ Signature
Lee McMurtray Name	Miguel Pulido Name
Chair, Sana Ana Workforce Development Board Title	Mayor, City of Santa Ana Title
_____ Date	_____ Date

DRAFT

COOPERATIVE SERVICE AGREEMENT

DECLARATION The State of California identifies Orange County as a Regional Planning Unit (RPU). The region's leadership includes the Orange County Development Board, City of Anaheim, and City of Santa Ana. The Orange County Development Board acts as the lead for the region and works with the City of Anaheim and City of Santa Ana to strategically identify regional goals and align public systems to meet and exceed those goals.

PURPOSE The purpose of this Cooperative Agreement is to confirm commitment, collaboration, and alignment to support the Orange County Regional Plan's strategies and actions to:
- Grow and strengthen the Orange County Region's workforce and economy
- Provide on-going strategic leadership and leveraged resources to support sustainable regional development
- Make specific contributions to implementation as appropriate
- Foster demand-driven skills attainment
- Enable upward mobility for all Californians
- Align, coordinate, and integrate programs and services

PROVISIONS Coordination and Collaboration- In order to avoid duplication, enhance collaboration, expand impact, and develop synergies, the partners are expected to work cooperatively to align, coordinate, integrate, and implement programs and services. As this is a non-financially binding agreement focused on the coordination and collaboration of partners, this agreement shall be in effect in perpetuity unless revoked or amended in writing. Fiscal commitments, as applicable, will be processed through a variety of mechanisms that may include: formal contracts and sub-grant agreements.

SPECIFIC OBJECTIVES The partners shall, in good faith, support:

1. **SERVING CUSTOMERS**
   - Development and support of programs and activities responsive to demand-driven needs
   - Prioritization of high value sectors
   - Support of economic and business development
   - Commitment to partner and community identified priority populations and industries
   - Coordination and alignment of One-Stop services

2. **SERVING PARTNERS**
   - Maximize collaboration with partners
   - Braid and leverage resources
   - Alignment with partner goals and plans, such as: the Strong Workforce Plan

3. **SERVING THE REGION**
   - Alignment of efforts of key workforce and economic development initiatives, programs, and activities
   - Coordination of partnerships through the OC Region Leadership Council
   - Prioritization and implementation of OC Regional Plan and OC Local Plan strategies and activities
   - Commitment to the spirit and intent of WIOA

4. **SERVING TAX PAYERS**
   - Maximizing public dollars and leverage resources
   - Commitment to accountability and performance measures
   - Dedicated staff resources committed to efficient and effective coordination for implementation activities

By signing below, each local board agrees to and confirms commitment to the Orange County Regional Plan and corresponding unified Local Plan and efforts therein to the pursuit of fully leveraged and efficient publicly funded support for job seekers, training, skills development, residents, and businesses to grow and strengthen the Orange County Region's workforce and economy.

_____ 1/31/17	_____ 1/31/17	_____ 1/31/17
Andrew Munoz	Luz Flores	Deborah Sanchez
Executive Director	Interim Executive Director	Executive Director
Orange County Development Board	Anaheim Workforce Development Board	Santa Ana Workforce Development Board

REFERENCES AND DATA SOURCES

Adult Education Block Grant consortia Regional Comprehensive Plans (RCPs), Annual Reports, and Performance Measure reports can be found on the state AEBG website: www.http://aebg.cccco.edu/consortia

Annual Conditions of Children in Orange County Provides a comprehensive picture of the present condition of children in Orange County and establishes a baseline from which to measure future progress and track changing conditions (L). http://ochealthinfo.com/civicax/filebank/blobdload.aspx?BlobID=58656

California EDD Provides statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data (CA). http://www.labormarketinfo.edd.ca.gov/

California Occupational Guides Provides summary and detailed descriptions of occupations or groups of related occupations with local and statewide wage and trend information (CA & L). www.labormarketinfo.edd.ca.gov/occguides

California State University, Fullerton Economic Outlook and Forecasts: The Nation, Southern California and Orange County Issues economic forecasts, provides policy advice on economic and environmental issues, and conducts regional economic analysis (L, CA, N) http://business.fullerton.edu/Center/EconomicAnalysisAndForecasting/#Default

CEB Talent Neuron (formally Wanted Analytics) Provides you the most comprehensive source of global talent demand and supply data, predictive analytics and insights into real-time job market, location, and competitive intelligence (L, CA, & N) https://www.cebglobal.com/talent-management/talent-neuron.html/

Closing Orange County's Skills Gap: Preparing to Meet Demand for Middle-Skill Occupations This report identifies relevant Orange County industry clusters that are projected to generate significant numbers of job openings and robust career pathways in middle-skill occupations (L). http://www.ocbc.org/wp-content/uploads/Chase-Middle-Skills-report-for-web.pdf

Doing What Matters Is an initiative focused on community colleges to become essential catalysts in California's economic recovery and jobs creation at the local, regional and state levels and to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs (L & CA). http://doingwhatmatters.cccco.edu/

OC Community Indicators Measures the health and wellbeing of people, place and economy in Orange County – showcases innovative practices that contribute to a vital, thriving county (L). http://www.ocbc.org/wp-content/uploads/OCCIR_2016_Web.pdf

OC Pathways Connects educators and industry leaders to equip students for college and career success by developing pathways in high-need, high-wage, and high-skill STEM (science, technology, engineering and math) sectors vital to the regional economy. http://www.ocpathways.com/

Occupation Profile Data includes wages, outlook, job openings by ZIP code, 15 top industries, skills, tasks, training sources, and comparison with another occupation (CA & L). www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSSelection.asp?menuChoice=occExplorer

Occupational Outlook Handbook Helps find career information on duties, education and training, pay, and outlook for hundreds of occupations (N). http://www.bls.gov/ooh/

Orange County Economic Development Strategy (CEDS) Identifies cities, neighborhoods, and census tracts in Orange County which are struggling economically, failing to provide their populations with access to gainful employment opportunities, and highlighting key opportunities for community re-investment (L). http://ocwib.org/ceds

Orange County Workforce Indicators Report Provides current, past and projected trends across multiple, diverse metrics including demographics, industry clusters, education and workforce trends, and workforce housing (L). http://ocgov.com/civicax/filebank/blobdload.aspx?BlobID=58665

The State of The American Veteran: The Orange County Veterans Is a comprehensive study assessing the opportunities and challenges in serving the region's military community. http://cir.usc.edu/wp-content/uploads/2015/02/OC-Veterans-Study_USC-CIR_Feb-2015.pdf

United States Census Bureau Serves as the leading source of quality data such as five-year measure of American business and the economy, and America's changing population, housing and workforce (L, CA, & N). https://www.census.gov/

U.S. Bureau of Labor Statistics Is a website designed to provide labor market information such as Inflation & Prices, Employment, Unemployment, Pay & Benefits, Spending & Time Use, Productivity, Workplace Injuries, International, and Regional Resources (CA, & N). http://www.bls.gov/

U.S. Department of Labor Is a website focus on highlighting national labor topics such as Misclassification of Employees, Retirement Plans, Equal Pay, Leave Benefits, Work Hours, Executive, Order 13658: Minimum Wage for Contractors, Minimum Wage, Wages, Workers' Compensation, Unemployment Insurance, and Labor Regulations (CA, & N). https://www.dol.gov/

Wisconsin Regional Industry Skills Education (RISE) Career Pathways Model Is career pathways initiative that includes new occupational certificates and diplomas embedded in Associate's degree programs (N). http://www.clasp.org/resources-and-publications/publication-1/Beyond-Basic-Skills-March-2011.pdf

----

GLOSSARY OF KEY TERMS

ABE: Adult Basic Education	NOCRC: North Orange County Regional Consortium for Adult Education
AEBG: Adult Education Block Grant	OC Network: Orange County Regional Economic Workforce Development Network
AJCC: American Job Center of California	OC Region: Orange County Region
ASD: Autism Spectrum Disorder	OC Regional Plan: Orange County Regional Plan
ASE: Adult Secondary Education	OC: Orange County
AWD: Adult With Disability	OCBC: Orange County Business Council
AWDB: Anaheim Workforce Development Board	OCCPP: Orange County Career Pathways Partnership
CAEC: Coast Adult Education Consortium	OCDB: Orange County Development Board
CalWORKs: California Work Opportunity and Responsibility to Kids	OJT: On-the-Job Training
CBOs: Community Based Organizations	RICO: Regional Industry Clusters of Opportunity
CCCCO: California Community College Chancellor's Office	ROPS: Regional Occupational Programs
CDE: California Department of Education	RPU: Regional Planning Unit
CEDS: Comprehensive Economic Development Strategy	RSAEC: Rancho Santiago Adult Education Consortium
CSUF: California State University, Fullerton	RTC: Regional Training Coordinator
CTE: Career Technical Education	SAWDB: Santa Ana Workforce Development Board
CWA: California Workforce Association	SCE: School of Continuing Education
CWDB: California Workforce Development Board	SOCRC: South Orange County Regional Consortium
DAS: Disability Access Services	SQL: Structure Query Language
DOR: Department of Rehabilitation	SQL: Structure Query Language
DSPS: Disabled Student Programs	SSA: Social Services Agency
DSS: Disability Support Services	SSSP: Student Success and Support Program
EDD: Employment Development Department	STEM: Science, Technology, Engineering and Math
ESL: English as a Second Language	TAA: Technical Adjustment Assistance
GCP: Gross County Product	TANF: Temporary Assistance for Needy Families
GCP: Gross County Product	The OC Network: Workforce Development Network

IL: Intellectual Disabilities	UCCI: University of California Curriculum Integration
ITA: Individual Training Accounts	UCI: University of California, Irvine
IWT: Incumbent Worker Training	VEAP: Veterans Employment Related Assistance Program
K-12: Kinder to 12th Grade Education System	WIA: Workforce Investment Act
LEAP: Linking to Employment Activities Pre-Release	WIOA: Workforce Innovation and Opportunity Act
LMID: Labor Market Information Division	WSD: Workforce Services Directive
LWDB: Local Workforce Development Board	Y.E.S: Youth Employment Services

DRAFT

ORANGE COUNTY LOCAL PLAN

LOCAL PLAN 2017-2020

In partnership, the three local boards in the Orange County Region (OC Region): Orange County Development Board (OCDB), Anaheim Workforce Development Board (AWDB), and Santa Ana Workforce Development Board (SAWDB) oversee Orange County's workforce development activities and establishes programs in response to the workforce needs of Orange County, including labor market information, employment and training services, and business assistance. Central to the local boards' ability to provide services is the network of One-Stop Career Centers, satellite centers, and youth employment and training programs located throughout the county. The local boards design and implement programs and services for businesses, adult job seekers, dislocated workers and young adults, working in close collaboration with education, business, labor, economic development and other organizations with a stake in preparing the county's workers to contribute to our growing economy.

LOCAL PLANNING PROCESS OVERVIEW – OC LOCAL PLAN

LOCAL PLANS: The local plans are informed by the overarching regional plan. The OC Regional Plan informs and guides how services are delivered at a local level, as described here in the Orange County Local Plan (OC Local Plan), in a way that feeds into the architecture created by the regional plan. WIOA section 106 notes that local plans are considered as part of the regional plan and are therefore to be included and submitted with the designated Regional Planning Unit (RPU) to the state for approval. It should be noted that some local plan content requirements may be addressed in the comprehensive OC Regional Plan whenever there is a shared regional responsibility and as such, narrative in response may simply indicate and reference the way local services and operations are integrated into broader RPU regional efforts in these areas, as developed in consultation with required planning partners.

The State Board is availing itself of the flexibility to reduce duplication of effort and reduce the workload of local boards wherever federal and state regional plan requirements substantially overlap WIOA local plan requirements. Accordingly the State Board has determined that the local boards and partners should develop a common background analysis of the regional labor market, economic conditions, and analysis of the regional workforce to be placed in the overarching regional plan. This information for the Orange County Regional Planning Unit can be found in the regional plan sections 2A and 2B.

In partnership, the three local boards in the Orange County Region (OC Region): Orange County Development Board (OCDB), Anaheim Workforce Development Board (AWDB), and Santa Ana Workforce Development Board (SAWDB) have collaborated to develop one OC Local Plan for the OC Region.

REQUIRED PLAN ELEMENTS:
The OC Local Plan has met and exceeded the requirements set forth in the Workforce Innovation and Opportunity Act (WIOA) federal legislation, the State of California's Unified Strategic Workforce Development Plan- "Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity" (2016-2020), and the California Employment Development Department Workforce Services Directive on Regional and Local Planning Guidance (WSD16-07).

WIOA Section 108 requires the local boards and chief elected officials in each planning Regional Planning Unit (RPU) to engage in local planning that supports the strategy described in the State Plan and RPU OC Regional Plan. Some local plan content requirements may be addressed in the comprehensive OC Regional Plan whenever there is a shared regional responsibility and as such, narrative in the OC Local Plan response may simply indicate and reference the way local services and operations are integrated into broader RPU regional efforts in these areas, as developed in consultation with required planning partners. A summary of portions of the local plan that are being addressed and/or referenced in the narrative content of the regional plan are identified in section 3Liii accordingly.

Sections and portions of the local plan that are being addressed in the narrative content of the regional plan are identified in italics in the orange call out boxes preceding applicable content.

The OC Local Plan has met and exceeded WIOA requirements as addressed in the narrative sections of the plan, as identified in bold italics in the blue call out boxes preceding applicable content.

It should be noted that, based on State content requirements, there may be minimal repetition in the plan narrative in response to address said requirements. This fact does not in any way diminish the value of the information communicated in the plan.

EXECUTIVE SUMMARY – ORANGE COUNTY LOCAL PLAN

Orange County is the sixth largest county in the United States with a population of 3.1 million residents. Orange County has been identified by the state as a single economic sub-region and singular Regional Planning Unit (RPU). Within the Orange County RPU, there are three local boards: The Orange County Development Board (OCDB) administers a local workforce system for 2.4 million of the region's residents, serving 32 of the county's 34 cities and all of the unincorporated communities of the county. Additionally, OCDB has been selected by the County of Orange, Board of Supervisors as the designated coordinator of economic and workforce development for the County as a whole and as such, serves all 34 cities and unincorporated areas in this capacity. The Anaheim Workforce Development Board (AWDB) serves the City of Anaheim. The Santa Ana Workforce Development Board serves the City of Santa Ana. The Orange County Region (OC Region) and residents are all connected through interwoven labor markets, workforce activities, and services. To this end, in the true spirit of collaboration and system alignment, the three local boards have come together to submit one local plan that will implement the OC RPU's regional plan.

The Orange County Local Plan (OC Local Plan) is driven by strategic initiatives in the regional plan with consideration of alignment with the strategic plans of key partners. The primary purpose of this local plan and partnerships therein, is to facilitate access to workforce services at the local level. While the regional plan focuses on constructing a regional training, education, and workforce architecture that aligns the regional labor markets, individuals and businesses will access and experience this regional workforce architecture primarily through local service delivery efforts.

VISION: The local strategic vision is to fuel collaborative partnerships, system alignment, policy development, funding oversight, and an integrated and innovative service delivery system that drives workforce and economic development to support and strengthen growth for the local and regional economy and economic self-sufficiency for individuals.

GOALS: Based on analytical background information presented in the OC Regional Plan, the OC Local Plan's vision and corresponding goals are designed around articulating service delivery at the local level that aligns with the regional labor market needs and system architecture blueprint laid out in the regional plan.

	Partner Commitment, Cross-system Communication, and Service Delivery Innovations		
OC Local Plan Goals	High Value Sectors Impact High Value Sector stability and growth • Identify/establish High-Value sector association in OC • Identify priorities for each High Value sector • Target special resources to support advanced manufacturing sector • Assign specific entity to impact High Value sector priorities	Education and Training Prepare an educated and skilled workforce • Increase number of Red Zone focused projects • Identify the process used to determine the industry-valued and recognized postsecondary credentials. • Red Zone Project: targeted alignment of all partner resources • Increase the number of English Learners connected to the Adult Education System • Services for youth and individuals with barriers to employment	Workforce Development Increase system efficiencies and innovations; support sustainable infrastructure • Enhance access to workforce development services offered by all partners • Establish cross referral network among all partners • Usage of cross referral network among all partners • Align business engagement • Increase quality/quantity of Grant Partnerships • Meet and exceed performance accountability measures based on WIOA performance indicators

These local goals are in alignment with both the California State Plan and OC Regional Plan. These collaborative strategies for the OC Local Plan serve as an action plan to develop, align and integrate the region and local area's job-driven workforce development systems and provides the platform to achieve the local area's visions and strategic and operational goals with outcomes that will include, but not be limited to, the local workforce system's ability to:

- ✓ Improve service delivery
- ✓ Improve training and employment outcomes
- ✓ Better meet employer needs
- ✓ Coordinate regional service strategies for in-demand industry sectors or occupations
- ✓ Deliver customer focused services to individuals and businesses
- ✓ Meet and exceed local performance

- ✓ Unify collection and analysis of regional labor market data
- ✓ Coordinate costs and resources, such as: administrative, transportation, and support services
- ✓ Align economic and workforce development activities and resources
- ✓ Coordinate regional sector initiatives and develop regional sector pathways

ORANGE COUNTY LOCAL PLAN

Some local plan content requirements may be addressed in the comprehensive OC Regional Plan whenever there is a shared regional responsibility and as such, narrative in the OC Local Plan response may simply indicate and reference the way local services and operations are integrated into broader RPU regional efforts in these areas, as developed in consultation with required planning partners.

