

TO: Executive Committee

DATE: 11/03/08

FROM: WIB Staff

For Action

For Information

For Discussion

SUBJECT: Workforce Investment Board (WIB) Strategic Scorecard

PROPOSED MOTION(S): Review and discuss applicable Measure/Indicators from the WIB Strategic Scorecard.

DISCUSSION: The WIB's Strategic Scorecard is to be used to manage the attainment of the WIB's efforts. The Scorecard is divided into four Measurement Categories:

1) Customer Perspective, 2) Internal Operations/Organizational Effectiveness, 3) Financial/Market Perspective, and 4) Learning & Innovation.

The areas that require discussion/review:

Internal Operations/Organizational Effectiveness

1.a. Planned vs Actual Participant Activity
Numbers – *See Participant Reports (page 1 of 4)*
Performance Measures – *See Participant Reports*

1.b. Monitoring
LVN Monitoring is Completed – *See attached Monitor Report.*

Youth Quarterly Program Reports – See Attached Youth Reports

Financial/Market Perspective

1. *See Attached Financial Report*

2.a. Revenue & Resources – Applied for Regional Veterans Solicitation for Proposal.

2.b. Revenue Generation – See WI Report

ATTACHMENT(S):

Strategic Scorecard, LVN Monitor Report, Youth Reports

MERCED COUNTY WORKFORCE INVESTMENT BOARD STRATEGIC SCORECARD

WIB GOALS

- Goal 1:** Clarified roles & responsibilities & improved communication in economic development.
- Goal 2:** Increased private sector involvement & ownership of the WIB.
- Goal 3:** Increased visibility with clear, consistent message focused on business.
- Goal 4:** More diverse resources & efficiency / effectiveness measures.
- Goal 5:** Identify & deliver services needed by business.
- Goal 6:** Implement one additional industry cluster.
- Goal 7:** Increased support for K-12 improvement.

Measurement Category: Customer Perspective

Measure/Indicator	Metrics	Method	How Often Review	Responsible WIB Committee
 1. Business Customer Satisfaction a. Employer Needs Are Being Met	80% Satisfaction Rate & Increase in the # of Employers using Worknet Services	Face to face 10 Question Survey of 30 Employers	Annually (July)	Exec
	 b. Are the Right Industries Targeted • Economic Development Targeted Industries • Growth Industries	Compare targets and adjust industry focus, if necessary	Review LMI (Growth Industries & Early Warning Data)	Annually (July)
 2. Job Seeker Customer Satisfaction a. Job Seeker Needs Are Being Met b. Input from Customers Is Used To Improve Services	90%	Customer Satisfaction Surveys One Stop Management	Biannually (Jan/July)	Exec
	Rating to meet or exceed		Biannually (Jan/July)	Exec
 3. Workforce Development Advocacy/Awareness	# Of Face to Face Meetings # Of Written	Meetings with Legislators	Annually (April)	Exec

MERCED COUNTY WORKFORCE INVESTMENT BOARD STRATEGIC SCORECARD

	<p>Communications</p> <p>Voting record of Legislators</p> <p>Positive impact to Support Local Control</p> <p>Stable or increased WIA Funding</p>	<p>Written Communication with Legislators (requesting a response)</p> <p>Invitations to WIB Meetings</p> <p>Invitations to Worknet, i.e., for a tour, Chamber Mixer, etc.</p>		
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Measurement Category: Internal Operations/Organizational Effectiveness

Measure/Indicator	Metrics	Method	How Often Review	Responsible WIB Committee
 <p>1. Program Accountability:</p> <p>a. Plan vs. Actual Participant Activity</p> <p>Numbers</p> <p>Merced County Population Demographics</p> <ul style="list-style-type: none"> • White – 40.6% • Hispanic – 45.3% • Asian – 6.8% • African Amer – 3.8% • Amer Indian – 1.2% • Others – 2.3% <p>• Performance Measures</p> <p>b. Report Results:</p> <ul style="list-style-type: none"> • Audits 	<p>Planned vs. Actual</p> <p>Participants vs. Merced Co. Demographics</p> <p>Attain 80% level on Goals</p> <p>Zero Findings</p>	<p>Participant Reports</p> <p>Participant Reports</p> <p>Performance Reports</p> <p>Single Audit</p>	<p>Quarterly (Oct/Jan/Apr/Jul)</p> <p>Biannually (Jul/Jan)</p> <p>Quarterly (Nov/Feb/May/Oct)</p> <p>Annually (May)</p>	<p>Exec</p> <p>Exec</p> <p>Exec</p> <p>Exec</p>

