

TO: Youth Council

DATE: 04/13/05

FROM: Youth Council Staff

For Action

For Information

For Discussion

SUBJECT: State of California Two-Year Strategic Plan (Draft)

PROPOSED MOTION(S): The draft State Two-Year Strategic Plan as it pertains to youth will be presented for information and discussion.

DISCUSSION: The State of California's draft Two-Year Strategic Plan has been recently completed and is now open for public comment. The plan can be accessed online on the California Workforce Investment Board website at www.calwia.org. The attachment presents only those portions of the Plan that pertain to youth.

ATTACHMENT(S):

State of California Two-Year Strategic Plan (Draft) – Impacts on Youth

State of California Two Year Strategic Plan (Draft) – Impacts on Youth Programs

This paper uses information extracted from the State of California’s draft Two Year Strategic to highlight workforce development issues as they apply to youth. The information is pulled directly from the draft document. The plan is now open for public review and can be accessed online at www.calwia.org.

- A. *What is the Governor’s vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk? (§112 (b)(18)(A).)Pg 5.*

This can only be done if the business-led California Workforce Investment Board (State Board) and Local Workforce Investment Boards (Local Boards) continue to improve at:

- Understanding and addressing the workforce needs of business and industry and taking full advantage of federal flexibility and waiver provisions;
- Targeting resources to areas with the most economic impact;
- Improving California’s educational system at all levels in order to equip youth and lifelong learners with the skills they need to be successful in the workplace; and
- Maximizing the use of public and private resources invested in workforce development.

1. *Describe any cross-cutting organizations or bodies at the State level designed to guide and inform an integrated vision for serving youth in the State within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)Pg 17*

The State Board established a State Youth Council (SYC) to provide leadership for youth development through California’s workforce system. The SYC advises the State Board on how to facilitate and model meaningful youth involvement and create system-wide solutions working in collaboration with youth, local youth councils and Local Boards, State and local agencies, educational institutions, workplace and business partners, and communities to improve WIA youth programs and local youth councils. The SYC also provides the State Board with policy guidance for improving the quality of life for all youth in California, and promotes coordination among the State’s many youth programs to ensure that youth services are delivered successfully, which requires the alignment and leveraging of various local and regional resources.

The membership of SYC includes State Board members, Local Board/local youth council members, local educators, youth development experts, youth services providers, business representatives, and individuals who work for and with foundation

funding. The membership also includes youth and young adult representatives from the California Youth Connection (a foster youth organization), Friday Night Live (an after school program), the California Association of Student Councils, 4-H and the Youth Leadership Forum for Students with Disabilities.

Other cross-cutting youth organizations with which the State Board and its SYC collaborate are:

- *The California Department of Social Service's (CDSS) Interagency Child Welfare Team* focuses on maximizing funding for services that support children and families served by multiple government agencies; removing systemic and regulatory barriers; ensuring that policies, accountability systems, and planning are outcome-based; and sharing information and data. It supports a technical advisory group that explores interagency funding opportunities and fiscal strategies that can improve the provision of services and outcomes for children, youth, and families. The technical advisory group is comprised of representatives from the California Welfare Directors Association; county welfare departments; the Department of Mental Health, Alcohol and Drug Program; the Department of Health Services; the CDE; the EDD; the State Board; and the Chief Probation Officers of California.
- *The Foster Youth Employment, Training, and Housing Task Force* is an interagency coalition tasked with developing collaborative strategies to promote the successful implementation of a joint CDSS, EDD, and State Board initiative to register foster youth at One-Stop Career Centers. The initiative includes three pilot projects that provide outreach, coordination of interagency resources, identify programs providing services to transitional foster youth, and identify promising practices. The Capacity Building Unit within EDD's Workforce Development Branch also provided training throughout the State.
- *The Youth Vision Interagency Team* was established in December 2004 to explore strategies for incorporating the new vision to serve out-of-school and at-risk youth as outlined in the DOL Training and Employment Guidance Letter (TEGL) No. 3-04. Currently the team is comprised of State representatives from the State Board, the EDD, the State Board of Corrections, the California Youth Authority, and the CDE. Representatives from the Job Corp and DOL also participate.

Skills Needed for Employment, Pg 37

Overall Skills Needs

Despite the range of jobs identified in each industry, and the range of skills needed for the differing jobs, it is interesting to note that certain skills are commonly required across industries. They are listed below, along with the O*NET definitions of these skills:

- *Active listening* – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- *Critical Thinking* – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- *Mathematics* – Using mathematics to solve problems.