3A. LOCAL AREA VISION, GOALS, AND STRATEGY

3Ai. Orange County Local Plan Vision and Goals

Please refer to OC Regional Plan Section 2B for relevant background regional analysis used to develop vision and goals.

VISION: Orange County's strategic local vision is to fuel collaborative partnerships, system alignment, policy development, funding oversight, and an integrated and innovative service delivery system that drives workforce and economic development to support and strengthen growth for the local and regional economy and economic self-sufficiency for individuals.

GOALS: Based on analytical background information presented in the OC Regional Plan, the OC Local Plan's vision and corresponding goals are designed around articulating service delivery at the local level that aligns with the regional labor market needs and system architecture blueprint laid out in the regional plan. The OC Local Plan goals are presented here, in alignment with both the California State Plan and OC Regional Plan.

State Plan Overarching Stretch Goal & Policy Objectives	Produce a million middle-skill industry-valued and recognized post-secondary credentials between 2017 and 2027		
	Foster demand driven skills attainment	Enabling upward mobility for all Californians, including populations with barriers to employment	Aligning, coordinating, and integrating programs and services
OC Regional Plan Goals	Regional alignment, coordination, and integration of workforce and education programs to economize limited resources to achieve scale and meaningful impact for the region		
	COLLABORATION	**INNOVATION**	**SYSTEM CHANGE**
	Targeted Meaningful Business/industry Engagement: • Foster demand driven skills attainment through collaboration and active engagement of businesses in workforce and education planning, including identifying key industry skills needs, determining skills gaps, and education/ training needs to be incorporated in regional sector pathways and development of industry relevant and demand driven programs and pathways	Improve access and quality of Service Delivery: • Enable upward mobility for all Californians through innovation organized around regional sector pathways- increase, expand, and improve programs that increase opportunities for all workers and job seekers for employment in fields with high wages and/or career advancement opportunities, including for those with barriers to employment	Strategic regional alignment: • Bring about system change through alignment, coordination, and integration of programs, services, and partners- system alignment, service integration, and support towards a sustainable regional infrastructure that are in sync and committed to the overall goal of helping people get good jobs, sustain/ keep good jobs and positively affecting regional economy through sustainable regional sector pathways.
OC Local Plan Goals	Partner Commitment, Cross-system Communication, and Service Delivery Innovations		
	High Value Sectors: Impact High Value Sector stability and growth • Identify/establish High-Value sector association in OC • Identify priorities for each High Value sector • Target special resources to support advanced manufacturing sector • Assign specific entity to impact High Value sector priorities	Education and Training: Prepare an educated and skilled workforce • Increase number of Red Zone focused projects • Identify the process used to determine the industry-valued and recognized postsecondary credentials. • Red Zone Project: targeted alignment of all partner resources • Increase the number of English Learners connected to the Adult Education System • Services for youth and individuals with barriers to employment	Workforce Development: Increase system efficiencies and innovations; Support sustainable infrastructure • Enhance access to workforce development services offered by all partners • Establish cross referral network among all partners • Usage of cross referral network among all partners • Align business engagement • Increase quality/quantity of Grant Partnerships • Meet and exceed performance accountability measures based on WIOA performance indicators

3Aii. Collaborative Strategy

Please refer to OC Regional Plan for relevant background information and analyses referenced throughout the regional plan used to develop these local strategies, particularly section 2Aii of the regional plan that discusses the coordination of partners.

DECLARATION: The primary purpose of the local workforce plans and partnerships is to facilitate access to workforce services at the local level. While the regional plan focuses on constructing a regional training, education, and workforce architecture that aligns the regional labor markets, individuals and businesses will access and experience this regional workforce architecture primarily through local service delivery efforts.

STRATEGY: Taking into account background data and analyses information presented in the OC Regional Plan, the strategies to work with 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 OC Local Plan are outlined below:

	GOAL	STRATEGY
COLLABORATION	High Value Sectors- Impact High Value Sector stability and growth	• SlingShot Initiative- regional project focused on manufacturing and apprenticeships • Identify key competitive and emerging industries • Align, coordinate, leverage, and braid resources to support the development of industry-specific partnerships in targeted high-value sectors • Develop and enhance pre-apprenticeship and apprenticeship programs • High Value identified Education and Training curriculum development /improvement initiatives • Establish a Red Zone Task Force with specific focus on English Learners access to High Value career pathways • Partnership with High Value companies focused on special populations • Coordination and integration of core program and mandated services, when appropriate • Engage partners in evaluation and development of more efficient business engagement practices • Use recommendation from business partners to develop and/or adapt services to meet the full spectrum of business and industry workforce needs
INNOVATION	Education and Training- Prepare an educated and skilled workforce	• Map/Catalog of Red Zone Focused Projects • Survey/Assessment of Red Zone Focused Project Priorities • Career/Skills Development Stand Down for Red Zone Neighborhoods • Identify and articulate current and anticipated skill needs of employers • Integrate programs and braid funding streams along career pathways • Leverage and braid resources to provide supportive services • Develop a Career Fair (CTE Based – Day long student focused triage) • Growing OC Workforce: Parent Conference with CTE & Financial Management Focus • Upskilling regional sector pathways on-ramps • Promote AJCC's as an access point for regional sector pathway programs • Assess the access points to improve customer focused service delivery • Promote career pathways with multiple entry and exit points • Create an accessible menu of customizable services available to customers on the basis of their needs, including individuals with: disabilities, limited English proficiency, barriers to employment • Expand the use of work-based learning models to create additional skills development and employment opportunities that align work-based learning strategies with career pathway strategies
SYSTEM CHANGE	Workforce Development- Maximize efficiencies and innovations in the workforce system	• Increase strategic co-locations among all partners • Minimize or eliminate policy and administrative barriers to the alignment of multiple public programs and funding streams • Identify and access additional federal, state, private, and philanthropic resources to invest in specific programs and support sector initiatives • Standardize Satisfaction Survey- business • Consolidate tracking of the number of partner grants received yearly • Promote cross-system data tracking • Increase partnerships- ratio of braided funds • Increase awareness, access, and usage to federal and state resources • Program alignment through integrated services, braided resources • Evaluate and develop cross system referral and data performance accountability based on WIOA performance indicators

OC Local Plan

2

These collaborative strategies for the OC Local Plan serve as an action plan to develop, align and integrate the region and local area's job-driven workforce development systems and provides the platform to achieve the local area's visions and strategic and operational goals with outcomes that will include, but not be limited to:

- ✓ Improve service delivery
- ✓ Improve training and employment outcomes
- ✓ Better meet employer needs
- ✓ Coordinate regional service strategies for in-demand industry sectors or occupations
- ✓ Deliver customer focused services to individuals and businesses
- ✓ Meet and exceed local performance

- ✓ Unify collection and analysis of regional labor market data
- ✓ Coordinate costs and resources, such as: administrative, transportation, and support services
- ✓ Align economic and workforce development activities and resources
- ✓ Coordinate regional sector initiatives and develop regional sector pathways

3B. LOCAL PROGRAM ALIGNMENT TO IMPLEMENT STATE PLAN POLICY STRATEGIES

3Bi. OC Local Workforce Development System

Please refer to OC Regional Plan Section 2B for relevant analytical background concerning the regional economy, labor market needs, and the workforce development and education system operating in the local areas.

The OC Regional Plan provides a description of the workforce development system for the local areas. This description includes an analysis of strengths and weaknesses of workforce development activities as well as the capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment and the employment needs of local employers. References throughout Section 2B in the regional plan describes the workforce system, in particular please refer to section 2Aii, 2Biii, and 2Ci of the regional plan. The regional description accurately captures the complexity and comprehensive nature of the local workforce system, programs in the system, and how the system supports service alignment.

One weakness not addressed in the regional plan specific to the local workforce system is the lack of delineation of local board purview and administrative and fiscal accountability in provision of services to the county residents and businesses that overlap the three local board areas. Data insufficiently captures the number of residents and businesses from other local area boards receiving services from each local area. In the interest of regional alignment of services to all within the region, the lack of service area delineation is minor; however when it comes to funding of programs and services, infrastructure, and capacity building, the coordination of local areas often falls on the larger OCDB local board. The collaboration of the three local boards to craft this one local plan proposes several steps to evaluate solutions to this systemic weakness that will promote collaboration and alignment to build sustainable local and regional system infrastructure that is in sync and committed to helping the individuals and businesses in the entire county. Suggested activities include, but are not limited to:

- Evaluation of local area resources for the three local boards: including funding, staff, programs/services, infrastructure
- Improved data tracking and referral process for customers based on their need and not local area service capacity
- Creating cross-system data capacity: using diagnostic labor market data to assess workforce investments
- Use of performance data diagnostic combined with labor market data to assess the value of workforce investments
- Discussion around the fiscal and service delivery benefits of consolidation of the local areas including:
  - ➤ Pooling of funding and administrative resources; and Collaborative policy development and alignment
- Integration of service delivery: braiding resources and coordinating services at the local level to meet customer needs
- Building upon partnerships and policies that promote system growth and change
- Streamlined business engagement and business services: reduce duplicative and incongruent processes

3Bii. Supporting Seven State Plan Policies

Please refer to OC Regional Plan Section 2Aii for additional information about system partners.

DECLARATION: The OC Local Plan will support the seven policies identified in the State Plan and work with other workforce development programs and partners to support service alignment and leverage of resources to implement the seven policy strategies as discussed through the OC Leadership Council, referenced in the OC Regional Plan.

STRATEGY: In the same manner in which the OC Region aligned local plan goals with both State and Regional goals in Local Plan Section 3Ai; support, implementation, and partner collaboration, with respect to the alignment with the State Plan seven policy objectives are framed accordingly:

State Plan Overarching Stretch Goal & Policy Objectives	**Produce a million middle-skill industry-valued and recognized post-secondary credentials between 2017 and 2027**		
	Foster demand driven skills attainment	Enabling upward mobility for all Californians, including populations with barriers to employment	Aligning, coordinating, and integrating programs and services
7 State Plan Policies	Policy 1: Sector Strategies Policy 2: Career Pathways	Policy 4: Earn and Learn Policy 5: Supportive Services	Policy 3: Regional Partnerships Policy 6: Cross-System Data Capacity Policy 7: Integrated Service Delivery
OC Regional Plan Goals	**Regional alignment, coordination, and integration of workforce and education programs to economize limited resources to achieve scale and meaningful impact for the region**		
	COLLABORATION	INNOVATION	SYSTEM CHANGE
	Targeted Meaningful Business/industry Engagement	Improve access and quality of Service Delivery	Strategic regional alignment
OC Local Plan Goals	**Partner Commitment, Cross-system Communication, and Service Delivery Innovations**		
	High Value Sectors Impact High Value Sector stability and growth to develop industry responsive sector strategies and regional career pathways	Education and Training Prepare an educated and skilled workforce with support to help them complete programs and transition to earn and learn opportunities	Workforce Development Increased efficiencies and innovations created through regional partnerships, integrated service delivery, shared cross-system data, support sustainable infrastructure
Title I Workforce Development Activities	Identify/establish High Value sector association in OC; identify priorities for each High Value sector; target special resources to support advanced manufacturing sector; assign specific entity to impact High Value sector priorities	Increase number of Red Zone focused Projects; identify the process used to determine industry-valued and recognized postsecondary credentials; targeted alignment of all partner resources; increase the number of English Learners connected to the Adult Education System; services for youth and individuals with barriers to employment	Enhance access to workforce development services offered by all partners; establish cross referral network among all partners; usage of cross referral network among all partners; align business engagement Increase quality/quantity of grant partnerships; meet and exceed performance accountability measures based on WIOA performance indicators
Title II Partners (Specifically AEBG Consortia)	Evaluate current needs for adult education programs, responsive to need for building basic skills along career pathway	Evaluate current levels and types of Title II/adult education programs within the OC Region, including education for adults in correctional facilities; credit, noncredit, and enhanced credit adult education coursework	Integrate existing programs and create seamless transitions into postsecondary education or the workforce; address regional gaps in programs and services; leverage existing regional structures/resources
Title III Wagner Peyser	Provide labor market data and analyses that ensures that programs/services continue to be responsive to regional labor market needs; support economic prosperity in the region and statewide	Improve quality and ease of access of services; improve coordination with all partners and stakeholders; improve efficiency and expand the development of integrated services with all stakeholders	Support sustainable operations; align system operations, administration, resources, and business processes with strategic priorities; negotiate clear commitments with stakeholders and focus on priorities
Title IV Department of Rehabilitation (DOR)	Improve vocational rehabilitation service delivery by providing employers with information and resources to hire qualified individuals with disabilities; seeking opportunities to promote employer and business engagement to encourage hiring of people with disabilities	Promote equal access of services; increase the quality and quantity of vocational rehabilitation and supported employment outcomes for DOR consumers, including unserved and underserved individuals with disabilities; advance accessibility and equality to improve opportunities for individuals with disabilities to achieve their employment/independence goals	Continuously improve the service delivery system and administrative operations to better serve consumers
Community Colleges	Pathways development to include vertical sector over horizontal community college alignment; meet the labor market needs by working closely with industry, business councils, chambers, deputy sector navigators, and technical assistance directors to	Enable community college districts to develop career technical education and workforce outcomes, and applicable associate degrees and certificates as appropriate to align with regional labor market needs; provide, in partnership with employers, work-based learning	Local data accountability; development of better protocol and data to make decisions and measure outcomes; encourage local efficiency through coordinated and collaborative regional workforce efforts

4

	support not only the emerging and priority sectors to solve labor and program shortages; improve sector-based engagement with employers	opportunities to increase employability and earning potential	
K-12 Partners	Prioritize programs that prepare students for STEM (Science, Technology, Engineering, and Mathematics) careers and partnerships with businesses, community organizations, and higher education	Prioritize efforts to expand learning opportunities for students needing additional support to assure that special populations (special/alternative education, English learners, limited economic resources, foster youth) have access to and are able to experience robust learning opportunities	Local control and accountability plans; process to improve efficiencies for educational decision making; alignment with regional resources and goals; prioritize cross system communication and collaboration
TANF/ Social Services	Connecting clients to programs and opportunities that will foster self-sufficiency through CalWORKs participation such as regional sector career pathways	Provide assistance and supportive services that promote employment opportunities and family self-sufficiency such as supportive services that include health care, child care, food, shelter, clothing; provide paid work experience, work study and various welfare-to-work activities and services	Increase collaboration with workforce and education programs, partners, and stakeholders; provide access to the TANF program services through the one-stop centers
Career Technical Education Career Pathways	Increase business/industry partner's active engagement; increase the attainment of industry-recognized certificates through community college and high school CTE programs in in-demand sectors	Increase the readiness of students and their access to postsecondary education and career in high-need, high-growth, or emerging regional economic sectors	Develop a regional infrastructure for system alignment and long-term sustainability; promote productive partnerships between high school CTE
Community Based Organizations	Expand education and training options to help the community served to access good jobs and advance in their careers	Support focus on serving the most vulnerable workers that include low-income adults and youth who have limited skills, lack work experience, and face additional barriers to economic security; increased efforts to serve those with barriers to employment and provide support services leverage and braiding of resources	Engage in the planning process; Develop partnerships between workforce and human service programs and community based organizations; Participate in planning and align planning and accountability across programs to support a more unified approach to serving low-income, low-skilled individuals

3C. SPECIFIED SERVICES AND SERVICE DELIVERY STRATEGIES

3Ci. Expanding Access

DECLARATION: The OC local boards are committed to working with entities carrying out core programs to provide and expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with multiple or unique barriers to employment, including target populations mentioned in WIOA section 24(a)-(m). The local boards have worked with partners and stakeholders to identify strategies for meeting the workforce development needs of special populations. The local boards are committed to the development of strategies that address the needs of the region's talent development and service delivery system.