MERCED COUNTY WORKFORCE INVESTMENT BOARD STRATEGIC SCORECARD

<ul style="list-style-type: none"> Monitoring Youth Quarterly Program Reports Out-of-School Youth Younger Youth <p>c. Resources are Allocated Appropriately:</p> <ul style="list-style-type: none"> The Selected Industry Cluster and Occupations Within The Cluster Are Being Supported Quality Controls Productivity 	Acceptable Progress	EDD Monitoring	Annually (Feb)	Exec
	Acceptable Progress	WI Monitoring	Biannually (Jan/Jul)	
		Report from MCOE	Quarterly	YC
		Report from MCOE	Quarterly	YC
	Review results of training and job placements in the industry	Identify and select industry cluster	Annually (July)	Exec
	Improved Scores	Customer Satisfaction Data	Annually (July)	Exec
Attainment	Performance Measures	Annually (July)	Exec	

Measurement Category: Financial/Market Perspective

Measure/Indicator	Metric	Method	How Often Review	Responsible WIB Committee
1. Expenditures including: <ul style="list-style-type: none"> Obligations Accruals (Expenses) Encumbrances By funding source By service Plan vs. Actual 	80% Expended by End of Year	Fiscal Reports	Monthly	Exec
2. Revenue & Resources: <p>a. Grants</p>	#s Received	WI Report	Quarterly	Exec

MERCED COUNTY WORKFORCE INVESTMENT BOARD STRATEGIC SCORECARD

b. Revenue Generation	#s Applied for Sources # of Sources Amount of \$\$	WI Report	(Oct/Jan/Apr/Jul) Quarterly (Oct/Jan/Apr/Jul)	Exec
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Measurement Category: Learning and Innovation

Measure/Indicator	Metric	Method	How Often Review	Responsible WIB Committee
1. Influence the Workforce Investment System				
 a. Education	Report on Activity	Participate on the P-16 Council	Quarterly	Exec
 b. Economic Development Adhoc Committee	New Jobs Created Jobs Retained or Jobs Lost	Reports by MCEDCO, and CAED	Quarterly	Exec

Glossary

Exec - WIB Executive Committee

YC - Youth Council

Revision Date: July 10, 2008

DEPARTMENT OF WORKFORCE INVESTMENT

MONITORING REPORT

Date: September 25, 2008
Report Number: FY 09 - 01
Contract: San Joaquin Valley Regional Nurse Collaboration: Madera, Merced, Stanislaus
LWIAs and Madera, Merced, and Stanislaus Community Colleges
Dates Monitored: July 28, 2008 through September 25, 2008
Monitor: J. Guerrero

Authority: Workforce Investment Act (WIA), Section 117.

Purpose: To ensure programmatic and fiscal compliance with Federal, State, and local rules and adherence with the objectives stipulated within the DOL Demonstration Grant.

Please note that the outcome of this monitoring review is based on an examination of only a sample of each service provider's contract requirements and the Workforce Investment Act and is, therefore, only an indicator of total compliance. It remains the responsibility of the contractors (the Madera, Merced, and Stanislaus LWIAs and the Madera, Merced, and Stanislaus Community Colleges) to ensure that they abide by all terms and conditions of the Agreements as well as all local, State and Federal directives, guidelines and policies pertaining to the WIA. Therefore, any deficiencies or findings that surface during subsequent monitoring reviews by local, State and Federal officials are solely the responsibility of the contractors.

Preface: This review is conducted on behalf of the Local Workforce Investment Board (LWIB). Formal compliance reviews of all contracts are required once per program year in accordance with current State and local directives.

Entrance Conferences: Entrance conferences were held with each respective service provider regarding Grant administration.

Madera County:

- Madera Workforce, 7/28/08. Ms. Elaine Craig, Director and Ms. Gail Lopez, E&T Supervisor.
- Madera State Center, 7/28/08. Dr. Chin, Dean of Instruction and Ms. Chamberlain, LVN Coordinator.

Stanislaus County:

- Stanislaus County Alliance Worknet, 8/5/08. Ms. Kasey Houck, Workforce Analyst.
- Stanislaus College, 8/14/08. Mr. Mendez, Director, Technical Ed. and Dr. McKinnon, Dean Allied Health.

Merced County:

- Merced Community College, 9/15/08. Ms. Caren Col-Hamm, LVN Program Director.
- Merced Workforce, 9/16/08. Mr. Brian Cutler, Program Coordinator.

Contract Specifics:

Contract No: 2007121 (Alliance Worknet), 2007107 (Modesto Community College), 2007104 (Madera Community College), 2007108 (Madera Workforce), 2007120 (Merced College).

Title: DOL Community Based Job Training Grant, LVN Services Contract

Contract Start Date: January 1, 2007

Contract End Date: December 31, 2009

Total Contract Funding: \$1,850,443.00

Background: On January 24, 2007, the Merced County Department of Workforce Investment (WI), in conjunction with the Madera and Stanislaus Workforce Departments (LWIAs) and three regional community colleges, received a \$1,850,443 Federal Assistance Grant in support of the San Joaquin Valley Regional Nurse Collaboration project. The ‘project’ is an initiative to bolster the capacity of local nursing programs to address the acute shortage of qualified nurses (LVNs) throughout the San Joaquin Valley. Grant funds would be used to hire additional nursing instructors, recruit new students, and obtain WIA related services from each of the LWIAs. Merced WI is the administrative entity for the project and has entered into contracts with the partnering organizations to carry out the project’s objectives as stated within the Grant application. The Grant spans the period of January 1, 2007 through December 31, 2009. Distribution of funds between the principal agencies is as follows:

Madera Community College	\$362,032
Madera LWIA	\$139,083
Merced Community College	\$325,594
Merced LWIA	\$525,040
Modesto Community College	\$290,526
Stanislaus LWIA	<u>\$208,168</u>
Grand Total	\$1,850,443

Program monitoring: Program monitoring was based on contract requirements set forth through the contract’s boilerplate, work statement and the DOL work plan. The boilerplate, work statement and work plan requirements of each partner’s contract are virtually the same and are listed below in italicized text.