- *Reading Comprehension* – Understanding written sentences and paragraphs in work-related documents.
- *Speaking* – Talking to others to convey information effectively. (In most instances, ability to communicate in English is explicitly stated or inferred.)

More broadly, the full range of skills required across industries is consistent with the still timely workplace competencies and foundation skills identified in 1992 by the Secretary’s Commission on Achieving Necessary Skills (SCANS) report, *Learning a Living: A Blueprint for High Performance; A SCANS Report for America 2000*. The SCANS report identifies five workplace competencies and three basic foundation skills and personal qualities that are needed for job performance. They are detailed in table 4 below.

Table 4

SCANS WORKPLACE KNOW-HOW
<p>WORKPLACE COMPETENCIES Effective workers can productively use: Resources—They know how to allocate time, money, materials, space, and staff. Interpersonal skills—They can work on teams, teach others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds. Information—They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information. Systems—They understand social, organizational, and technological systems; they can monitor and correct performance and they can design or improve systems. Technology—They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>
SCANS WORKPLACE KNOW-HOW
<p>FOUNDATION SKILLS Competent workers in the high-performance workplace need: Basic Skills—Reading, writing, arithmetic and mathematics, speaking and listening. Thinking Skills—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.</p>

D. *Describe the State’s strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and with significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment.*
 (§112(b)(18)(A).)Pg 56

California’s strategy to promote collaboration between subject agencies and programs to better serve youth is threefold: 1) the State and Local Boards will continue to improve and

expand both State and local partnerships between entities that serve youth most in need; 2) the system will support State legislative efforts to improve the workforce education curriculum at all levels of education; and, 3) the Governor and the State Board will continue to explore initiatives using federal grant funds and Governor's 15 Percent Discretionary funds that promote the necessary collaboration. Examples of these three strategies in action are:

- *The Youth Vision Interagency Team* was established in December 2004 to explore strategies for incorporating the new vision to serve out-of-school and at-risk youth as outlined in the DOL TEGL No. 3-04. Currently the team is comprised of State representatives from the State Board, the EDD, the State Board of Corrections, the California Youth Authority, and the CDE. Representatives from the Job Corp and DOL also participate. This team represents a new and expanded partnership.
 - *Career Technical Education (Vocational Training)*, is being addressed, in part, through State legislation. For example, two bills passed in 2002 (Assembly Bill (AB) 1412, Wright, and Senate Bill (SB) 1934, McPherson, that focus on the new role of preparing students for both employment and educational options beyond high school in order to meet the skill demands of the new economy. AB 1412 requires the State Superintendent of Public Instruction to develop a Career Technical Education (CTE) model curriculum standards regarding high school graduation requirements and for a vocational education course of study by 2005. SB 1934 requires development of a model CTE framework for implementation of career and technical education by 2006. In developing the model curriculum standards and framework the superintendent will work in consultation and collaboration with representatives from business and industry, institutions of higher education, classroom teachers, school administrators, parents and guardians, and the Legislature.
 - *The Youth Council Institute (YCi)*, was designed and commissioned by the SYC to strengthen California's Youth Councils and to improve WIA services to youth. The YCi receives input from team representatives of highly respected and knowledgeable youth organizations from across the country. The State Board formally adopted an "All Youth – One System" framework and tools, developed by the YCi, that serve as the foundation for their work. The framework and tools were developed collaboratively with strategic partners and local youth council staff and members. The framework includes elements of a comprehensive local youth-serving system; functions of a youth council in building the system; and stages of developing the system.
1. *Identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. (§112(b)(18)(B).)Pg 72*

California's Strategic Five-Year Plan for WIA provided guidance to Local Boards on criteria to be used in identifying effective providers and youth activities. These criteria were developed collaboratively during the original WIA planning process and have are used by Local Boards as guidance in developing their own criteria for competitively awarding grants for youth activities. These criteria are listed below:

Effective activities and programs criteria

- Capacity to conduct necessary skills and needs assessments which will assist in identifying objectives;
- Ability to provide follow-up services for 12 months;
- Proof of coordination and collaboration with local secondary and post-secondary programs;
- Proof of prior experience working with disadvantaged, special populations, and diverse demographic youth groups;
- Proof of prior experience operating education, training, and employment programs for youth;
- Plans to leverage funding with other youth funding sources;
- Demonstration of sound fiscal responsibility;
- Proof of collaboration with profit, non-profit, public, and private youth providers, as well as employers within the community;
- Identification of connections to intermediary organizations linked to the job market and employers;
- Ability to provide youth services that directly respond to needs identified by a community;
- Innovative youth program design;
- Connection with the local One-Stop Career Centers; and
- Safe and easily accessible locations that comply with the Americans with Disabilities Act (ADA).