STRATEGY: In addition to operating specialized programs for displaced workers, for whom WIOA provides a specialized funding stream, the local board's programs include service delivery infrastructure to support strategies responsive to each target group, including but not limited to:

- *Low Income Adults/Public Assistance Recipients:* Working in partnership with the Orange County Social Services Agency, the local boards provide a range of specialized services to CalWORKs participants via Temporary Assistance for Needy Families (TANF) funding. Through this project, these individuals may participate in work experience, on-the-job training or classroom-based vocational skills training to increase their readiness for first time or entry-level employment. The local boards' operation of these programs enables participants to easily connect to the One-Stop system for additional services and or access to further skills development training.
- *Persons with Disabilities:* The State Department of Rehabilitation (DOR) is co-located in comprehensive One-Stop centers. The local boards ensure that customers with disabilities are connected with services of the State Department

of Rehabilitation and a variety of appropriate education and support services available through the One-Stop partners and other agencies within the greater Orange County network of providers.

- *Mature Workers:* In addition to serving many mature workers through the WIOA Adult and Dislocated Worker programs, the local boards provide training and employment opportunities to individuals 55 years and older through the Senior Community Service Employment Program (SCSEP). Services in the program enable participants to gain valuable work experience and/or skills upgrades while working at non-profits or governmental agencies across the County. For many seniors who have obsolete skills or have been out of the workforce for extended periods of time, these services are instrumental to reconnecting them with the job market and adding updated skills to their resumes.
- *Veterans:* Aligned with the State's priority of service delivery, the local boards prioritize veterans and their eligible spouse's access to programs and services. The local boards target veterans with significant needs for training, employment assistance and support services, including those with disabilities and those with significant barriers to achieving and maintaining stable employment. Support programs in the areas of education, employment, housing, and health/mental health are available to recently separated service members, veterans, and their families. Access to services includes the One-Stop Centers veteran serving partner organizations, and County Veteran's Service Office; while the non-traditional approach include direct based engagement at various locations, i.e., Camp Pendleton, Los Alamitos Joint Forces Training Base, United Service Organizations Inc., foreign legion posts, and through social media.
- *English Language Learners:* In addition to services that will be leveraged through Title II adult education and literacy programs, as described in Section Eix of this local plan, the local boards support programs that build English language fluency and literacy. The workforce system partners with several institutions that provide free English as a Second Language (ESL) classes to individuals. For example, free ESL classes are provided by: Santa Ana Adult Education, Tustin Adult Education, Orange Education Center, St. Paul's Episcopal Church, City of Tustin, and Centennial Education Center. Individuals are referred to these locations to assist them in becoming proficient in English.
- *Individuals with Basic Skills Challenges:* In addition to services that will be leveraged through Title II adult education and literacy programs, as described in Section Eviii, the local boards support programs that build basic skills as an integral part of the career pathway. OC Public Libraries offers the READ/OC program at no cost to individuals, with the core goal of providing tutoring in basic reading and writing to adult learners throughout the region. Lessons are individualized, confidential, and highly goal-oriented. Individuals who need assistance through READ/OC can receive services from a tutor who will travel to a One-Stop or Young Adult Provider location.
- *Others Populations with Barriers to Employment:* The advantage of operating within a system that is connected to a large network of providers is that it is possible to access a broad array of services to meet the needs and circumstances of individuals with widely varying circumstances and barriers such as language, health, housing and other factors that limit preparedness for and access to employment. Local One-Stops will refer individuals to agencies and programs that offer assistance to meet various needs, including, but not limited to: Food; 24-hour crisis/suicide counseling; child care; transportation; shelter; housing/utilities; mental health services; substance abuse; medical, dental and vision care.

These local service and operations strategies have been developed in consultation with required planning partners, which are also in alignment with broader Regional Planning Unit (RPU) efforts. In summary, these strategies will across the board:

- ✓ Assess the access points in the workforce system to improve customer focused service delivery
- ✓ Promote career pathways with multiple entry and exit points
- ✓ Create an accessible menu of customizable services available to customers on the basis of their needs, including but not limited to individuals: with disabilities, limited English proficient, with barriers to employment
- ✓ Expand the use of work-based learning models to create additional skills development and employment opportunities that align work-based learning strategies with career pathway strategies

3Cii. Career Pathways

Please refer to OC Regional Plan Section 2Civ for regional recommendations to further develop Career Pathways programs.

DECLARATION: The local boards understand that an effective Career Pathways program will align with regional needs, be driven by industry partnerships, and be delivered through tailored local services. In addition to supporting the Career Pathways development recommendations described in the Regional Plan, the local plan will facilitate this development by creating and promoting multiple entry and exit points and progressive skills development. Career Pathways programs will deepen the collaboration and coordination among current One-Stop partner agencies, education entities, and support organizations. Career Pathway-oriented workforce development has the goal of increasing individuals' educational and skills attainment and improving

OC Local Plan

their employment outcomes while meeting the needs of local employers and growing sectors and industries. Career Pathway programs offer facilitated navigation of training and education programs: a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies.

The OC Local Plan Career Pathway program elements include:

- *Sector Strategy:* Education/training programs align with the skill needs of industries important to the regional or state economies in which they are located, and reflect the fact that employers in the targeted industry sectors are actively engaged in determining the skill requirements for employment or career progression in high-demand occupations.
- *Stackable Educational/Training Options:* Career pathway programs include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next; they provide opportunities to earn postsecondary credits; and they lead to industry-recognized and/or postsecondary credentials.
- *Contextualized Learning:* Education/training programs focus on curriculum and instructional strategies that make work a central context for learning and help students attain work readiness skills.
- *Accelerated/Integrated Education & Training:* As appropriate for the individual, programs combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- *Industry-recognized Credentials:* Effective Career Pathway programs lead to the attainment of industry-recognized degrees or credentials that have value in the labor market.
- *Multiple Entry & Exit Points:* Programs allow workers of varying skill levels to enter or advance within a specific sector or occupational field.
- *Intensive Wrap-Around Services:* Career pathway systems incorporate academic and career counseling and wrap-around support services (particularly at points of transition), and support the development of individual career plans.
- *Designed for Working Learners:* Career pathway programs are designed to meet the needs of adults and non-traditional students who often need to combine work and study. They provide childcare services and accommodate work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and innovative uses of technology.

STRATEGY: "The Promise of Career Pathways System Change" report describes six key elements, which were identified through U.S. DOL career pathways technical assistance initiative, as essential to the development and implementation of state and local career pathways systems. As the OC Regional Plan discusses regional vision and strategy, the OC Local Plan will focus efforts on the development of local services and operations using these six key elements as a framework for leading the development of pathways programs in the county. These activities support the strategy the local boards 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.

Strategic Activity	Orange County Career Pathway Program Development Plan
Build Cross-Agency Partnerships: Key cross-agency partners at the local and state levels are engaged, agree to a shared vision, and gain support from political leaders. Roles and responsibilities are clearly defined and formalized.	This step has been initiated through the establishment of the Orange County Workforce and Economic Development Network;
Identify Industry Sector and Engage Employers: Sectors and industries are selected and employers are engaged in the development of career pathways.	Four Sector Partnership groups will be formed; IT, manufacturing, hospitality & tourism, and healthcare. The IT and manufacturing groups have been active through grants and partnerships; Actively engage businesses in workforce planning, including identifying key industry skills needs, determining skills gaps, and training to be incorporated in career pathways
Design Education and Training Programs: Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.	Through an intensive process of surveying current programs and assessing coursework available to address industry needs, career pathways approaches will begin to take shape; and education partners will lead the process to develop necessary curricula; Expand the use of work-based learning models to create additional

	skills development and employment opportunities for all workers and align work-based learning strategies with career pathway strategies; Continue to build strong linkages to registered apprenticeship programs and fully integrate these programs in the local AJCC/One-Stop and WIOA Young Adult Program delivery systems; Work with education partners to identify specific actions that the local boards can take to more fully support young adults participating in a rigorous education (including STEM/STEAM) that prepares them for post-high school education, training and careers.
Identify Funding Needs and Strategies: Necessary resources are raised and/or leveraged to develop and operate the career pathway system, and education and training programs.	Again, a survey of available resources will be conducted and existing resources will be leveraged in support of career pathway training. Where gaps exist, the Partnership will identify strategies for resource development.
Align Policies and Programs: State and local policy and administrative reforms are pursued to promote career pathway system development and to support implementation.	The OC Local Plan will follow the state's direction where the opportunities to align policies across systems (workforce development, community colleges, etc.) exist.
Measure System Change and Performance: Assessments of system-wide change and measurements of performance outcomes are conducted to ensure continuous improvement.	As programs are implemented, results will be tracked and analyzed in order to identify success, weakness and opportunities for improvement.

3Ciii. Post-secondary Credentials
Please refer to OC Regional Plan Section 2D (specifically: 2Di, 2Dii, 2Diii, 2Div) for background and process information related to industry-valued post-secondary credential attainment.

DECLARATION: The goal of the State Plan is to produce a million "middle-skill" industry-valued and recognized post-secondary credentials between 2017 and 2027. The OC Regional Plan's goals include strategies to support the state goal to increase middle-skill industry-valued and recognized post-secondary credentials and the desired movement of individuals into either the labor market or longer term education programs aligned with the state's workforce needs. The local boards are committed to supporting this state plan goal and will work with entities carrying out core programs to improve access to activities leading to a recognized post-secondary credential, including credential that is an industry-recognized certificate or certification, portable, and stackable.

STRATEGY: As the broader OC Regional Plan's post-secondary attainment strategies were developed in consultation with required planning partners, the OC Local Plan will herein simply indicate the way local services and operations are integrated into the broader Orange County Regional Planning Unit efforts. OC RPU local boards recognize that improvements in effectively transitioning basic education students to postsecondary education, training and employment could increase the overall job prospects for some participants. The local boards will collaborate with education and training partners to examine and implement evidence based models that will propel attainment of industry recognized certificate that are portable and stackable. These may include:

- *Increase Access to Training for In-Demand Industries and Occupations:* The OC Local Plan will actively support the OC Regional Plan strategies to vet and identify value and recognized credentials by providing on-going labor market analytics to ensure credentials offered are meaningful with actual value in the current labor market. Local efforts will include engagement and coordination between industry/business, education, and workforce. Collaboration with key partners will focus on incorporating post-secondary credential attainment seamlessly into Career Pathway programs.
- *Enrolling Job Seekers in Training:* Local efforts will support activities to increase enrollment of job seekers into training programs organized around regional sector and career pathways. Efforts will focus on expansion of types and lengths of certificate programs to include post-secondary certificates that are portable, stackable, and transferrable. OC local boards will leverage regional projects to expand and increase "earn and learn" opportunities to complement certificate programs such as: pre-apprenticeship, apprenticeship, on-the-job training models.
- *Cross System Referrals and Support Services for Job Seekers in Efforts to Complete Training:* Because those least prepared for work often also lack financial resources to sustain participation in training over week or months, the local

boards have implemented support services protocols that provide direct support and referrals for housing, transportation, clothes/uniforms, tools and other necessities. In addition, One-Stop staff work individually with participants to determine if a stop-gap job during training is necessary and appropriate. Each year, a sizable number of job seekers served by the local boards are assessed as basic skills deficient. In order to ensure that these individuals have the skills necessary to qualify for and succeed in jobs, participants will be referred to partners for services for basic skills education including language skills and math remediation. Such services are available locally through WIOA-funded and other programs including community college programs, adult schools, ROPS, non-profit agencies and community learning centers. While the length of time that participants spend in basic education varies from student to student based on individual skill deficits, most participants quickly acquire new skills to support their employment efforts and progress along the Career Pathway continuum successfully.

- *Promote the Availability of Training Programs Suitable to Various Entry Points along a Career Pathway:* The local Eligible Training Provider List (ETPL) reflects demand occupations and, as such, includes hundreds of programs suitable to job seekers entering careers at all levels. It is anticipated that the effectiveness of the foregoing strategies will increase substantially as Orange County's Sector Partnerships move closer to implementing a full range programs as part of industry-focused career pathways. Training and education will be incorporated into career pathways programs' multiple entry and exit points along the progressive skills development model.

- *Co-Enrollment:* A hallmark of program integration is the leveraging of resources and coordination across programs to offer access to a comprehensive menu of services. Co-enrollment is a tenant of integrated service delivery and a powerful tool for streamlining processes to braid and leverage limited system resources. Co-enrollment removes the barriers created by categorical participant eligibility requirements and opens up a comprehensive menu of services and improves customer experience as well as employment outcomes. The OC Local Plan will develop, implement, and support co-enrollment and integrated service delivery models, as applicable.

3Civ. Employer Engagement

DECLARATION: Employer engagement needs a revamp. Facilitating employers groups, task forces, and focus groups continue to be a priority for the local boards. Now it is time for "Engagement 2.0" to be created and implemented. Engagement needs to be re-defined as: activity tied to results, such as an active partnership that results in services for business that achieve an identified and desired outcome. OC local boards will work with employers to reduce layoffs, grow a relevant pipeline of workers, shorten periods of training, and increase access to skill upgrades. The local systems need to partner with communities, Community Colleges, CBO's business intermediaries, trainers, who are already working or consulting with employers and work to minimize duplication, identify real services rather than theories and fill gaps to complete services that already exist.

STRATEGY: The local workforce system shall increase online presence and online tools for employers: AJCC websites must be informative, useful and contain a reason for people to return to the site as a means for staying connected to the One Stop System. It is important that websites are dynamic, frequently updated and linked to social media for maximum viewing and to reinforce usefulness of the One-Stop System. Some ways to increase online presence with employers are:

- Mimic successful websites, and re-issue all outreach collateral using the same look and feel
- Dedicated page to hiring veterans
- Link to apprenticeship programs

- Link to WARN site with complete instructions on notices of lay-off and the Rapid Response services provided for free through the One Stop System
- Specialized employer portal for resume searches
- Downloadable workplace posters

- Dynamic online, free training courses for managers, HR professionals and employees
- Dynamic calendar of events
- Downloadable employee and employee tips

In addition to online access and engagement, the local workforce system shall offer in-person regularly scheduled business focused workshops, seminars, roundtables, mini-conferences, plenaries and special events/mixers (with the calendar online): These are great ways to provide a true public service and introduction to more structured business services offered by the local workforce system. Some events could include: labor market data workshops- understanding trends and the data, training talent to fit the needs of the employer, retraining and retaining skilled employees, and workforce awards (such as: honoring small businesses, regional employers, industry champions, veteran employment).To create and implement innovative employer engagement practices, the local workforce system must brand and position the AJCC One-Stop System as the place to go for

employers to access a wide variety of hiring and human resource assistance. In addition to offering business services directly to employers, the local workforce system could also offer professional development to existing human resource professionals.

Services to Engage and Connect Employers	Human Resources Professional Development Training
• Job postings and applicant screening through an online job matching system • Certified Skills Training that leads to candidate matching • Customized hiring events • On-site/special recruiting services • Employee Retention Program- incumbent worker training to avert lay-offs • Free Employment Training online courses for employers	• Identifying talent vs. skill set • Considering non-traditional applicants • Understanding transferrable occupational skills • Knowing what front line managers really need • What resources are available for downsizing/force reductions • Using social media to attract applicants

3Cv. Responsiveness to Business Needs

DECLARATION: The local workforce system needs to be a comprehensive continuum of services that is responsive to varying needs of small, medium, and large businesses. Similar to employer engagement strategies mentioned in the previous section 3Civ, business services will be refined as: activity tied to results, such as responsive solutions for skill upgrade training, personnel recruitment, on-the-job training, incumbent worker training, transitional work experience, internships and apprenticeship programs. Using the information gleaned from sector focus groups, industry feedback, and local labor market information the local workforce system business services providers will work with individual or small groups of 'like' businesses/industries to create business service plans similar to an individual employment plan created for job seekers. This personalized business service plan will identify service strategies that produce results that are responsive to businesses' needs.

STRATEGY: The local workforce system will work to build capacity and train new business service representatives and or partner with intermediaries who understand the paradigm and culture of business from a business perspective and in real time. The system will be aligned to be more proactive rather than reactive. Infrastructure shall be developed to streamline points of contacts, streamline processes, and develop consistent policies and procedures that result in a product/service that is useful and relevant to businesses whether they be small, medium, or large. The local workforce system shall adopt a Business2Business (B2B) "sales approach" when working with employers: hiring or training business services staff to respond quickly with effective and relevant solutions, and foremost to provide excellent customer service. Taking a consultative B2B sales approach as follows can help create business service plans that are responsive to businesses. Similar to the process of developing an individual employment plan for jobseekers, business services will involve the following activities to create a business service plan that is comprehensive and tailored to specific businesses' needs:

- An individualized business service plan
- Identifies the businesses' workforce and economic development goals
- Involves a coordination of services
- Referral/linkage to information, programs, services
- Serve as a business consultant
- Initial assessment of business, including labor market data
- Jointly developed by the business/employer and the workforce system business services representative
- Determine combination of services needed to reach goals
- Provision of workforce and labor market information
- Regular follow-up

3Cvi. Coordination of Workforce Programs and Economic Development

As previously described in the OC Regional Plan section 2Ei, the Orange County Workforce and Economic Development Network ("the Network") serves as a mechanism to promote effective communication and on-going collaboration across systems that enhance workforce and economic development and support sector initiatives within the Orange County Region. The Network is comprised of educators, workforce and economic development professionals, industry associations, nonprofit community organizations, labor representatives, and other public sector professionals focused on coordination between workforce and involved stakeholders. The Network was included in the regional planning efforts.