I. Contract Boiler Plate Requirements:

- A. *Insurance Requirements:* Certificates of insurance for General Liability, Workers’ Compensation and Automobile Liability for all partners are current and are on file with the Merced County Department of Workforce Investment.

- B. *Drug Free Workplace Certification:* Through signature of the contracts, each partner certifies its compliance with the Drug Free Workplace Act of 1988. A drug free workplace clause is incorporated into each contract.

- C. *Equal Employment Opportunity Certification (EEO)*: Each partner acknowledges EEO certification/compliance through signature of the contract. The EEO certification is a declaration of the contractor's policy prohibiting discrimination on the basis of race, color, religion, sex, national origin, age, disability, or political affiliation or belief.
- D. *Disallowed Cost Certification*: A Disallowed Cost Statement letter from each partner is on file with the Merced County Department of Workforce Investment, and made part of the contract. This Statement describes how, if it becomes necessary, the contractor will repay disallowed expenditures with non-federal funds.
- E. *Debarment and Suspension Statement*: By signing the contract, each partner certifies that it has not been debarred, suspended or otherwise excluded from or ineligible for participation in federal assistance programs or activities as codified by DOL at 29 CFR part 98. Contracts in excess of \$25,000 require a Debarment Statement.
- F. *Lobbying Certification and Disclosure Statement*: By signing the agreement, the partners assure and certify compliance with the lobbying restrictions, that no funds shall be used for lobbying (Byrd Anti-Lobbying Amendment). A Lobbying Statement is required for contracts in excess of \$100,000.

II. Contract Work Statement

- A. *The colleges will enroll students per the following quotas:*
 - 1. *Madera College: There will be 15 total students for Spring 2007 and another total of 15 students for Fall of 2008.*
 - a) The first cohort of fifteen (15) LVN students entered the program in Spring 2007 at the Madera State Center Community College District. All 15 students were co-enrolled in the WIA system by the Madera Workforce. Fifteen new students have started the Fall LVN program, August 2008.
 - 1. **Finding.** For the first cohort, the stipulated DOL course completion rate of 85% was not met. Of the original fifteen students, ten completed the program on May 15, 2008, for a graduation rate of 66%. Request that Madera College and the Madera Workforce provide a response to address the initiatives taken to meet the DOL course completion rate for the current class that commenced in August 2008.
 - 2. *Merced College: 40 total students for January 2007 and another total of 40 students for August 2008.*
 - a) On January 4, 2007 forty (40) students were enrolled in the LVN program at Merced Community College. Of the forty students, 37 completed the program in May 2008, for a 93% graduation rate. The second cohort started training on August 12, 2008 with a scheduled completion date of December 2009.

3. Modesto Junior College (MJC): There will be 30 total students in August 2007 and another total of 30 students for August of 2008.

a) The first cohort of thirty (30) students started the LVN program at Modesto Community College on August 27, 2007. To date, three students have left the program due to unprofessional conduct. The course is scheduled to conclude in December 2008. The next LVN class will start on January 5, 2009 with a scheduled end date of April 23, 2010. Co-enrollments into the WIA system were made by the Modesto Workforce Department.

B. Submit complete quarterly fiscal accrual reports by the 10th of the month following the end of each calendar quarter. Certification that reported compensation for all individuals complies with limits established with public law 109-234 and TEGL 05-06. E-mail reports to WI support services analyst.

All partner agencies have submitted their quarterly fiscal accrual reports within the required time frames. Also, each workforce investment department has provided certification of compliance with TEGL 05-06 (certification of reported compensation).

C. Submit final fiscal report not later than 30 days after all funds have been expended, or the period of Grant funds availability has expired.

N/A. Contract is still in effect. Contract will terminate on December 31, 2009.

D. Submit complete program progress report by the 10th of the month following the end of each calendar quarter. E-mail reports in spreadsheet format to WI staff services analyst.

All service providers have submitted their program progress reports. **Note.** The Madera Workforce will submit required progress reports by the 20th of the month following the end of the calendar quarter.

E. Contacts may be subject to change during the length of the Grant. Changes in contact information will be communicated as appropriate.

All agencies have communicated their respective program contacts and other pertinent information regarding program administration to the lead administrative agency.