DECLARATION: In addition to the Network's coordination of workforce programs and economic development, the Orange County Development Board, as designated by the County of Orange Board of Supervisors, serves as the official Orange County Economic Development Strategy (CEDS) Committee for the entire county. CEDS functions (in compliance with federal regulations) for the entire county, and is integral in the coordination of workforce programs and economic development.

10

As such, the local boards fundamentally understand the connection and impact of workforce and economic development. The CEDS Committee provides a mechanism for coordinating the efforts of individuals, organizations, local governments, and private industry concerned with economic development. It is important to note that the CEDS and OC Regional Plan are foundational to the OC Local Plan strategies to positively impact the ongoing economic vitality of the county and targeted industry sectors.

The OC Local Plan has designed strategies to align workforce programs and economic development to meet the needs of regional employers. The local boards will continue to collect, review, and assess economic, employment, industry cluster, labor market, and related data to determine how best to coordinate workforce programs and economic development to create an agile and flexible process that is responsive to current regional and local needs to adapt or enhance efforts.

STRATEGY: CEDS' five year strategic plan presents the current condition of the Orange County economy and its impact on those who live and work in Orange County; identifies economically vulnerable areas in which to invest in economic improvement activities; proposes action on issues involving advancing Red-Zone residents lives, world-class education and workforce opportunities, state-of-the-art infrastructure, competitive and growing clusters, and improved economic competitiveness. Census tracts that demonstrate severe economic distress due to low income and high unemployment are defined as Red-Zones. The data for Red-Zone determination was based on the 2007-2011 5-Year American Communities Survey (ACS) released by the U.S Census Bureau. CEDS was commissioned by the County of Orange and the OC Local Plan will support Orange County's economic strengths and propose solutions and investments to address its opportunities and weaknesses.
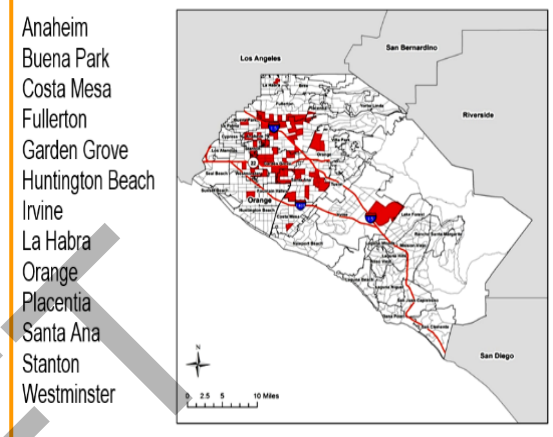
3Cvii. One-Stop System and Unemployment Insurance (UI) Programs

DECLARATION: Collaboration, coordination and service integration with local partners has long been part of the OC local boards' approach to the management and operation of the WIOA programs in the local workforce system. The local boards will work with their partners to support and strengthen linkages between the One-Stop delivery system and unemployment insurance programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

STRATEGY: A Memorandum of Understanding in place between the local boards and the EDD clearly defines roles and expectations and is an effective tool toward ensuring the goal of seamless service delivery is met. The MOU's (discussed in Local Plan section 3Dv), establish an Operating Agreement and Cost Sharing Agreement between the current OC One-Stop operators and EDD, which further promotes Local Plan goals. The goals of the OC Local Plan are to manage and support a workforce development system that is seamless to its customers, both job seekers and employers.

- The intent of the OC Local Plan is for EDD to provide basic labor exchange and unemployment insurance services in the local AJCC One-Stop Career Centers. EDD has representation at all One-Stop locations. WIOA and EDD staff share resources and exchange information about clients and rely on the expertise that each organization brings to the One-Stop system. One-Stop system and EDD have staff assigned to the resources rooms within each career center assist clients and ensure that cross-referrals occur, as appropriate.
- UI claimants are entered into the One-Stop registration system. EDD is co-located in the comprehensive One-Stop Centers where UI claimants have immediate access to One-Stop universal services. Orientations are provided on site, individually or in small groups. One-Stop clients also have access to EDD-managed job listings through CalJOBS.
- EDD also provides a host of other services at the One-Stops, including, but not limited to: re-employment services, workshops, California Training Benefits, veterans services, as well as securing NAFTA/TAA benefits for those clients meeting eligibility criteria, as described above.
- Local EDD, One-Stop and the local boards' management staff meet on a regular basis to discuss operational and administrative issues and to ensure that non-duplicative, high quality services are provided to our One-Stop customers.

3D. AMERICA'S JOB CENTERS OF CALIFORNIA (AJCC)

3Di. Continuous Improvement of the AJCC/OC One-Stop System

DECLARATION: The OC local boards work to 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. Customer feedback is a key indicator for system improvement, including improvement to the One-Stop system and training programs. Given the analysis of industry needs to be undertaken through the Sector Partnerships, it is expected that additional training needs along various career pathways will be identified. Based on this process, the local boards will work with stakeholders to identify programs and identify how to improve existing programs. Much like the structure established for the Workforce Innovation Fund IT Cluster Competitiveness Project, some programs will need to be modified to meet current industry needs before they are added to the ETPL. In other cases, it will be necessary to develop new courses.

STRATEGY: A number of strategic activities are involved in the continuous improvement of the AJCC that include on-going review, evaluation technical assistance, and training.

- Partner staff training is conducted quarterly to ensure seamless service and cross-training among the staff and partners located in the One-Stop Centers. A schedule and an agenda is developed to assist staff and partners to help understand each other's programs. One-Stop and partner staff may attend each other's meetings as applicable.
- Quarterly Partner Meetings are held to educate the community on the One-Stop Center as well as share resources, special events, and new activities in the Center and the community. At each meeting, a partner is highlighted to provide information and resources available to the system as a whole.
- Quarterly Stakeholders meeting are conducted by the AJCC Director. These meetings are attended by all of the co-located partners throughout the system to discuss best practices, leveraging resources, service delivery and efficiency and resource room operations to ensure priority of service and the best possible customer service is provided at all levels. There is also ongoing discussion focused on integration of programs and staff.
- Business Service Staff work closely with local employers to meet their hiring goals and industry requirements. Services can be customized to meet employer's individual needs. Candidates can be pre-screened, on-site recruitments, job fairs, business expos, labor market information, on-the-job and incumbent worker training, and career transition services are just some of the ways that the AJCCs meet the needs of local employers.
- Professional development for staff is emphasized and supported. The Project Director and Center Managers are responsible to ensure that staff receive training on all WIOA laws and regulations, state directives and local policies as well as best practices centered around AJCC operations and service delivery. The training may be provided by One-Stop Staff, the local boards, outside trainers, and through the attendance of conferences and web-based seminars.
- AJCC's have an internal monitor who is responsible for MIS compliance and review of participant files. Internal Monitors audit 10% of active files and 5% of exited files on a monthly basis. Any deficiencies are brought to the attention of the staff, Center Manager, and Workforce Supervisor so that a corrective action plan can be developed and implemented.
- On-site reviews are an essential component of evaluation for opportunities for improvement. This review gives an opportunity to validate information provided by the operator and evaluates: customer flow, administrative systems, service and resource integration, information technology systems, business services quantitative and qualitative measures, financial systems, and physical facility.

3Dii. Facilitating Access to Services

Please refer to OC Regional Plan Section 2Evi for applicable strategies on accessibility for individuals with disabilities.

DECLARATION: The local boards facilitate access to services provided through the AJCC delivery system through use of technology and other means through the board and AJCC websites and AJCC/One-Stop facilities located throughout the County.

STRATEGY: The local boards and AJCCs have worked to develop online forms for job seekers, program applicants/participants, and employers to access from external locations. Individuals and employers are also encouraged to use CalJOBS in order to job search, find candidates, and post jobs. Individuals have access to free online training through ALISON, an e-learning training provider with courses from the world's top publishers. One-Stops are strategically located to provide physical access to job seekers and employers. The local boards have AJCCs in Anaheim and Garden Grove (northern region), Santa Ana (central region), Irvine (southern region), Buena Park (far northern region) and Los Alamitos (veteran-specific), thereby covering the

different geographic areas of the entire county. The OCDB is also currently exploring options to locate an affiliate site in the far southern region. All AJCCs are located close to public transportation to facilitate access. The One-Stop Operators employ IT staff to ensure IT Infrastructure and access to technology is working and up to date. The AJCC website is updated on a weekly basis. Updates include Job Fairs, new workshop calendars, community events, recruitment activities including co-enrolled recruitments with EDD and Veteran Services. On-line registration is also available.

3Diii. Compliance with WIOA Section 188- Nondiscrimination

DECLARATION: The local AJCC/One-Stop Centers and Young Adult system complies with WIOA section 188 and meet the standards set by the Americans with Disabilities Act, as applicable regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including ongoing staff training and support for addressing the needs of individuals with disabilities.

STRATEGY: All facilities are accessible and technology is available to assist those individuals who have a physical, visual, or hearing impairment. The local boards and AJCCs ensure all locations meet ADA requirements through the Biennial Local Area Self-Assessment checklist. The local boards also ensure all eligible training providers meet the standards necessary to allow participants to access training. The local boards expect to offer training to staff and providers regarding addressing the needs of individuals with disabilities as part of its WIOA implementation strategies.

The OC local AJCC/One-Stop and Young Adult facilities are equipped to serve individuals with disabilities. Specifically:

- The signs for parking spaces are mounted at appropriate heights and contained requisite language.
- The accessible restrooms contain extended grab bars, pipe covers, placards for identification, and full-length mirrors.
- All doorways are clear of obstruction and meet the width requirements.
- All signs are at the appropriate height and have raised characters.
- All workstations are accessible and accommodate wheelchairs if necessary.
- The comprehensive AJCC/One-Stop centers each contain accessible workstations with software appropriate to assist customers with disabilities.

As locations move or are upgraded, the local boards and AJCCs will maintain set ups consistent with the principles of universal design. All AJCC facilities are designed to provide reasonable access to program activities to individuals with disabilities. Physical access standards are in compliance with ADA, and the Bi-Annual Assessments. All comprehensive centers have approved Accessibility Checklists from the State Department of General Services. Any individual needing accommodations are advised to communicate their needs to the front desk staff, career consultants, partners, or other program staff. Auxiliary aids are available for hearing impaired, visual impaired (magnifier), wheelchair accessible desks, TTY, and interpreter services for customers who are deaf/hard of hearing which will be arranged upon customer request. Front desk staff and Career Consultants are trained in using the auxiliary aids and Career Consultants can assist individuals with disabilities with using the aids.

Customers with disabilities are registered and given an introduction to the center to highlight program services and equipment available. Customers are informed of the Department of Rehabilitation and Goodwill Industries partners and work with their counselor on-site to assist those with disabilities and seek additional assistance. The AJCC/One-Stop Operators also employ or have access to a Disability Program Navigator who is also available to assist clients as well as provide training and workshops for staff in a variety of topics. Customers with disabilities are treated as any other customer, and also provided with necessary accommodations.

3Div. AJCC Partners Roles and Resource Contributions

DECLARATION: A description of AJCC partners and a Resource Sharing Agreement (RSA) is in place for each Comprehensive AJCCs. The MOU and RSA provide a description of the roles and resource contributions of all the AJCC partners.

STRATEGY: All co-located partners contribute to the cost of the center. The methodology used is based upon the square footage occupied by each partner. For partners unable to make cash payments, the fair share of their cost is determined by the percentage of dedicated square footage in which the partner staff provides services at the AJCC. Common space is allocated by the number of full time equivalents by each entity.

AJCC Programs & Partners	Roles and Resource Contributions
Title I Programs and Services: ProPath, Inc. is the current Operator for the OCDB One-Stop system. The AWDB operates the Anaheim Job Center. The SAWDB operates the Santa Ana WORK center. Title I – Young Adult Services. Access to 14 program elements applicable to Young Adult services for In-School and Out-of-School Youth (providers listed in section 3Eiv)	• Title I- Adult and (2) Title I - Dislocated Worker Programs includes outreach, intake, orientation, assessment, intensive and training services, support services and twelve months of follow up. • Title V- Senior Community Services Employment Program (SCSEP) offers low income older workers paid community service and training opportunities. The goal of the program is to help seniors become employable and to obtain unsubsidized employment. • Veterans Employment-Related Assistance Program (VEAP) targets veterans' unique needs and occupational goals, with an emphasis on those who recently returned to civilian life. The program serves all of Orange County as well as veterans who are referred from Los Angeles County, and from the Camp Pendleton area in Northern San Diego County. Veterans' access training, support services, and job referrals unique to their skillsets and career goals. PGWIN (Pacific Gateway Workforce Investment Network) is also a provider of VEAP services. • Supervised Population Workforce Training Grant serves participants referred by Orange County Probation and provides training and work experience leading to industry sector employment. • Business Services/Rapid Response services assist employers with finding skilled workers and provide access to other supports including education and training for their current workforce, job fairs, recruitment activities and layoff aversion.
Title II - Adult Education and Family Literacy is provided by a variety of organizations including: (1) Rancho Santiago Community College District; (2) Saddleback College; (3) School of Continuing Education – North Orange County Community College District; (4) Coast Community College District; (5) Garden Grove Unified School District; (6) Huntington Beach Union High School District and (7) Boat People SOS.	• Adult education and literacy programs, activities, and services • Information on how to access services: outreach, intake, assessment and orientation • Determination of eligibility for Adult Education programs, activities, and services, including financial aid information/assistance • English language acquisition programs • Literacy programs, activities, and services • English literacy and civics education services • Family literacy activities • Workplace adult education and literacy activities • Workforce preparation activities • Integrated education and training programs • Corrections education and the education of other institutionalized individuals • Employment services and coordination with other agencies on job development • Specialized support services such as child care assistance, mental health, drug and alcohol treatment, emergency assistance, such as but not limited to transportation, food, shelter, etc., (funding and eligibility permitting) • Pre-vocational skills training • Coordination with One-Stop System • Fostering demand-driven skills attainment • Other activities/ services appropriate to the agency and their funding sources
Title III Employment Development Department (EDD) is co-located in comprehensive AJCCs.	EDD provides staff and oversight for the following programs: • Title III – Wagner-Peyser • Trade Adjustment Assistance Program (TAA) • Unemployment Insurance (UI) • (4) Veterans' Programs – Jobs for Veterans State Grant
Title IV Vocational Rehabilitation Department of Rehabilitation (DOR) is co-located in comprehensive AJCCs.	• Outreach, intake, and orientation • Vocational rehabilitation programs, activities, and services • Determination of eligibility for customers entering through vocational rehabilitation programs, activities, and services • Coordination of services with other partners

14

		• Initial assessment of skill levels, aptitudes, abilities, and support service needs • Assistance with competitive integrated employment, supported employment, and customized employment • Labor exchange services including vocational rehabilitation services, career counseling, job search and placement assistance including in-demand industry sectors and occupations • Provision of information on non-traditional employment services • Pre-employment transition services • Specialized support services such as child care assistance, medical or child health assistance, and other support services such as but not limited to transportation, food, shelter, etc. (funding and eligibility permitting) • Marketing materials and information on how to access services • Other activities/services appropriate to the agency and their funding sources
Unemployment Insurance (UI)		• Determination of eligibility for customers • Filing a new UI claim • Reopening an existing claim • UI Self-Service Phone Line • Talk to EDD Rep by phone M-F 8am to noon • E-Services for Business • Online publications and forms • Coordination of services with other partners • Marketing materials and information on how to access services
Job Corps Long Beach Job Corps Center (LBJCC) provides Job Corps within Orange County. LBJCC provides education and vocational training programs to assist low-income young adults, ages 16 to 24, launch their careers.		• Education and vocational training program to assist low-income young adults, ages 16 through 24, launch their careers • Alternative secondary school services • Assistance with earning a high school diploma equivalency • Guidance and counseling • Medical and dental care • Tutoring and study skills • Occupational skills training • School-to-work internship/work experience development (paid and unpaid) • Mentoring, leadership development • Job placement assistance • Career development and follow-up services • Residential/non-residential living component
HUD Orange County Housing Authority(OCHA)		*OCHA* administers programs funded through the Department of Housing and Urban Development (HUD) including the administration of vouchers for low income households, mortgage assistance program, family self-sufficiency, shelter-plus-care, Veterans Affairs Supportive Housing (VASH), and emergency shelter programs. • Information about the OC Housing Authority's programs and services • Referral assistance for affordable housing throughout Orange County • Homeownership projects for lower income households • Administration of Housing Choice Project Based Vouchers for extremely low-income households who are homeless. • Mortgage Assistance Program (MAP) provides down payment assistance loans to assist low-income first-time homebuyers • Special Housing Programs (SHP) such as Family Self-Sufficiency (FSS), Shelter Plus Care, Veterans Affairs Supportive Housing (VASH) and Non-Elderly Disabled (eligibility requirements will vary by program) • Orange County Armory Emergency Shelter