F. Submit final program progress report no later than 30 days after all funds have been expended or the period of Grant funds availability has expired

N/A. Contract is still in effect. Contract will terminate on December 31, 2009.

G. Submit all records to the Department of Workforce Investment not later than 60 days after all funds have been expended or the period of Grant funds availability has expired.

N/A. Contract is still in effect.

III. DOL Work Plan

A. Promote information about the LVN program to hospitals, long-term facilities and other medical facilities in Madera, Merced and Stanislaus Counties.

All three counties have conducted marketing efforts to inform and promote the LVN Grant to their respective communities and local health care facilities. Both the Madera Workforce and the Madera Community College addressed the purpose and opportunities provided through the DOL grant to local hospitals and partnering health care facilities. Additionally, the Madera College LVN Program Coordinator is a member of the college's Nursing Leadership Council and has promoted the Grant to its members. In Stanislaus County, the Modesto Community College conducted all initial Grant marketing to the local community via contacts, brochures, informational flyers and web site links to recruit potential candidates. Merced Community College addressed the opportunities available through the Grant to its Advisory Committee and local health care facilities. Informational flyers were made available, and community career fairs were conducted to promote the program and recruit prospective students.

B. Screen interested applicants to determine qualifications.

Applicant screening for entry into the nursing program was initially performed by each of the partnering community colleges. The colleges' screening methodology is based primarily on course prerequisites and related program requirements (CPR credentials, health exam, background checks, etc.). Upon selection of the first group of students, the colleges referred each candidate to their respective workforce department for co-enrollment into the WIA system. The workforce departments performed basic eligibility determination and enrollment into the State's JTA system. This monitoring examined participant files of thirteen (13) students (five from Madera, four from Stanislaus Alliance Worknet and four from Merced Worknet) for evidence of program co-enrollments, completion of WIA application and enrollment forms, maintenance of case notes, basic assessments and supportive services documentation. Most files were well maintained with ample support documentation to support WIA participation. **Note.** No assessment documentation was on file for the four Modesto Workforce participants enrolled in the LVN program.

1. **Interest Item.** The Madera, Merced and Stanislaus County Workforce case managers acknowledged that they had minimal participation in the initial screening and assessment process of the LVN candidates. The departments cited that their respective colleges accomplished all candidate eligibility screening. As a result, screening and assessment functions were not accomplished at the level prescribed by the WIA. **Recommend** greater communication and coordination between the colleges and workforce departments in regards to student screening for acceptance into the LVN program. The workforce departments maintain expertise in matching applicants to specific training disciplines, which is a key factor in assuring positive performance outcomes. **Note.** The Grant proposal (application) states in part: "...Workforce Investment Boards (WIBs) will assist with the selection of program applicants ..." it further states, "... WIBs will conduct assessment, initial WIA eligibility on all program participants and will co-enroll the eligible applicants in WIA".

C. Develop a wait list of eligible students.

Each of the community colleges maintains a current wait-list of prospective candidates interested in enrolling in the LVN program. Applicants are selected based on the date placed on the list. Madera's list currently numbers over 70 individuals, and Stanislaus is at 50 plus. Merced maintains a list of 83 students; current waiting list information on the enrollment backlog can be viewed via the Merced College website.

D. Improve cost effectiveness of training. Utilize existing community resources, college equipment, and college classroom and lab where possible space to provide training.

Adequate classroom and clinical training labs are provided at each college. The labs are well complemented with appropriate instructional aids; i.e. mannequins, beds, medical equipment, etc., and offer excellent training environments. Additionally, various community health care facilities have supported the colleges through donations (including cuffs, dressings, gloves, etc.) and use as clinical training sites. The Madera Community College District has been supported through entities such as the Fresno Veteran's Hospital, Madera Community Hospital, and Madera's Children Hospital. For Modesto Junior College, supportive organizations include Sylvan School District, Sonora Regional Medical Center, Optimal Hospice Care, Oak Valley District Hospital, Emmanuel Medical, Anberry Rehabilitation Hospital and Colony Park Medical Centre. Merced Community College is provided with funds through the Carl D. Perkins Vocational and Technical Education Act (VTEA), and local hospitals support the college through the use of their facilities as clinical training sites.

E. Develop faculty availability database and maintain on an ongoing basis. Utilize current faculty.

Madera Community College currently has an instructor availability database in place, called the Potential Pool of Instructors List. Additionally, a faculty database for the district is currently being developed with the support of the college's Nursing Leadership Council and will be available through the Internet upon completion. Madera has one full time and one part time instructor charged against the contract. Stanislaus Community College also maintains a faculty database to include Grant-funded staff. For Merced College, there were no new hires of staff; all required staff was in place at the onset of the Grant.

F. Implement faculty recruitment and orientation strategies and provide professional development to faculty.

1. Madera and Modesto colleges maintain faculty databases. Merced College did not formally recruit staff due to sufficient staffing already in place at the onset of the Grant. However, for general recruitment, a faculty recruitment DVD, prepared by the Regional Health Occupations Resource Centers (RHORC), has been distributed to health care facilities to highlight the benefits of becoming a nurse educator. Copies of the DVD were provided to the Merced Workforce.