15

Second Chance	• Outreach, intake and orientation • Case Management • Job placement assistance • Employment services and coordination with other agencies on job development • Specialized supportive services such as mental health, drug and alcohol treatment, emergency assistance, including but not limited to transportation, food, shelter, professional clothing, etc. • Other activities and services appropriate to the agency and their funding sources
Native American Programs	• Outreach, intake, and orientation • Native American programs, activities, and services • Eligibility determination for customers entering through Native American programs, activities, and services • Coordination of services with other one stop system partners • Initial assessment of skill levels, aptitudes, abilities, and support service needs • Labor exchange services including: career counseling, job search and placement assistance in in-demand industry sectors and occupations • Specialized support services available through Native American programs such as child care assistance, medical or child health assistance, and other support services such as but not limited to transportation, food, shelter, etc. (funding and eligibility permitting) • Information on how to access services • Other activities and services appropriate to the agency and their funding sources • American Indian/Native American Programs are waived from cost sharing for AJCC co-location operating costs
Community Based Organizations Goodwill Industries of Orange County and Working Wardrobes	CBOs are co-located partners that operate the Linking to Employment Activities Pre-Release (LEAP) programs. These programs established a jail-based service center within the County's correctional facilities (one for men and another for women) that links transitioning offenders with a range of community-based workforce services pre-release. The goal of these programs is to improve the employment outcomes for transitioning offenders by leveraging and building upon the effective strategies that currently exist within the correctional system and in the Orange County One-Stop Center System. Orange County Sheriff's Department (OCSD) Re-entry staff provide specialized inmate services such as cognitive-based, pre-release planning classes, anger management, and cognitive behavioral therapy. One-Stop career consultants provide traditional WIOA services. Women Helping Women provide supportive services.
U.S. Vets is a co-located partner that operates the Supportive Services to Veteran Families program.	U.S. Vets is a non-profit that works towards the successful transition of military veterans and their families through the provision of housing, counseling, career development and comprehensive support. Outreach, case management, and assistance in obtaining VA and other benefits.

3Dv. MOUs and Cooperative Agreements

DECLARATION: All fiscal contributions and service delivery commitments described are agreed upon by the partners and effective immediately, not to exceed 3 years, as prescribed in the MOUs. <u>MOU copies are included in the appendix.</u>

STRATEGY: Periodic modification and review of the MOUs will be used to ensure all AJCC partners continue to contribute their fair and equitable share of infrastructure and other system costs, including the identification of who will fulfill this responsibility.

<u>Memorandum of Understanding:</u> There are two phases to the MOU development.

- MOU Phase I- Service Coordination: Agreement between the local boards and their respective AJCC system operators and WIOA required partners to address service coordination and collaboration.

16

- MOU Phase II- Shared Resources and Infrastructure Costs: Building upon the MOUs established in Phase I, addresses how to best support established service delivery coordination through the sharing of resources and joint infrastructure costs in order to functionally and fiscally sustain regional service coordination with administrative cost arrangements.

The OC Region is on target with the development and execution of Phase II MOUs with all of the required partners in the local area prior to June 30, 2017 as described in section 3Dv and attached in section 3O. Status update for Phase II MOUs adheres to the following deadlines included in EDD Directive WSD16-09:

- January 4, 2017   Local Boards submit progress report/timeline to Regional Advisors.
- March 1, 2017   Local Boards that do not anticipate reaching consensus on infrastructure costs alert the State Board if state funding mechanism needs to be triggered and submit supporting documentation.
- May 1, 2017   Governor and Superintendent of Public Instruction notifies Local Boards of AJCC partner contributions under state funding mechanism (if triggered).
- June 30, 2017   Local Boards submit hard copies of completed Phase II MOUs to Regional Advisors.

Cooperative Service Agreement: A cooperative service agreement has been established between the three local boards to solidify the commitment to the overall workforce and economic development of the OC Region through system alignment, integration of service delivery, and leverage/braiding of funding, included as an attachment in the appendix.

3Dvi. WIOA Section 166- AJCC Services for Indian and Native Americans
DECLARATION: The local boards work with WIOA Section 166 grantees to provide Indian and Native Americans equal access to AJCC services. The Southern California Indian Center, Inc. (SCIC) has been a long standing AJCC partner. SCIC mission is to promote social and economic self-sufficiency for American Indian, Alaska Native and Native Hawaiian people. SCIC provides a variety of human service and general welfare programs. They also provide educational, vocational and cultural programs. SCIC's Supportive Services Program provides child care services, school supplies, tuition assistance, work clothing, transportation assistance, emergency food, motel vouchers, rental assistance, utility assistance, and emergency medical care.

STRATEGY: Individuals can access services through staff (who will be cross trained) and online. The referral process includes: in person, by phone, online and through referral forms. The local boards have an executed MOU with the Southern California Indian Center. Services to be provided include, but are not limited to:

- Referrals, outreach, intake, and orientation
- Native American programs, activities, and services (funding and eligibility permitting)
- Eligibility determination for customers entering through Native American programs, activities, and services
- Coordination of services with other one stop system partners
- Initial assessment of skill levels, aptitudes, abilities, and support service needs
- Career counseling, job search and placement assistance in in-demand industry sectors and occupations
- Specialized support services available through Native American programs such as child care assistance, medical or child health assistance, and other support services such as but not limited to transportation, food, shelter, etc.
- Information on how to access services
- American Indian/Native American Programs are waived from cost sharing for AJCC co-location operating costs
- Leverage of resources and services for shared customers
- Alignment and integration of programs and services for the Orange County Region

3Dvii. WIOA Section 167- AJCC Services for Migrant Seasonal Farmworkers
DECLARATION: The local boards will coordinate to provide Migrant Seasonal Farmworkers equal access to AJCC services. The National Farmworker Jobs Program (NFJP) is designed to serve economically disadvantaged people who primarily depend on employment in agricultural labor and who experience chronic unemployment or underemployment. Through training and other workforce development services, the program is intended to assist eligible participants and their families to prepare for jobs likely to provide stable, year-round employment both within and outside agriculture.

STRATEGY: Although Orange County does not have a National Farmworker Jobs Program (NFJP), the local boards work to provide Migrant Seasonal Farmworkers equal access to AJCC services. Participants will be served through the Adult or

Dislocated Worker programs administered by the AJCCs and/or they can be referred to the Center for Employment Training (CET). CET has a proven track record of excellence over decades of partnering with the farmworker community in the OC Region. Programs in vocational training, ESL, and GED preparation emphasize the development of locally marketable skills with a philosophy of educating the whole person, maximizing self-sufficiency, and decreasing dependency on other direct aid programs. They also offer referrals for child care while parents are working, supportive services for food and health care, legal services, and immigration and citizenship guidance. In Southern California, CET serves Los Angeles, San Diego, Imperial, Riverside and San Bernardino Counties.

3Dviii. Regional Sector Pathways On-Ramp

DECLARATION: The WIOA emphasizes the use of career pathways and sector partnerships to promote employment in in-demand industries and occupations. The four core programs of the WIOA must work well together in order to form a well-rounded and effective workforce system. The local boards are actively enhancing communication, coordination, and collaboration among employers, education, economic development entities and service providers to ensure activities meet the needs of businesses and support economic vitality and growth in the region.

STRATEGY: The primary focus of regional sector pathways is to enable the workforce system and its partners to identify and address the needs of multiple employers in the industry. Such needs may include addressing gaps in the content or availability of training, support for developing pipelines of future job candidates and assistance with current recruitment needs. Orange County's current local plan describes strategies for developing and maintaining business partnerships. Marketing of business services should be built around those issues that employers identify as the most important and/or meaningful. The local boards have identified sectors with the greatest potential to stimulate job growth and economic prosperity, creating opportunities for current and future workers. The local boards promote the development of partnerships among key stakeholders in the following Industry clusters: Business and Professional Services, Energy, Environment, and Green Technologies, FIRE (finance, Insurance, Real Estate), Construction, Healthcare, Information Technology, Logistics and Transportation, Manufacturing / Advanced Manufacturing, Biotechnology / Nanotechnology and Hospitality and Tourism.

The AJCC is the conduit for connecting job seekers to businesses and therefore a natural on-ramp for regional sector pathways. WIOA recognizes the employer as an equal customer to the job seeker and worker. WIOA seeks to support economic growth and business expansion by ensuring the workforce system is job-driven: matching skilled individuals to employment opportunities with local businesses, principally in demand sectors. WIOA emphasizes the provision of training resulting in the attainment of postsecondary credentials that include industry-recognized certificates or certifications. WIOA seeks to increase the use of employment-based training by increasing the reimbursement rate to employers for on-the-job training and for customized training. WIOA provides local boards the opportunity to implement incumbent worker training programs using up to 20% of their Adult and Dislocated Worker program funds. Employers are more likely to use the system to meet their workforce needs and offer opportunities for workers to learn given these increased reimbursement rates.

When AJCC staff meet with job seekers, a long-term job plan is explored that may include several steps such as a "starter" credential, job placement to gain experience and eventually an additional credential. AJCC staff also assist businesses with LMI information, on-site recruitments and access to interviewing facilities and regional job fairs. WIOA allocates resources so that AJCC staff can actively participate in trade shows, conferences, forums, expos, networking functions and meetings. Orange County's outreach plan is continually updated and evaluated based on the changes within the local Orange County market place, such as business closures, new employment opportunities, new research and development, and the needs of the local business community. Resources are focused to where the greatest economic impact can be gained and measured. While training funds will often only cover the initial credential, helping place job seekers on the career pathways that have potential for growth will lead to better success for them and for employers in their industry/occupation. As appropriate, co-enrollment in programs is utilized to leverage available resources and to maximize services that can be offered.

Traditional classroom training as well as work-based training along with supportive services for items such as mileage reimbursement to and from school, uniforms/work clothing and books are also provided. Case management and career advising is geared towards long-term career growth and not focused solely on placing job seekers into immediate jobs with limited wage and advancement potential. The work and close partnership with employers will lend itself to discussions on the actual skills needed for the industry and/or occupation. Strong relationships with Adult Education and the local community colleges and flexible trainers are critical to the system so that curricula can be created based on feedback from employers.

18

The AJCC can facilitate the various components of the system to ensure that the needs of the job seeker as well as the employer are met. AJCC staff assists job seekers by developing an individualized plan to note relevant skill sets to connect them to industries that are hiring and assist in removing barriers to program completion by leverage resources to serve the customers.

3E. REQUIRED INFORMATION PERTAINING TO SPECIFIC PROGRAMS, POPULATIONS, AND PARTNERS

3Ei. Coordination of Local Workforce Activities with Regional Economic Development Activities

Please refer to OC Regional Plan section 2Ei, and the OC Local Plan section 3Cvi for additional narrative relevant to the coordination of local workforce activities with regional economic development activities.

As previously mentioned, the OCDB has the responsibility of overseeing the Comprehensive Economic Development Strategy (CEDS) for the entire county. As such, all of the local workforce activities are aligned with regional economic activities as described in the following strategic activities.

DECLARATION: The local planning process includes comprehensive economic strategies as part of the workforce system and ensures that programs are designed to guide the economic growth of an area to create jobs, foster more stable and diversified economies, raise income levels, improve the quality of life, and improve Orange County's overall economic competitiveness.

STRATEGY: The OC Local Plan identifies strategies that are in sync with both the OC Regional Plan and the Orange County Comprehensive Economic Development Strategy (CEDS).

OC Region CEDS Goals	OC Local Plan Workforce and Economic Development Coordination Strategies
Goal 1: Advance Lives of Red-Zone Residents	• Map/Catalog of Red Zone Focused Projects • Survey/Assessment of Red Zone Focused Project Priorities • Career/Skills Development Stand Down for Red Zone Neighborhoods
Goal 2: Provide World-Class Education and Workforce Opportunities	• Upskilling regional sector pathways on-ramps • Promote AJCC's as an access point for regional sector pathway programs • Assess the access points to improve customer focused service delivery • Promote career pathways with multiple entry and exit points • Create an accessible menu of customizable services available to customers on the basis of their needs, including but not limited to individuals: with disabilities, limited English proficient, with barriers to employment • Expand use of work-based learning models to create additional skills development and employment opportunities that align work-based learning with career pathway strategies • High Value identified Education and Training curriculum development /improvement initiatives • Establish a Red Zone Task Force with specific focus on English Learners access to High Value career pathways • Partnership with High Value companies focused on special populations
Goal 3: Plan for and Develop State-of-the-Art Infrastructure	• Coordination and integration of core program and mandated services, when appropriate • Engage partners in evaluation and development of more efficient business engagement practices • Use recommendation from business partners to develop and/or adapt services to meet the full spectrum of business and industry workforce needs
Goal 4: Promote Competitive and Growing Clusters	• SlingShot Initiative- regional project focused on manufacturing and apprenticeships • Identify key competitive and emerging industries • Align, coordinate, leverage, and braid resources to support the development of industry-specific partnerships in targeted high-value sectors • Develop and enhance pre-apprenticeship and apprenticeship programs
Goal 5: Improve Orange County's Economic Competitiveness	• Identify and articulate current and anticipated skill needs of employers • Integrate programs and braid funding streams along career pathways

In addition to coordination of local workforce investment activities with regional economic development activities, the local boards will also promote entrepreneurial skills training and microenterprise services. There are a number of definitions of what qualifies as a small business. Still, the fact remains that most businesses in Orange County are small businesses, with fewer than 100 employees. These businesses are essential to the economic stability, vitality and growth of the county and serve as a principal target for the local boards' services and those of our network of partners, which includes the Orange County Small Business

Development Center (SBDC) and the Santa Ana District Office of the U.S. Small Business Administration. The SBA District Director is a member of the local boards. The SBDC provides consulting services, seminars, workshops, and conferences for entrepreneurs including, but not limited to: financing, comprehensive business strategic assessment and analysis, start-up assistance, strategic planning, and youth entrepreneurship.

The local boards will continue to work with the SBA and other network partners to address the workforce development and related needs of small businesses. In addition, representatives of small businesses will provide critical support to the sector partnerships that will drive service planning for the county's priority industry clusters.

3Eii. Adult / Dislocated Worker Employment and Training Activities

DECLARATION: The economic recession and following recovery caused the local boards and workforce professionals throughout California and the nation to rethink the AJCC/One-Stop system's "standard operating procedures" for preparing workers for employment and connecting them to jobs. As is often the case, we referred to "play books" from a bygone era and found a number of work-based learning or "earn and learn" models that had fallen out of favor over the years. On-the-job training (OJT), customized training and even work experience were promoted as promising opportunities to connect workers with jobs and encourage businesses to bring on board workers they needed to get their companies back on track to a full pre-recession recovery. DOL has made OJT and customized training options more appealing than ever to companies, especially small businesses, as waivers have been granted that effectively increase the level of financial contribution from the WIOA program.

STRATEGY: The local boards' current use of employment and earn-while-you-learn training models that serve as an on-ramp for the regional sector pathways include the following:

- *Comprehensive Employment Services:* Career counseling and tools for job search preparation including, but not limited to, a full range of assistance to job seekers under one roof, training referrals, job listings, resume assistance, interview workshops on-site employer recruitments, and labor market information.
- *Sector Strategy:* Career pathway education and training programs align with the skill needs of industries important to the regional or state economies in which they are located, and reflect the fact that employers in the targeted industry sectors are actively engaged in determining the skill requirements for employment or career progression in high-demand occupations.
- *Stackable Educational/Training Options:* Career pathway programs include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next; they provide opportunities to earn postsecondary credits; and they lead to industry-recognized and/or postsecondary credentials.
- *Accelerated/Integrated Education & Training:* As appropriate for the individual, Career pathway programs combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- *On-the-Job, Incumbent and Customized Training:* Each of the AJCC/One-Stop career centers offers OJT as a training option for job seekers whose occupational interests and/or learning styles are best suited to work-based learning. One-Stop staff are also actively engaged in promoting the benefits of OJT to businesses, providing them with information on the advantages to companies of training workers to their specific skills needs. OJT and other work-based learning activities are among the principal products that the contractor is attempting to sell to Orange County businesses. Much like OJT, WIOA's incumbent and customized training activity provides a means of instructing workers in the precise requirements of a particular business or a group of employers. While customized training programs often include a component that is purely didactic and does not involve hand-on learning or engagement in productive work, it is generally the case that a portion of such training is work-based, during which time participants are being paid. As part of our overall plan to increase the number of participants who successfully complete training programs in priority industries and demand occupations, over the last several years, the AJCC/One-Stop system has continued to increase the number of "slots" planned for OJT and customized training. The resources for developing effective work-based learning programs tied to sector pathways is stronger than ever.
- *Hybrid Learning Models:* Over the last two decades, community college and private postsecondary education programs have increasingly incorporated "externship" activities as part of traditional classroom training programs, particularly in fields such as medical assisting and other healthcare support occupations in which some hands-on experience in a virtual prerequisite for employment. Generally, these activities are short in duration, meeting the minimum amount of

time to satisfy employer requirements for entry-level new hires. Although, WIOA programs have concurrently offered OJT as a training activity, in very few cases have classroom and work-based training been combined using WIOA resources. Working with Sector Partnerships, the local boards will explore opportunities to connect classroom and work-based training so that the education and workforce systems produce more skilled and versatile workers.

- *Collaboration with Apprenticeship Programs:* Santiago Canyon Community College (SCC) is one of the only community colleges in Orange County that offers apprenticeship and journeyman training in various trades. The local boards are currently working with SCC on various projects, including apprenticeship and journeyman training programs, which are listed on the State Eligible Training Provider List (ETPL). More specifically, the local boards have included the Electrician/Construction Wiremen (CW) and Journeyman Carpentry courses at SCC on the ETPL. These Apprenticeship/Journeyman programs are approved and registered Department of Industrial Relations/Department of Apprenticeship Standards (DIR/DAS) apprenticeship programs. The availability of these programs have opened opportunities for the local boards to work with unions and for interested job seekers to take advantage of the programs. The local boards have implemented a project with the International Brotherhood of Electrician Workers (IBEW) that assists eligible adults, dislocated workers and incumbent workers with apprenticeship training, skills upgrade training and support services. The skills upgrade training will help to avert layoffs; increase employability, maintaining or finding employment; and, possibly, lead to an increase in pay. The training is offered through the Electrician Construction Wireman (CW) program at SCC. The local areas are also in the early stages of planning a similar effort with the Carpenters Union. Moving forward, the local boards are seeking to expand opportunities to effectively partner with approved apprenticeship programs, including pre-apprenticeships. While the building trades offer many of the most recognizable apprenticeship programs, working the Orange County Workforce and Economic Development Network, our sector partnerships and directly with the Orange County Labor Federation, the local boards will complete a scan of apprenticeship compatible occupations within the local labor market and develop a cross-walk of these occupations to apprenticeship programs. Programs associated with promising sectors and demand occupations will receive priority.

3Eiii. Rapid Response

DECLARATION: The local boards have refined existing approaches to rapid response and business services so that they are fully transformed into proactive business retention and layoff aversion programs. Over the last two decades the local rapid response programs have assisted tens of thousands of workers displaced from hundreds of companies that ceased operations or experienced significant reductions in their workforce. The local boards have designed and implemented rapid response to be a system that is proactive rather than reactive. With this evolution, the local boards' focus is on layoff aversion and business retention. The local boards actively seek to identify businesses in distress and work with local partners to provide assistance with training, cost reduction, financing and other services that will enable success and help avert closure or layoff.

STRATEGY: The local boards adhere to strict operating procedures for rapid response activities, highlighted in the onsite presentation provided by OC One-Stop Business Service representatives who plan and coordinate assistance for employers and workers affected by temporary and permanent layoffs. The law requires the provision of rapid response activities in the event of a disaster, mass layoff, plant closing or other events that precipitate substantial increases in the number of unemployed individuals. The Worker Adjustment and Retraining Notification Act (WARN) offers protection to workers, their families and communities by requiring employers to provide notice 60 days in advance of covered plant closings and covered mass layoffs.

To arrange on-site employer/employee visits and informational sessions, Business Service staff follow the below process:

1. A WARN notice from the State is sent to the local boards and forwarded to the Business Services Rapid Response Coordinator, or an announcement in local news media is identified. Sometimes a human resources representative will contact the REACT coordinator directly.
2. Within receipt of the WARN, the coordinator initiates Rapid Response services by contacting the company representative to set up an appointment to discuss services. After the initial meeting with the company representative, information meeting(s) are scheduled for the affected workers based on the company's needs.
3. The coordinator contacts partners (such as EDD) to find out their availability for participation, as needed, in accordance with the employer's request.
4. At the information meetings, One-Stop Center brochures and other program services materials are distributed to the affected employees.
5. Employees may be referred to the One-Stop Center for enrollment into the WIOA Dislocated Worker Program.

21

Providing a Comprehensive Menu of Services: In order to address the needs of business in distress, the local boards will provide the following as part of our strategic layoff aversion strategy:

- ✓ Conducting individual needs assessment of companies "business retention" needs
- ✓ Assistance with securing tax credits, incentives and cost containment programs
- ✓ Coordination of utility and technology services
- ✓ Assistance in accessing public financing programs (local, state and federal) and Industrial Development Bonds
- ✓ Identification of traditional financing opportunities
- ✓ Coordination of funding sources, such as the California Employment Training Panel program, that are well suited to providing skills upgrades and retraining of incumbent workers;
- ✓ Coordinating with educational and job training institutions to satisfy the precise skills needs or one or more businesses
- ✓ Training (including both traditional and work-based models) for current employees and new workers to make the business better able to compete

An example of local layoff aversion strategies in action is a partnership with the California Manufacturer's Technology Consulting (CMTC). On behalf of the local boards, the organization links the existing network of business assistance providers in Orange County to local manufacturers, raising awareness of available resources and providing layoff aversion implementation services. These services have been provided to 15 at-risk Orange County manufacturers that planned to lay-off workers, and it is estimated that 165+ jobs were saved as the results of these efforts. CMTC follows a standard 7-step plan developed under partnership, which was cited as a best practice in the U.S. GAO publication "Collaborations between Workforce Boards & Employers Helped Meet Local Needs".

3Eiv. Youth Employment and Training Activities

DECLARATION: The local boards serve Orange County at-risk youth through in-school and out-of-school WIOA Young Adult Programs. Services delivered to youth include, but are not limited to the WIOA 14 Elements:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies
2. Alternative secondary school services, or dropout recovery services, as appropriate
3. Paid & unpaid work experiences with academic and occupational education as a component of the work experience
4. Occupational skills training
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring
9. Follow-up services for no less than 12 months after the completion of participation
10. Comprehensive guidance and counseling
11. Financial literacy education
12. Entrepreneurial skills training
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in Orange County
14. Activities that help youth prepare for and transition to post-secondary education and training

STRATEGY: While Orange County's WIOA eligible youth population faces a wide range of barriers to employment and educational attainment due to background and circumstances, their characteristics are broadly representative of those of WIOA eligible youth throughout the state. The local boards' planned services for at-risk youth include the following targets, as percentages of participants served in the WIOA Young Adult program:

Homeless	15%	Youth with Disabilities	15%
Pregnant/Parenting	20%	Runaway Youth	5%
Foster Youth	25%	High School Drop-Out	20%
Offenders	20%	Other Barriers	15%

Last year, approximately 17% of WIOA Young Adult participants were disabled, 11% were offenders, and 22% were high school drop-outs. The needs for these unique populations are addressed through coordination with Orange County Healthcare Agency, Orange County Probation, and Orange County Department of Education.

Youth Service Providers are provided throughout the OC Region to ensure all youth have access to services and are served effectively. Through an open, competitive process, the local boards select organizations with a proven history of performance as service providers for the WIOA Youth/Young Adult Program. The slate of current providers is diverse (including a local city government, a private company, a college and a non-profit organization), bringing a vast reservoir of experience and knowledge to the local youth service delivery system. Current WIOA Young Adult Program service providers are:

- City of Santa Ana: Administered by the SAWDB, the Orange County Conservation Corps, Orange County Children's Therapeutic Arts Center, Orange County Labor Federation, and the Santa Ana Public Library provide youth services.
- City of Anaheim: Administered by the AWDB, the Orange County Conservation Corps and Taller San Jose Hope Builders provide services to economically disadvantaged youth with education, job training, and transition programs.
- Orange County Development Board: Administered by the OCDB, the KRA Corporation, City of La Habra, Saddleback College, and the Orange County Asian Pacific Islander Community Alliance provide workforce services for in-school and out-of-school young adults.

COORDINATION WITH LOCAL PROGRAMS AND ACTIVITIES: There are a wide variety of young adult programs and activities in OC that concentrate on addressing the needs of at-risk young adults. The local boards are directly involved with many young adult service organizations in addition to those contracted providers to braid and leverage local resources:

- Orange County Department of Education's College and Career Preparatory Academy: An alternative school available to those students for whom traditional school settings are not suitable. The program assesses student learning and achievement; utilizes strategies that ensure all students learn; provides a rigorous, relevant, and realistic curriculum; and gauges multiple measures of success. Young adults in the WIOA program are referred to the Academy and in order to obtain their High School Diploma or GED.
- Latino Educational Attainment Program: OCBC's Latino Educational Attainment (LEA) Initiative program was developed to help fill the gaps left by education by assisting Latino parents in learning on how to advocate for their children and to spark the importance of education in Latino neighborhoods. LEA is working to unify the community, students and parents to produce a highly skilled workforce for the future and create neighborhood-based groups that will provide navigational skills to parents in the areas of the 100 lowest-performing schools in the county
- Vital Link: Vital Link has developed a series of programs and services that effectively connect business and education in introducing young adults to the requirements of the workplace and to promising careers.
- National Retail Foundation (NRF): The local boards have partnered with the NRF to provide training and certification to young adults in Customer Service. The certification is portable and is aligned with the regional workforce needs in Hospitality and Tourism.
- Juvenile Justice/Probation: Service Providers do presentations, provide intake and service young adults at juvenile justice centers. Referrals are also received from several juvenile justice and probation centers such as Youth Leadership Academy, Youth Guidance Center, Otto A. Fischer School, and Joplin Youth Center. Young adults gain work experience and participate in work readiness workshops to assist them in developing a positive work ethic to enter the workforce.
- Social Services Agency: The Orange County Social Services Agency administers the Independent Living Program (ILP) for eligible youth as young as 17 years of age. ILP services are provided by Orangewood Children's Foundation and the Orange County Children and Family Services Transitional Planning Services Program (TPSP). Service Providers work directly with these organizations for referrals and to supplement services provided by Orangewood Children's Foundation and TPSP to ensure self-sufficiency for foster youth.

Youth with disabilities have access to the WIOA Young Adult programs. In fact, Young Adult Service Providers are contractually required to ensure that 15% of their caseload must be young adults with disabilities. The local boards have partnered with the California Department of Rehabilitation to co-locate Vocational Rehabilitation staff in the Garden Grove and Irvine One-Stop Centers to better serve young adults with disabilities. Furthermore, the local boards have a long-standing relationship with Goodwill Industries of Orange County (Goodwill). Goodwill is an expert in serving individuals with disabilities in finding

23

employment, becoming independent, and supporting themselves and their families. Service Providers can connect with Goodwill to ensure young adults with disabilities are served successfully.

The Orange County WIOA Young Adult Programs are strongly influenced by lessons learned locally, best practices from the nationwide workforce development system, and federal and state mandates, policies and guidance. Among some of the most significant changes in the local youth workforce development strategies have been:

- A shift to serving a higher percentage of out of school, largely in response to very high unemployment experienced among this population, especially at the height of the recent recession.
- Changes in focus of "youth" programs shifting to serving "young adults" who are disconnected from work/learning.
- For in-school youth, focusing on services/support to help them graduate and for those you have dropped out, intensifying efforts to reengage them with the education system.
- The use of interim assessments to determine aforementioned mid-term accomplishments.
- Increases in use and amounts of support services for youth, especially for those with significant barriers to employment.
- Greater emphasis on post-program services to promote retention in employment and/or training.
- Strengthening connections between youth programs and One-Stops so that young adults have a familiarity with the system and will be at ease accessing One-Stop services as they pursue further training, education and career goals.
- Increased training and technical assistance for young adult service providers.
- Implementation of a recognition and incentive policy for young adult providers.

3Ev. Coordination of Secondary and Post-Secondary Programs with Education & Workforce

Please refer to OC Regional Plan Section 2Ev for applicable narrative on the coordination of basic skills remediation, and Local Plan section H and section O for referenced MOU details.

DECLARATION: The local boards' programs function as one mechanism to connect graduating high school students and out of school/disconnected individuals to secondary and postsecondary education opportunities. For those meeting eligibility requirements, referrals to and enrollment in classroom training, work-based learning (e.g. on-the-job training, apprenticeships) and employment opportunities are essential components of the WIOA youth program. Similar services are available for young adults through the AJCC/One-Stop system.

STRATEGY: Because WIOA funds are limited in amount and access (based on program eligibility), in partnership with education, business, labor and community partners, the local boards participate in planning to identify options and resources to create additional opportunities for individuals to enter training and access services connecting them to training, education and employment. The local boards, the Network, and education partners will coordinate efforts to develop an implementation plan. The local boards are fully committed to ensuring that the full range of our available resources support this effort. The local boards will leverage the career pathways multiple entry and exit design to coordinate relevant secondary and post-secondary education programs and activities with education and workforce development activities to coordinate strategies and enhance services. The partners involved will braid and leverage services and reference partner MOUs to avoid duplication of services. This integration of education and workforce development will support the creation and growth of skilled workers.

Three Essential Features of Career Pathways
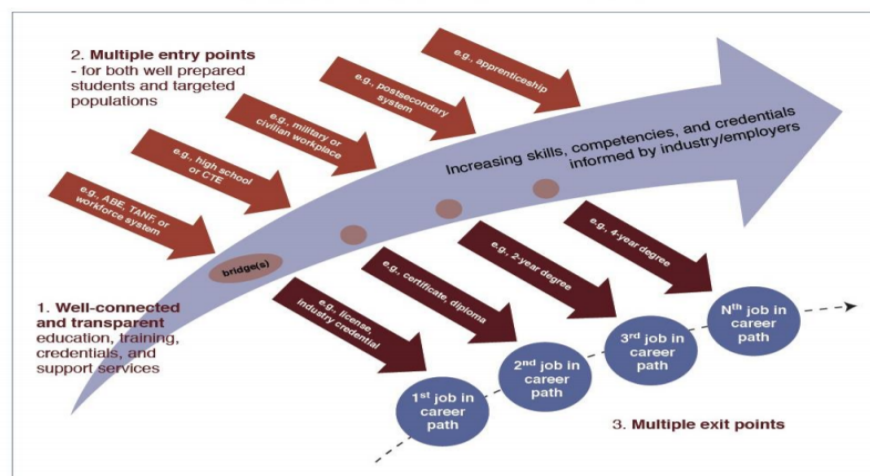
3Evi. Transportation and Other Supportive Services

Please refer to OC Regional Plan Section 2Eviii for additional narrative relevant to how the OC Local Plan will coordinate WIOA Title I workforce development activities with the provision of transportation and other appropriate supportive services.

DECLARATION: The local boards have developed policies for issuance and coordination of supportive services (which includes transportation). Each Provider is expected to maintain participant budget as per allowable levels of supportive services for tracking issuances. The procedure provides specifics regarding tracking, documentation and review of program issuances, participant budgets and program resources. Bus passes, gas cards and coordination with other agencies who provide transportation services are several methods used to provide transportation. The local policy also allows for assistance with car repairs when economical and effective.

STRATEGY: Leveraging and braiding partner support service resources will ensure that individuals receive the support and increase program completion rates. This will involve: coordinated assessment processes, communication between system partners, and coordinated provision of ancillary support services to facilitate program completion by those enrolled in training and education programs/courses. WIOA and the One-Stop system provide the very model for resource sharing among workforce development stakeholders. Whether called leveraging, braiding or sharing, the One-Stop offers programs, services and information to its customers that are funded from hundreds of public and private resources. The model is to service needs of a job seeker, a business or an industry are assessed and resources are assembled from a variety of sources to meet the need.

3Evii. Coordination of AJCC Service Delivery System (Including Wagner-Peyser Services)

Please refer to OC Regional Plan section 2Aii for narrative about the coordination of services; OC Local Plan section 2Div which describes AJCC partners' roles and contributions; and also OC Local Plan section 3Dv for reference to MOUs.