2. Each college provides professional growth opportunities to their nursing faculty.
 - a) **Madera Community College** maintains a staff development fund, encourages faculty to shadow at clinical sites, and allows staff to attend specialized trainings hosted by local health care facilities.
 - b) **Modesto Community College** sponsors program orientations, computerized training, workshops and mentoring by other faculty members. Also, the Dean, Allied Health provides assistance to staff in programmatic details and responsibilities, and encourages staff to further their professional development.
 - c) **Merced College** requires recertification of licensure for instructional nurses every two years, and also mandates 30 hours of continuing education. Additionally, vocational nurse educators are encouraged to attend yearly conferences, meet with the college's nursing director, and attend other staff functions held to disseminate program information and promote professional growth opportunities.

G. Recruit adjunct faculty from existing hospitals and other health care facilities.

Madera and Modesto Community Colleges maintain a listing of adjunct faculty. Appropriate levels of fulltime and adjunct faculty have been hired and maintained to support program instruction. Merced Community College did not recruit for adjunct faculty due to sufficient staffing already in place at the time of Grant implementation.

H. Develop and maintain a database of qualified adjunct nursing instructors.

Same as item G.

I. Utilize early alert, tutoring support in the nursing skills lab, academic advising and on line counseling sessions to provide additional support for students as needed.

Each college maintains an early alert system to assist at-risk students:

1. **Merced Community College.** On a weekly basis students are apprised of their academic and clinical progress. Students who fall below 70% on course requirements receive a written 'advisory' of their less than satisfactory performance and receive appropriate remediation. Students who receive more than two advisories are placed on academic probation. The nursing faculty provides counseling and tutoring to students who need additional assistance. For second semester students, a rigorous evaluation to identify at-risk individuals is conducted, and appropriate intervention assistance is provided.
2. **Madera Community College.** Students who are observed to have learning difficulties, or who could benefit from personal or academic counseling, are referred to the college's Counseling Department for assistance. To facilitate referrals, the Counseling Department maintains an

intranet ‘alert’ system, which issues e-mail advisories to staff regarding counseling services. In addition, as part of the LVN program, two hours of remediation training is mandatory for students who fail any of the course tests. **Note.** The five LVN students who did not complete the course received appropriate remediation at select intervals during training, but despite the intervention failed the final course exam.

3. **Modesto Community College.** Students who perform below academic standards are referred to counselors for appropriate remediation and support services. Also, program faculty provide ongoing weekly case management, and they assist and intervene when students are in jeopardy of not meeting performance standards.
 - a) **Interest Item.** Both the Madera and Stanislaus Workforce Departments commented that with the initial group of LVN students, intervention by the LWIA case managers to assist at-risk students was either not conducted or was only nominally provided, due to a shortfall in timely notification by the colleges regarding the students’ academic standing. Efforts to remedy this situation have been addressed between the departments and colleges, with the goal of increased communication and coordination between the principal agencies.

J. Implement early identification, referral, and effective intervention strategies for students at risk of failing the LVN program.

Same as item I.

K. Provide supportive services, case management and follow up utilizing WIA and Grant funding.

Supportive services and case management is being afforded to participating students by each of the workforce departments. Review of participant files evidenced appropriate support documentation to substantiate receipt of supportive services (books, fees, supplies, transportation, childcare, etc.) and case management.

L. Use state and federal financial aid along with partnership matching funds to establish a scholarship and loan program for students at risk of dropping out of the LVN program.

This monitoring revealed that several LVN students had received federal grants to defray the overall costs of the program.

1. Madera County. All participating students are encouraged to apply for appropriate grants. Several students received Pell Grants in amounts varying from \$3,300 to \$4,700. Leveraged funds are also used to assist students with education-related expenses.
2. Stanislaus County. For the first session, students were encouraged to apply for Pell Grants based on their financial needs. For the second cohort (commencing January 2009), students will be required to submit a FAFSA application. Presently, all students recruited are provided assistance with preparation of college financial aid applications and BOG fee waiver forms. Students

receive financial support by matching multiple resources together for books, supplies and material fees. Leveraged funds from Alliance Worknet are also used to assist students.

3. Merced County. Both Merced College and the Merced Workforce Department require all program applicants to apply for Pell Grants, and both entities assist students with completion of required forms. Most students who applied for a Pell Grant received the award.

M. Assure that all students in the program apply for PELL Grant, Cal Works and other financial aid.

Same as item L.

N. Madera CCC, Merced and MJC staff will work with the local one stops in Madera, Merced and Stanislaus counties to co enroll students in order to secure additional supportive services for eligible students.

All students under the Grant are co-enrolled with their respective local workforce departments. Each student is case-managed by their local department to ensure that adequate services are provided to assist them through the demands of the LVN program. WIA application and enrollment forms for the students have been completed and entered into the State's JTA system.

O. Provide students with the supplies and software resources to prepare for and be successful in passing the NCLEX examination.

Students are assisted with a multitude of resources to prepare them for the NCLEX exam.

1. **Madera Community College.** The College utilizes tutorial software from the Assessment Technology Institute (ATI) to provide preparatory assistance in passing the NCLEX. ATI is Internet based and nationally recognized for standardized assessments and testing. ATI software is also used as a review source for various other topics of instruction; i.e., pharmacology, adult medical, surgical nursing, community health and much more. Tutoring is also available to students by the nursing faculty.
2. **Modesto Junior College.** Students are provided with resource materials such as books, computerized tutorials, mock NCLEX testing, and one-on-one assistance from the nursing faculty. Additionally, the school has secured a workshop on "Strategies for Passing the Board Exam," scheduled for December 8, 2008. This workshop will be facilitated by an independent consultant and is free of charge to the LVN students.
3. **Merced Community College.** The college utilizes the ATI system of preparatory learning. Additionally, students can access the college's skill lab for additional resources, such as testing materials, software, instructional DVDs and CDs, use of laptops, mock tests, and reference NCLEX study books.

P. Conduct review sessions using the supplies and software provided.

1. **Madera Community College.** A component of the ATI system provides for an analysis of student scores and identifies the “most missed” topic areas. This assessment enables instructors to focus on select topics of instruction that need further addressing to optimize student performance. The software also provides a comparison to national scores.
2. **Modesto Community College.** Mock exams, remediation and tutorials, together with the planned workshop for strategies for passing the exam, will provide beneficial course review opportunities for the students.
3. **Merced Community College.** Merced College utilizes the same ATI system that Madera College employs. Additionally, college faculty assists students with one-on-one counseling, use of mock exams and specialized tutorials.

Q. To determine the success of NCLEX review program, develop a mechanism to confirm licensure exam status or use of the Board of Vocational Nursing website to confirm licensure status for these students.

The Board of Vocational Nurses and Psychiatric Technicians (BVNPT) provides quarterly reports to the colleges with student test results. As of this monitoring (7/28/08), only two individuals from Madera County had tested. Merced County’s first cohort graduated in May 2008, and as of 9/15/08 nineteen (19) of the graduates had passed the NCLEX exam. The first cohort of students from Stanislaus County is still in session, scheduled to graduate in December 2008.

R. WIB case managers, employers and community colleges work collectively to help program graduates secure employment in stable and well paying LVN jobs in the regional labor market.

Each Workforce Department, in collaboration with its partner agency, will assist students in securing well paying LVN employment.

S. Employers sponsoring program participants promote incumbent workers to LVN positions.

1. **Madera Community College.** To date (7/28/08), only two LVN graduates have taken the board exam. Results of the exam are expected by the end of September 2008. This objective will be re-visited upon receipt of licensure of the graduates to determine the hire rate of LVNs by sponsoring employers.
2. **Modesto Community College.** Clinical sites currently in support of the program have acknowledged their intention to hire students who successfully obtain their LVN licensure. Presently, there are three students sponsored by employers, evidenced via employer sponsor agreements.
3. **Merced Community College.** Nineteen (19) students have passed the NCLEX. Six students

have continued on to the RN program, and six others acquired employment. Also, upon student graduation, local hospitals host career luncheons to recruit potential candidates.

- T. Lead agency will use WIA formatted follow up mechanism in collaboration with the colleges and partner agencies.

The Merced County Department of Workforce Investment, as the administrative entity for the Grant, will ensure that each participating workforce department conducts follow up in accordance with the WIA. Follow up will be provided to all students for not less than a 12-month period.

- U. Lead agency will complete all reports necessary for the granting agency including progress, quarterly and final close out reports.

Merced LWIA. All required reports have been completed and submitted within the required time frames to the appropriate DOL agency.

IV. Fiscal

The fiscal monitoring examined a sampling of Grant invoices from each of the partnering agencies. Billings were reviewed for allowability of expenses and appropriate support documentation. All expenditures within this sampling were deemed necessary and reasonable, and all expenditures were substantiated with appropriate support documentation. Documentation such as salaries/benefits reports, time studies, and program expenditures (mileage, supplies, books, fees, etc.) were reviewed as part of the fiscal monitoring. There were no discrepancies noted.

A. The following invoices were reviewed:

1. Madera Workforce: Invoices # 2026 (6/26/08), #1927 (5/9/08), and #1805 (4/10/08)
2. Madera Community College: Invoices #4 (1/8/08) and #3 (10/4/07)
3. Alliance Worknet (Modesto): Invoices #242 (1/7/08), #6 (9/26/07), and #203 (10/23/07)
4. Modesto Community College: Invoices #8 (4/9/08), #5 (1/9/08) and #4 (12/04/07)
5. Merced College: Invoices #001197352 (6/4/08), and # 001182059 (5/2/08)

V. Summary

Overall, the partnering agencies have met the intent and specific requirements of the DOL and WIA. The Grant has greatly benefited the regional colleges in bolstering their nursing programs to instruct and graduate greater numbers of qualified LVN nurses. One finding is noted.