COORDINATION OF THE AJCC SERVICE DELIVERY SYSTEM: Partner and service delivery coordination are defined as commitments agreed upon by the partners and effective immediately, not to exceed 3 years, as prescribed in the MOUs. Periodic modification and review of the MOUs will be used to ensure all AJCC partners continue to coordinate service delivery and contribute their fair and equitable share of infrastructure and other system costs, including the identification of who will fulfill this responsibility to avoid duplication and inefficiencies in the system.

Based on local partnership with EDD and the presence of EDD staff at local AJCC/One-Stops are able to provide a strong and effective set of services to job seekers. EDD and OC One-Stop staff are co-located in the centers. Physical proximity encourages staff to collaborate closely and avoid duplication of services.

WAGNER-PEYSER ACT SERVICES: Services provided by EDD staff within the AJCC/One-Stop Centers:

Unemployment Insurance- Virtually the full range of One-Stop services are available to UI claimants. However, One-Stop services most closely associated with this group include the following:

- UI claimants are first offered general information and access to a UI navigator or help desk to facilitate any questions they may have. Customers receive assistance with filing for UI benefits; communicating electronically with UI personnel; transmitting follow-up documents; and use of dedicated UI telephones that enable UI claimants to call from our One-Stop centers or other EDD service locations.
- Re-employment services are available specifically for UI claimants who do not register for work in CalJOBS within 21 days of filing for benefits. These claimants are invited to a Personal Job Search Assistance (PJSA) appointment. Customers are provided an orientation to services in the One-Stop, along with a review of their potential eligibility under UI's California Training Benefits Program for those who wish to pursue training while receiving UI benefits.
- UI claimants who appear to fit the WIOA profile of "dislocated worker" and are likely to exhaust their UI benefits due to limited labor market opportunities in their field are invited to an Initial Assistance Workshop within the first four weeks after filing their claim. These individuals are provided services similar to those offered to PJSA clients, except they must also select a follow-up reemployment service that must be completed within a specific period of time.
- Re-employment Assistance workshops are part of a mandatory service provided to long term UI clients as a result of the "Middle Class Tax Relief and Job Creation Act of 2012." Services under this legislation are provided for long term UI recipients who need to be reintroduced to the One-Stop and its services. A review of the UI client's job search efforts are also part of the activity. Customers are also directed to re-engage in reemployment services related to job preparation, referrals to training or networking via "Experience Unlimited" for those that meet its eligibility criteria.

Trade Adjustment Assistance (TAA) Allowances and Special Assistance- EDD representatives available through the One-Stop provide assistance to job seekers in the TAA target group. Eligible workers who qualify for TAA receive Trade Readjustment Allowances (TRA) benefits and may also be eligible for the Health Coverage Tax Credit program. TAA participants are provided with one-on-one assistance in order to ensure their eligibility for the program. Staff also help file petitions to U.S. DOL for TAA Certification for a group of three or more affected workers. TAA participants undergo an eligibility review process, which consists of an assessment to determine if they have sufficient skills to re-enter the labor market. The TAA Case Manager ensures that the effective use of training resources (such as WIA) or other eligible programs within their local One-Stop are utilized to support reemployment. The program itself assists workers to regain employment through the use of a full range of services via the One-Stop and, if needed, provides classroom and/or on-the-job training, job search and relocation assistance allowances. The TAA Case Manager ensures that the TAA client maintains UI benefit eligibility and that clients file for extensions to their UI claims, as needed, in order to continue to receive benefits through the completion of the approved training program.

3Eviii. Coordination of WIOA Title I and Title II Activities

Please refer to OC Regional Plan section 2Aii for a description of the coordination of partner services including Title II activities; 2Eii for a general description about Title II AEBG Consortia coordination; section 2Eiv for specific narrative around basic skills education integration into regional sector pathways; and section 2Ev for specific details about efforts to streamline and coordinate basic skills remediation Title II activities.

DECLARATION: Input from education stakeholders was instrumental in the development of the plan and is interspersed throughout the plan's goals and objectives, particularly with regard to basic skills remediation and processes involved in the development of career pathway programs in targeted industry sectors. The local boards have had long standing, effective relationships with Adult Education partners in the Orange County Region. The Rancho Santiago Consortium, South Orange County Regional Consortium, North Orange County Regional Consortium, and Coast Consortium facilitate educational services that provide basic literacy and Adult Education services to address the goals and objectives of both state and national resources and professional staff to maintain the partnership between all One-Stop Centers and the district's Title II Adult Education program. The local boards have engaged Adult Education partners in the development of the regional and local plans and as such, the coordination of Title I and Title II activities is woven throughout both plans.

STRATEGY: Many of the following Title II Adult Education goals directly align with WIOA Title I Adult, Dislocated Worker and Youth services. Coordination of activities include:

1. Assisting adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assisting adults who are parents or family members to obtain the education and skills that:
   a. Are necessary to becoming full partners in the educational development of their children; and
   b. Lead to sustainable improvements in the economic opportunities for their family;
3. Assisting adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
4. Assisting immigrants and other individuals who are English language learners in:
   a. Improving their reading, writing, speaking, and comprehension skills in English; and Mathematics skills
   b. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Education agencies were among the most widely represented stakeholder groups at these events, including the following school and colleges from all levels of education and training. Furthermore, the following Adult Education Providers have developed and signed an MOU with the OC REGION to solidify coordination efforts:

- Rancho Santiago Community College District
- Saddleback College
- North Orange County Community College District
- Boat People SOS
- Coastline Community College District
- Garden Grove Unified School District
- Huntington Beach Union High School District

TITLE II APPLICATIONS: The local boards will carry out the review of local applications submitted under Title II to determine whether such applications are consistent with the local plan and accordingly make recommendations to the eligible agency to promote alignment with the local plan. The local boards' application review process includes:

26

1. Submission of the applications to the local boards for review of consistency with the local plan within the appropriate timeframe. Only appointed board members who do not have a conflict of interest as defined in WIOA section 107(h) are allowed to participate in the review of the Title II applications.
2. An opportunity for the local boards to make recommendations to the eligible agency to promote alignment with the local plan, to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan.
3. Evaluation of the applications include:
   i. Making sure that administrative cost limits are not exceeded
   ii. Emphasis on alignment with local plan and process to determine alignment
4. The eligible agency must consider the results of the local boards' review in determining the extent to which the application addresses the required considerations to be responsive to serving those individuals identified in the local plan as needing adult education, combined with local plan requirements to serve individuals with barriers to employment will result in better access to education and training for all individuals with barriers to employment.

Application content must include how applicants will provide services in alignment with local plan, including promoting co-enrollment programs under Title I:

Information and assurances as required by eligible agency	How funds will be spent	How it will fulfill one-stop partner responsibilities
How it will fulfill one-stop partner responsibilities	Describe cooperative arrangements	Address required considerations
Documentation of activities related to local board review	How it will provide services to meet needs of eligible individuals	How it will meet adjusted levels of performance and collect performance data

ESTABLISHING DEMONSTRATED EFFECTIVENESS: An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

NOT PREVIOUSLY FUNDED	PREVIOUSLY FUNDED
Provide data on past effectiveness in serving basic skills deficient eligible individuals	Provide performance data
Include evidence of success in achieving outcomes	
Content domains reading, writing, mathematics, English language acquisition, and other subjects	
Attainment of secondary diploma	
Tracking transition to post-secondary	
Tracking employment	

3Eix. Services for Limited English Proficient Individuals

Please refer to OC Regional Plan Section 2Bv for analysis of English language workforce development activities in Orange County. This analysis includes demographic and population trend data as well as workforce activities/service plans for English language learners. Services for individuals with limited English proficiency are also referenced in local plan section 3Ci.

DECLARATION: Orange County has been identified as a regional planning unit with 15% or greater limited English Speaking residents and as such have included a description of the services that will be provided to limited English proficient individuals as part of services to individuals with basic skills challenges.

STRATEGY: Please note, services for individuals with limited English proficiency are also referenced previously in local plan section 3Ci, for individuals with basic skills challenges and barriers to employment.

Adult education partners will play a key role in providing services for English Language Learners for the local workforce system. Activities will include, but not be limited to:
- Evaluation of current programs and capacity
- Committing to adopt English language proficiency standards that correspond to college and career-ready standards

27

- Developing and administering regionally aligned assessments
- Supporting collaboration between workforce and education partners/stakeholders
- Assist participants in obtaining literacy and basic skills for employment and transition through career pathways

3F. GRANTS AND GRANT ADMINISTRATION

3Fi. Grant Administration – Disbursal
The OCDB is designated by the Orange County Board of Supervisors, chief local elected official, to serve as the local board and as the fiscal agent responsible for the disbursal of grant funds. Similarly, the City of Santa Ana serves as the fiscal agent for the SAWDB and the City of Anaheim serves as the fiscal agent for the AWDB and bears responsibility for the disbursal of grant funds. WIOA Section 107(d)(12)(B)(i)(III) states that the entity responsible for the disbursal of grant funds is the local grant recipient or an entity designated under sub-clause (II) to disburse the grant funds for workforce investment activities at the direction of the local board, pursuant to the requirements of the of this title. The local grant recipient or entity designated under sub-clause II shall disburse the funds immediately on receiving such direction from the local board.

3Fii. Grant Administration – Competitive Process
DECLARATION: Consistent with EDD Directive (WSD16-14), the local boards subscribe to a competitive process that is used for the selection of AJCC Operators and Providers to award the sub-grants and contracts for WIOA Title I Activities.

STRATEGY: Effectively all procurement and selection of one-stop operators and service providers is a result of a competitive procurement process that meets WIOA requirements and expectations. Sub-grants and contracts are procured through formal procurement policy processes, as outlined in a Contract Policy Manual (CPM). The purpose of the CPM is to govern all procurement, purchasing, and contracts. The local boards have established procurement policies and procedures in compliance with Federal and State laws and regulations. The local boards utilize a competitive Request for Proposals (RFP) process to award sub-grants and contracts for WIOA Title I activities. In order to ensure that appropriate firewalls are in place, the RFP process is handled by the City or County's Contract Development & Management (CDM) departments. The process begins with a public notice and is posted on the BidSync website to initiate and track the RFP. Submissions are reviewed by an evaluation committee comprised of three (3) or more members who have no conflict of interest with the selection process. The selection of sub-grants or contracts will be made to the responsible proposer whose proposal best meets the local boards' requirements as determined by the evaluation committee. The selection is presented to the committees of the local board and later to the respective chief local elected officials for final approval. Lastly, the contract between the local boards and the winning proposers are drafted to include all local and Uniform Guidance requirements. The current OCDB One-Stop Operator was competitively procured through the County of Orange/ Orange County Community Resources most recent Request for Proposals- "Comprehensive/Satellite One-Stop Centers and Business Services" (Bid # 012629322) through a competitive process that occurs at least once every four years. The Anaheim WDB and Santa Ana WDB both approved a current request to continue services for Dislocated Worker, Adult, and Youth services. The local boards will collaborate on a collective procurement and release a new Request for Proposals (RFP) in October, 2017 for One-Stop Operator and services beginning in FY 2018/2019.

3G. PERFORMANCE GOALS

WIOA Regional Plan Requirement (H): Regional Planning Unit collective performance negotiations with the Governor.

3Gi. Negotiated Performance Goals
Consistent with WIOA Section 116(c), the following local performance goals for Program Years 2016-17 and 2017-18 were negotiated with the State. Performance negotiations were done jointly with the local boards and through a regional call with the State on September 1, 2016.

28

OC REGION NEGOTIATED LEVELS OF PERFORMANCE *PY 2016-17*				
	ADULT	DW	YOUTH	
Employment Rate 2nd Quarter After Exit	65.0%	68.0%	57.4%	Employment or Placement Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	62.5%	66.5%	59.2%	Employment or Placement Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	$4,957	$7,308	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	46.0%	60.0%	48.0%	Credential Attainment within 4 Quarters After Exit

OC REGION NEGOTIATED LEVELS OF PERFORMANCE *PY 2017-18*				
	ADULT	DW	YOUTH	
Employment Rate 2nd Quarter After Exit	68.0%	71.0%	60.4%	Employment or Placement Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	65.5%	69.5%	62.2%	Employment or Placement Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	$5,157	$7,523	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	48.0%	63.0%	48.0%	Credential Attainment within 4 Quarters After Exit

DECLARATION: Guided by State draft directive WSDD-149 issued on August 3, 2016, the PY 2016-17 and PY 2017-18 performance goals of the local boards consider the DOL-approved state level goals, available state-level and local performance information and resources, as well as the local service delivery strategies.

STRATEGY: These are the baseline goals that will guide the local boards in measuring its overall local performance and of its WIOA sub-recipients and contractors.

3H. FEDERAL HIGH PERFORMANCE BOARD EFFORTS

3Hi. High Performance Board Effort
The OC Local Plan has adopted a number of statutorily identified best practices, many of which involve comprehensive planning efforts with system partners and alignment with regional labor market needs, enumerated in the HPB certification criteria, as referenced throughout OC Regional Plan section 2A and section 2D.

As local plans are considered to be part of the regional plan under federal law and regulation, the local plan can demonstrate involvement of key stakeholders, including the major employers and industry groups from the relevant economy and organized labor, and can demonstrate that they account for the entire workforce training pipeline for the relevant regional economy, including partners in K-12 education, career technical education, the community college system, other post-secondary institutions, and other local areas operating in the relevant regional economy by making use of regional planning efforts that meet these very same criteria. The OC Local Plan demonstrates operational alignment with the strategic objectives of the respective OC Regional Plan, and as the regional plan was developed with the relevant required stakeholders enumerated directly above, the local plan demonstrates required coordination with the partners enumerated in the HPB certification criteria.

29

The State law requires the State Board to implement additional standards for certifying high-performing (HPB) Local Boards. In order to be considered eligible for HPB certification, a Local Board is required to meet all regional planning requirements of the federal law and State Plan. The OC Region local boards have met and exceeded both federal and state criteria, as prescribed. The OCDB, AWDB, and SAWDB are currently certified as a high-performing local boards. State issued local planning guidance states that under state law, the next certification for HPB status will take place midway through the implementation of WIOA regional and local plans in 2019. Specifically for this local plan, the state guidance asks for relevant local plan content with regard to how Local Boards will assess the effectiveness and continuous improvement of AJCCs (which is described in local plan section 2Di) as well as compliance with state-issued AJCC policies specified in all policy directives pertaining to AJCCs including the following: WIOA Adult Program Priority of Service and WIOA Memorandums of Understanding Phase I and II.

WSD15-14: WIOA ADULT PRIORITY OF SERVICE
Local boards have policy and procedures regarding Priority of Service. The application of priority is as follows:

Group 1: Veterans and eligible spouses who are economically disadvantaged adults (i.e. recipients of public assistance and other low income individuals) or individuals who are basic skills deficient.
Group 2: Economically disadvantaged adults or individuals who are basic skills deficient.
Group 3: Veterans and eligible spouses who are not economically disadvantaged or are not basic skills deficient.
Group 4: Individuals such as Older Workers (55 and older), former Foster Youth, individuals with disabilities, school dropouts, and offenders. These individuals are not economically disadvantaged or not basic skills deficient.
Group 5: Underemployed workers who fall within Groups 1 through 4 and who are in need of WIOA services. Individuals who are underemployed may include:
   o *Individuals employed less than full-time who are seeking full-time employment;*
   o *Individuals who are employed in a position that is inadequate with respect to their skills and training;*
   o *Individuals who are employed and who meet the WIOA definition of a low-income individual;*
   o *Individuals who are employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per State and/or local policy.*

WSD14-12: WIOA PHASE I MEMORANDUMS OF UNDERSTANDING Phase I MOU copies can be found in the appendix.
Phase I- Service Coordination: Agreement between the local boards and their respective AJCC system operators and WIOA required partners to address service coordination and collaboration. The local boards have executed Phase I MOUs with all of the required partners in the local area prior to June 30, 2016 as described in section 3Dv and attached in section 3O.

WSDD-151: WIOA PHASE II MEMORANDUMS OF UNDERSTANDING Phase II MOU draft can be found in the appendix.
Phase II- Shared Resources and Infrastructure Costs: Building upon the MOUs established in Phase I, addresses how to best support established service delivery coordination through the sharing of resources and joint infrastructure costs in order to functionally and fiscally sustain regional service coordination by establishing administrative cost arrangements.

The local boards are on target with the development and execution of Phase II MOUs with all of the required partners in the local area prior to June 30, 2017 as described in section 3Dv and attached in section 3O. Status update for Phase II MOUs adheres to the following deadlines included in EDD Directive WSD16-09. (Timelines will be revised as the State releases updates).