A. **Finding.**

1. Madera Workforce/Madera Community College.
 - a. The DOL program graduation rate of 85% was not met for the first cohort that graduated

on May 15, 2008. Of the original 15 students, 10 completed the LVN course – for a 66% completion rate. Request that each agency, or both in joint collaboration, provide this office with a response to address the initiatives taken to meet the DOL course completion rate for the current class that commenced in August 2008.

To: **Alfredo Mendoza:** Staff Services Analyst, Department of Workforce Investment
From: **Rebecca Lincoln:** Career Educator
Re: **Merced County Youth Council Quarterly Report-** Younger Youth Program
Date: **September 08:** 4th quarter report for April, May and June' 08

A. Overall status of the program:

There were 161 active participants in the Youth Opportunity Program (YOP) at the end of the fourth quarter; to include thirteen (13) new enrollments and five exits. The YOP Mentors continue to track the number of participants enrolled in structured program activities to ensure that the majority of youth are receiving intensive services, as opposed to case management services. The status on WIA-Client action reports for goals, activities, exits, and follow-ups (phase II) remain up to date.

B. Past quarter highlights:

- 1) **The YOP summer employment** component began on June 09 2007; approximately seventy-five participants worked this summer with local employers and agencies. The Mentors met with site supervisors to develop training plans for the participants who worked up to 32 hours per week. *The YOP Summer 2008 workshop*; an 18 hours course was facilitated to all the participants in three-hour per week segments through-out the six-week summer component. The summer curriculum included: individual career assessments, job search and participants created an employability portfolio. The portfolio included an updated résumé, cover letter and reference letters. The summer workshop had a financial literacy component where participants learned how to make a household budget; open a checking account and facts about good credit versus bad credit.

2) **YOP Success Story**



Future UC Davis Alumnus

Griselda Barajas enrolled in YOP in January 2005. When Griselda first joined Youth Opportunity Program she was a very shy and timid freshman at Merced High School. Throughout her high school years she proved herself to be a strong, energetic, and ambitious young woman. She always participated in YOP events and meetings, guaranteeing her a spot in summer work experience. Griselda had the opportunity to work at Mercy Medical Center of Merced during her sophomore and junior year. Her work experience at

Mercy Hospital contributed to her decision on a future career in the medical field. Griselda will attend UC Davis in the fall; first generation in her family to attend college.

3. YOP Success Story: Priscilla Heredia



Priscilla Heredia graduated from Dos Palos High School on June 6, 2008. She was enrolled in the Youth Opportunity Program since April 2005. Priscilla was very active in California Scholarship Federation, Friday Night Live Mentoring program and the Bronco Buddy (reading to younger youth) High School programs. Priscilla loved to give back to her community by volunteering for the “Coats for Kids”, *Boo Grams*, and ` Fundraisers. She spoke on numerous occasions on the Dos Palos Public Radio station, where youth issues were discussed with the community. Priscilla also volunteered at Camp Green Meadows and the “*Youth to Youth*” Conference as a group leader and counselor. In the past two summers, Priscilla’s work experience was at *Warren’s Auto Body* in Dos Palos, as an office clerk where she obtained various secretarial skills. Linda, her job site supervisor, said that she was an outstanding employee.

Priscilla won numerous awards from both Merced County ROP and Dos Palos High School, to include the Department Award from the Lab Science. She also received excellent grades and was accepted to California State University at Chico on a full four year scholarship. Priscilla would like to thank the Youth Opportunity Program for giving her the opportunity to gain the needed employability skills and work experience that will help her to accomplish her goals of becoming a teacher.

4) YOP Success Story: Trinidad Rodriguez



Trinidad Rodriguez is a senior at Le Grand High School and has been a member of the YOP Program since he was in 9th grade. During the summer of 2008, he requested to be placed at “Best Buy” for his work experience training. The manager at “Best Buy “ was so impressed with Trinidad that he hired him after his 192 hours were completed. Trinidad will graduate in June 2009 and then plans to take business classes at Merced College in the fall. Trinidad is interested in owning his own business someday.

5. YOP Success Story- Staci Clemons



Staci Clemons was enrolled into the Youth Opportunity Program from September 22, 2004 to September 2006. Staci loved and appreciated all that she learned from the Youth Opportunity Program workshops. She not only was assisted with developing her job skills, but YOP gave her a place where she could put those skills to work. Her first year on the program, she worked in retail where she learned how to deal with customers and how to keep the store neat and clean. In her second year, she was an office assistant at Los Banos Valley High School, where she learned a variety of office skills. Staci claims that her mentor gave her the needed training and experience to prepare her for her future.

Staci is currently attending Healds College in Fresno, where she is pursuing her Associates in Applied Science in Business with an emphasis on Legal Assisting and plans to graduate in April of 2009.

C. Past quarter deficiencies:

D. Past quarter recruiting/marketing efforts:

Recruiting efforts for YOP are limited in the fourth quarter. The contract specified that as participants exit, new participants will be enrolled in the following quarter after exits, upon availability of funds.

E. Next quarter challenges:

F. Technical assistance needed: WIA Common Measures Training is scheduled on August 20, 2008 at the Merced County Office of Education campus.

To: **Alfredo Mendoza:** Staff Services Analyst, Department of Workforce Investment
From: **Rebecca Lincoln:** Career Educator
Re: **Merced County Youth Council Quarterly Report:** EMPOWER Program
Date: **September 2008:** 4th quarter report for April, May & June '08

A. Overall Status of the Program:

Fifteen new participants were enrolled and **eleven** exited from the EMPOWER Program in the fourth quarter. This brings the total to 161 active EMPOWER participants and 98 participants in Phase II (follow-up). The Empower advisors continue to track the number of participants enrolled in structured program activities to ensure that the majority of youth are receiving intensive services, as opposed to case management services. The status on WIA-Client action reports for goals, activities, exits, and follow-ups (phase II) remain up to date.

B. Past Quarter Highlights:

- 1) **EMPOWER Workshops:** are provided on an every other month basis. The following is an accounting of workshops offered and number attended:
 - a. **EMPOWER Orientation:** held on Friday on May 8th with 40 youth in attendance;
 - b. **EMPOWER Workshop I:** '*Gettin' Ready for the Job*' held on Friday, May 18th had twenty-four in attendance;
 - c. **EMPOWER Workshop II:** '*The Real Game California*' was conducted in three sessions on May 19, 21, & 23 with an average of 20 in attendance per session;
 - d. **EMPOWER Workshop III:** '*Gettin' a Job*' was conducted in three sessions on May 27, 26 and 30 with an average attendance of 15 per session.

- 2) **Bldg K-Computer Lab:** EMPOWER participants use the computer lab daily to work on resumes, portfolios, and conduct job search. *PLATO* is educational software designed to increase math and reading skills, it is also available to the participants in the computer lab. Sign-in sheets track the number of participants using the computer on a daily basis.

- 3) **ROP Marketing Working Professional Curriculum** revisions and updates were approved by a local advisory committee meeting on April 24, 2008. The EMPOWER staff presented a new YOP/ EMPOWER Business Brochure to be used with our business and community partners, a Labor Market Survey report, the Western Association of Schools and Colleges (WASC) updates; as well as a 4-step lesson plan on Financial Literacy.

4. EMPOWER Success Story:



Rosa Maria Jimenez, a 21 year old EMPOWER participant, enrolled in the Empower program on April 4, 2006. Rosa remembers being a high school graduate without a plan. Rosa heard about the EMPOWER program at the Los Banos WorkNet and was invited to an EMPOWER orientation workshop. Rosa attended the orientation; she decided that the Empower program

was just what she was looking for to help meet her goals. Rosa met with the EMPOWER advisor to discuss interests and career choices. She was interested in working in an office environment, but had no office experience. She was placed at Valley Community School as her work experience site. There she gained the office skills and experience that enabled her to be placed at Merced County Office of Education with Mae Pierini in a temporary position; she now had a total of six months experience in an office setting.

Rosa applied for a customer service representative position with 'Check- N- Go', when her work experience was complete. Rosa then was offered a part-time position which eventually turned into full time; within two months Rosa was promoted to manager.

5. EMPOWER Success Story:



Yesenia Machuca enrolled into Empower in November 2005; she had a two-year old child and no work experience or skills. She worked with her advisor on setting her career goals that included some exploration and job shadowing. This led Yesenia to make a decision to enroll into the Medical Assistant Program offered through Merced College. She worked very hard and completed the Medical Assistant program in November 2006.

After completing the program, Yesenia took a break and had her second baby. In March 2008, Yesenia contacted her advisor, Toulou Moua and asked if she can be put on work experience. Toulou placed her at Le Grand Golden Valley Health Center for work experience and training. Yesenia was a quick learner and her outgoing personality was a great fit for the staff in Le Grand. After she completed her 192 hours of training, she was offered a full-time position as a Medical Assistant in June 2008. Yesenia is currently working between the Le Grand and the Planada Golden Valley Health Centers.

C. Past Quarter Deficiencies: none

D. Past Quarter Recruiting and Marketing efforts:

Recruiting efforts for EMPOWER are limited. The contract specified that as participants exit, new participants will be enrolled in the following quarter after exits, upon availability of funds.

E. Next Quarter Challenges: none

F. Technical assistance needed: WIA Common Measures Training is scheduled on August 20, on the Merced County Office of Education campus.

G. Number of clients receiving social services and examples of services received.

Numerous referrals were made to agencies to assist with food, clothing, housing, college books, and transportation.

The EMPOWER Advisors and Employment & Training Specialist from The Human Services Agency (H.S.A) are communicating and collaborating to provide support services to ensure success for each participant enrolled in both programs, EMPOWER and Welfare-to-Work.