- January 4, 2017   Local Boards submit progress report/timeline to Regional Advisors.
- March 1, 2017   Local Boards that do not anticipate reaching consensus on infrastructure costs alert the State Board if state funding mechanism needs to be triggered and submit supporting documentation.
- May 1, 2017   Governor and Superintendent of Public Instruction notifies Local Boards of AJCC partner contributions under state funding mechanism (if triggered).
- June 30, 2017   Local Boards submit hard copies of completed Phase II MOUs to Regional Advisors.

3I. TRAINING ACTIVITIES

DECLARATION: Following Section 134 of Workforce investment and Innovation Act (Act), the local boards implemented new policies to offer training allowable under the Act. The policy allows AJCC/One-Stop Sub-recipients to serve eligible Adult,

Dislocated Workers and Youth with training options including Individual Training Accounts (ITA), On-the-Job Training (OJT), Customized Training, Incumbent Worker Training (IWT) and Transitional Jobs based on assessments and an Individual Employment Plan (IEP) or Individual Service Plan (ISP).

STRATEGY: The local boards have developed Individual Training Accounts (ITA) systems to encourage and promote sector pathways that lead to self-sufficiency. Once participants determined eligible and suitable for training, they are issued an ITA for programs included on the Approved Training Partner Directory (ATPD). All training programs on the ATPD have an existing contract with the local boards to expedite training. Should a participant desire training on the Eligible Training Provider List that is not listed on the ATPD, the local boards will work with the Training Provider to execute a contract. Training programs are provided both online and in-person. The local boards review and approve training providers' ATPD eligibility which include Bureau for Private Post-Secondary Education (BPPE) approval or Western Association of Schools and Colleges accreditation, the institution's ability to operate and performance placing previous students in training-related employment. The ATPD is released and renewed monthly. The AJCC/One-Stop Staff and the client decide together the best option for their training towards from the ATPD.

All training must lead to an industry recognized certification, credential, or degree upon completion. Training Providers are held to strict performance measures created by the local board including: Entered Employment Rate, Training-Related Employment Rate, and Training-Related Hourly Wage. If any training course does not meet the performance requirements, they are removed from the ATPD and will no longer receive referrals for training unless the provider can demonstrate success. Training services may be provided if staff determine, after interview, evaluation, assessment, and career planning, that the individual:

- Is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone;
- Is in need of training services to obtain or retain employment that leads to self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
- Have skills and qualifications to successfully participate in the selected program of training service.

During the Workforce Investment Act to WIOA transition, local boards processed and executed training contracts with Training Providers that offered local in-demand programs. Currently over forty-five (45) training providers are under contract to participate and receive ITA referrals. Contracts may be extended to June 30, 2019 to assure that there is a consistent ITA process and availability, and avoid discontinuation and earlier expiration of contracts. The ATPD Training Providers represent a balanced group Private-For Profit Institutions, Community Colleges, Public Schools, University Extension and Private Non-Profit Schools.

The ATPD lists over 300 eligible programs and providers. One-Stop clients and staff can compare costs, locations, training length from similar programs available on the ATPD. Programs are evaluated based on meeting local demand, average wage standards and ETPL criteria. The State Eligible Training Provider List (ETPL) Policy and Procedures sets the guidelines for local area to follow the State's Minimum Standards for Provider and Program eligibility. The ATPD list will be expanded to meet the region's current needs and to ensure costumer choice and reflect priority sectors in the county such Manufacturing, Information Technology, Healthcare and Tourism. Program offerings vary from classroom, online or a combination of both. In the past year, over three hundred ITA vouchers were made available to eligible WIOA clients in the region. Clients are able to choose programs based on their training needs and desired future careers.

3J. PUBLIC TRANSPARENCY, ACCESSIBILITY, AND INCLUSIVITY INFORMATION

PUBLIC COMMENT: In compliance with WIOA Section 108(d), prior to the submission of the local plan to the state, the local boards have made available copies of the proposed local plan to the public electronically on their websites and through other means, such as public meetings, and local news media to allow members of the public, including representatives of business, representatives of labor organizations, and representatives of education, and the community at large to submit to the local board comments on the proposed local plan. The local boards provided no more than a 30-day public comment period on the local plan before its submission to the Governor to receive feedback from the community on the aspects, direction, and planned activities of the local boards. Section 3S includes a summary of public comments (EDD Directive Reference- Attachment 8) received that expressed disagreement with one or more features of the plan with concerns further explained or addressed.
ENGAGEMENT OF STAKEHOLDERS PLANNING PROCESS

31

Please refer to OC Regional Plan Section 2Aii for a description of the how and which groups were contacted and invited to participate in both planning efforts and the public comment process.

The local boards extended local outreach efforts to include stakeholders and CBOs representing the individuals from target populations 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, as described in the Regional Plan.

COMPLIANCE WITH PHYSICAL AND PROGRAMMATIC ACCESSIBILITY AND INCLUSIVITY The local boards complied with physical and programmatic accessibility requirements for individuals with disabilities by providing information for special assistance to participate in public meetings, call (714) 480-6500 or the TDD at (714) 834-7163. Special accessibility needs were requested to be made 48 hours in advance to allow the local boards to make reasonable arrangements to ensure accessibility to public meetings. (28 CFR 35.102-35.104 American Disabilities Act Title II). The local boards give due consideration to the language needs of the communities within the OC REGION jurisdiction and has ensured accessibility and outreach to include these communities. Interpreters are available upon request to facilitate access and inclusivity for limited English proficient communities. Public meetings have been held at multiple times and various locations throughout the county to allow a diverse range of individuals and organizations to attend. Materials are available for translation, including electronic communications and invitations, in other languages where appropriate.

3K. COMMON INTAKE AND CASE MANAGEMENT EFFORTS

CURRENT PROCESS: The current intake/eligibility process begins with an orientation which provides an introduction to WIOA and the mission and goals for the AJCC. Interested participants are given information about the services and programs that are available, co-located partners, locations of AJCCs within the county, paperwork and eligibility requirements for enrollment, workshops, available accommodations, equal opportunity and participant responsibilities. Group orientations are offered three to four times per week, and one-on-one orientations are available daily at the request of a participant. The "Career Consultant of the Day" may also provide information to clients while assisting them in the Resource Room. Orientations are typically facilitated by staff from Title I, Title III, and other co-located partners. The Career Consultants determine suitability and eligibility for WIOA enrollment. Enrollment will occur upon completion of eligibility.

Once enrolled, participants will be assigned a Career Consultant/Case Manager. Although each participant is assigned to one Career Consultant/Case Manager, case management is not a stand-alone activity, there is a collaboration across programs and systems with a client-centered approach to address barriers to employment, develop individualized employment plans and activity timelines, determination of supportive services and/or training needs, provide job and career counseling, assist with placement and provide any needed follow-up services after the participant is employed. Communication across systems is facilitated through the primary assigned Career Consultant/Case Manager. All participant activity is tracked in CalJobs. Internal Monitors track all co-enrollments and coordinate with Career Consultants to avoid any duplication of services. To provide complementary services, Adult and Dislocated Workers may be co-enrolled with other programs such as Wagner-Peyser, Trade Agreements Act (TAA), Senior Community Service Employment Program (SCSEP), CalWORKS, Veterans Employment-Related Assistance Program (VEAP), and National Emergency Grants (NEG) and other discretionary programs. Using the grant codes provided by OC REGION, client records are coded accordingly to ensure that activities are added, closed and updated in a timely matter following established internal protocols.

The local AJCCs utilize California's internet-based job and case management system, CalJOBS. CalJOBS allows Orange County WIOA and AJCC partner staff to conduct intake and provide case management through an integrated, technologically-enabled platform. Both WIOA Title I and WIOA Title III Wagner-Peyser OC AJCC staff are trained to use CalJOBS. As CalJOBS contains both WIOA Title I and WIOA Title III information, data-sharing and coordination of efforts are streamlined. For example, staff are able to view services that are being provided to participants in WIOA, Wagner-Peyser and TAA programs. This data integration also allows for tracking and reporting of co-enrolled individuals across these programs. Furthermore, through the use of the Generic Program in CalJOBS, the local boards have the ability to set up additional programs in the system that are party to the State Plan. Finally, other AJCC partner staff have the opportunity to use CalJOBS to better assist clientele and view services being provided, resumes, and job leads.

DECLARATION: Complete integration of data sharing across all system partners are somewhat contingent on state-led data-sharing and coordination efforts between core programs, nevertheless, the local boards are committed to ongoing evaluation and discussion to create cross-system data-sharing processes to better track participants and assess the value of workforce system investments.

STRATEGY: OC REGION effort to support and increase common intake integration will include plans for:

A Model of Case Management Effectiveness Model from US DOL Employment & Training Administration	Evaluate and update guiding policy document for integrated intake	Cross-train staff members across systems	Conduct 360 process review
	Create teams based on function not program	Define and update referral procedures	Design a consistent customer flow
	Evaluate MIS ability to integrate data from multiple partners/systems	Assess linkages between existing MIS systems/ partners	Validate and implement comprehensive assessment tools and process
	Implement cross-system confidentiality agreements	Determine the appropriate combination of services for the participant to achieve their employment goals	Create and implement processes to support smooth transition to each step of the employment plan
	Identify distinction between short term and long term planning		

3L. OTHER MISCELLANEOUS REQUIREMENTS

3Li. Title II Program Applicants

Through its long-standing relationships with Adult Education and Title II programs in the region, the local boards continue to work collaboratively with the Adult Education community. Adult Education partners were involved in the core writing team for the local and regional plans. As part of the planning and development process, the Title II program applicants were able to contribute and review the local and regional plan. A goal of the local boards is to tactically align its workforce development programs to ensure that training services provided by the core program partners, including Title II programs, are coordinated and complementary so job seekers acquire skills and credentials to meet employers' needs. By aligning programs, Title II programs and the local boards shall work together in developing Title II applications for funding.

The local boards will make recommendations to eligible agencies to promote alignment with the local plan. For example: one appropriate and efficient use of WIOA funds for serving participants who need/desire to finish their secondary education and/or improve their English skills is to leverage Title II WIOA funds. Braiding the Title II funds and services with Title I WIOA funds and services for Individualized Career Services and Training Services would contribute to the development of a career pathway system with multiple entry and exit points. Collaboration and participation in the regional and local plan development, confirmed support from the Adult Education Block Grant Consortiums to make their career technical education (non-credit) pathway courses available concurrently for students pursuing a High School Equivalency Test or Diploma, and/or receiving advanced ESL instruction when appropriate, so as to assist with the OC Local Plan goals for Adult and Out of School Youth programs emphasis on supporting an educated and trained workforce. All students in Title II funded Adult Education ABE/ASE programs who can provide a valid form of identification may qualify as basic skills deficient under WIOA Title I programs and may meet the priority eligibility requirements for adult career and training services in both the Adult and Out-of-School Youth programs.

Per the Memorandum of Understanding between the local boards and the partner agencies, which all of the AEBG consortia Members receiving WIOA Title II funds have signed, there is agreement that the most appropriate and efficient use of WIOA Title II funds is to serve participants who need or desire to finish their secondary education and/or improve their English skills and then to use Title I WIOA funds to support Individualized Career Services and Training Services. According to the MOU,

33

OC Local Plan

Orange County's AEBG consortia will work with the local boards to develop a process for staff to receive appropriate training as well as work with appropriate contacts at the AJCC to register students with training or employment goals for the purpose of enrollment in the WIOA Adult or OSY programs. When appropriate, this may be accomplished through co-location of adult education programs and AJCC staff and services. There are many possibilities for both the local boards and AEBG consortia to leverage resources to better serve individuals in the Orange County region. By working together there is potential to significantly expand the number of participants that the local boards can effect in both Adult and OSY programs as well as those served by the AEBG consortia.

3Lii. WIOA Section 134(c)(3)(E) – Priority of Service Requirements

The local boards adhere to the requirements for priority of service regarding adult career and training services. Policy was developed using the EDD Workforce Services Directive WSD15-14 dated January 22, 2016 and the WIOA regulations. The policy is subject to change based upon further guidance from the Department of Labor. Per the local boards' WIOA Adult Program Priority of Service Policy, priority is given to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Priority of service is established at the time of eligibility determination and does not change during the period of participation. AJCC operators' staff have been trained on priority of service requirements and must document all barriers of employment to accurately measure populations served within the AJCC system. Partner agencies have also been notified of the priority of service requirements. For example, the local boards work closely with WIOA Title II Adult Education programs to recruit, identify, and serve recipients of public assistance, other low-income individuals, and particularly those individuals who are basic skills deficient.

OC REGION WIOA ADULT PROGRAM PRIORITY OF SERVICE POLICY (15-OCWDB-07) SUMMARY

As stated in the WIOA Section 134(c)(3)(E), with respect to individualized career services and training services funded with WIOA adult funds, priority of service must be given to recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient. Priority of service status is established at the time of eligibility determination and does not change during the period of participation. Priority does not apply to the dislocated worker population.

Veterans and eligible spouses continue to receive priority of service among all eligible individuals; however, they must meet the WIOA adult program eligibility criteria and meet the criteria under WIOA Section 124(c)(3)(E). As described in TEGL 10-09, when programs are statutorily required to provide priority, such as the WIOA adult program, then priority must be provided in the following order:

- Group 1: First priority must be given to Veterans and eligible spouses who are also Economically Disadvantaged Adults (i.e. recipients of public assistance and other low income individuals) or individuals who are basic skills deficient.
- Group 2: Second priority must be given to Economically Disadvantaged Adults (i.e. recipients of public assistance or other low income individuals), or individuals who are basic skills deficient.
- Group 3: Third priority must be given to Veterans and eligible spouses who are not economically disadvantaged (i.e. not recipients of public assistance or identified as low income individuals) or are not basic skills deficient.
- Group 4: Fourth priority is given to other individuals such as Older Workers (55 and older), former Foster Youth, the Disabled, School Dropouts and Offenders who are not economically disadvantaged (i.e. not recipients of public assistance or not identified as other low income individuals), or not basic skills deficient.
- Group 5: Fifth priority is given to the underemployed workers who do fall within Groups 1 through 4 and who are in need of WIOA individualized services. Individuals who are underemployed may include:
    - *Individuals employed less than full-time who are seeking full-time employment;*
    - *Individuals who are employed in a position that is inadequate with respect to their skills and training;*
    - *Individuals who are employed who meet the definition of a low-income individual in WIOA Sec. 3(36); and,*
    - *Individuals who are employed, but whose current job's earnings are not sufficient compared to previous earnings*

3Liii. Narrative Content in Regional Plan

Sections and portions of the OC Local Plan that are being addressed in the narrative content of the OC Regional Plan are identified in italics in the orange call out boxes preceding applicable content within the local plan.

Some local plan content requirements may be addressed in the comprehensive OC Regional Plan whenever there is a shared regional responsibility and as such, narrative in the OC REGION Local Plan response may simply indicate and reference the way local services and operations are integrated into broader RPU regional efforts in these areas, as developed in consultation with required planning partners. A summary of portions of the local plan that are being addressed

34

in the narrative content of the regional plan are identified in the table below accordingly. These sections should not be scored as part of the local plan and should be subtracted from the total possible points available on the scoring matrix.

1	Orange County Regional Planning Unit Cover Page	PREVIOUS SECTION	
2	**Regional Planning Units (RPU) Regional Plan**	PREVIOUS SECTION	
3	**Local Plan-**	Regional Plan Partial Reference	Notes
	Orange County Development Board		
	Santa Ana Workforce Development Board		
A.	Local Board Vision, Goals, and Strategy	Section 2B	Alignment with regional analyses
B.	Local Plan Alignment to Implement State Plan Policy Strategies	Sections: 2B, 2Aii	Background and system partners
C.	Specified Services and Service Delivery Strategies	Sections: 2Civ, 2D, 2E	Alignment and coordination with regional recommendations on career pathways and credential attainment
D.	America's Job Centers of California	Section 2Evi	Applicable accessibility strategies
E.	Specific Programs, Populations, and Partners	Sections: 2Aii, 2Bv, 2Ei, 2Ev, 2Eviii	Coordination of programs and partners
F.	Grants and Grant Administration	-----	N/A
G.	Performance Goals	-----	N/A
H.	Federal High Performance Board Efforts	Sections: 2A, 2D	HPB Criteria
I.	Training Activities	-----	N/A
J.	Public Transparency, Accessibility, and Inclusivity	Section: 2Aii	Stakeholder engagement
K.	Common Intake and Case Management Efforts	-----	N/A
L.	Other Miscellaneous Information Requirements: (Title II, Priority of Service, Local Plan portions being handled in content of the Regional Plan)	-----	N/A

-----END OC REGION LOCAL PLAN NARRATIVE-----
ATTACHMENTS CAN BE FOUND IN THE FOLLOWING APPENDIX SECTIONS