Effective youth provider criteria:

- Demonstrate acceptable performance;
- Include parents in customer satisfaction with services for youth age 14-18;
- Involve family members in determining service needs;
- Develop relationships between youth and mentoring adults;
- Provide strong case management to track program outcomes;
- Provide advocacy and support to minimize barriers to the success of youth;
- Assist clients with the skills to be self-sufficient;
- Maintain fiscal responsibility;
- Demonstrate prior success in involving local businesses and the employers in the education and training services provided to youth;
- Demonstrate that the program can provide new and innovative training;
- Provide comprehensive guidance and counseling;
- Provide accommodations for special-needs populations;
- Provide outreach services to school dropouts and out-of-school youth; and
- Establish high expectations.

Beyond the current criteria that Local Boards and their youth councils use in identifying effective youth providers and activities, the DOL's new strategic vision recognizes that out-of-school youth (and those most at risk of dropping out) are a vital segment of the new workforce. It notes that WIA-funded Youth programs must provide youth with

quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

As both the DOL and California develop their new youth vision, additional criteria and guidance for Local Boards and their youth councils are likely to be identified. These additional criteria, when developed, will emphasize service in four specific areas: alternative education, meeting the demands of business in a high-growth economy; youth most in need; and improved performance (based upon the national implementation of simplified, common measures).

1. *If you did not delegate this responsibility to local boards, provide your State's definition regarding the sixth youth eligibility criterion at section 101(13)(C)(iv) ("an individual who requires additional assistance to complete an educational program, or to secure and hold employment"). (§§ 112(b)(18)(A) and 20 CFR 664.210.)Pg 78*

The State delegates the responsibility to Local Boards to define the sixth youth eligibility criterion in their local WIA plan, based on local needs.

1. *How are youth formula programs funded under (§128(b)(2)(A).) integrated in the One-Stop system?Pg 79*

In California's locally-driven workforce system, the Local Boards, in partnership with their local youth councils, develop and enhance relationships with local agencies and service providers to ensure that necessary services are available to eligible youth through their One-Stop systems. Local coordination with foster care, education, welfare, and other relevant resources are monitored through State review. Local Boards are also encouraged to work in conjunction with their CEOs to appoint a comprehensive array of representatives from local youth service providers, parents, supportive service organizations, and other interested parties to their local youth councils.

All 50 of California's Local Boards have ensured that WIA Youth programs are integrated into their One-Stop systems. The degree of integration varies from Local Area to Local Area, as does the nature of integration. Some Local Boards have established stand-alone, youth One-Stops, while others have integrated youth services into their comprehensive One-Stops. Youth services are also accessible through the One-Stop systems via Internet-based programs and effective information and referral between physical centers.

1. *How does the State Plan to utilize the funds reserved for Statewide activities to support the State's vision for serving youth? Examples of activities that would be appropriate investments of these funds include:*
 - a. *utilizing the funds to promote cross agency collaboration;*
 - b. *demonstration of cross-cutting models of service delivery;*
 - c. *development of new models of alternative education leading to employment; or*

- d. *development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successful into the workforce pipeline with the right skills.*
- e. *Describe how your State will, in general, meet the Act's provisions regarding youth program design. (§§112(b)(18) and 129(c).)Pg 102*

In response to activities outlined in WIA sections (§§112(b)(18) and 129(c), Local Boards will develop and enhance relationships with local agencies and service providers to ensure that necessary services are available to eligible youth. Coordination with foster care, education, welfare, and other relevant resources occurs through local youth councils and is monitored through State review.

The Governor uses statewide funds for ongoing statewide youth activities such as:

- *The Foster Youth Employment and Training Taskforce* is a State-level interagency collaborative that develops strategies to promote the successful implementation of a joint initiative of the California Department of Social Services (CDSS), the EDD, and the State Board to register foster youth at One-Stop Career Centers. The joint initiative promoted the funding of three foster youth pilot projects in Alameda, Colusa, and Ventura Counties with the goal of providing outreach and coordination of interagency resources, identifying programs providing services to transitional foster youth, establishing an interface between One-Stop centers and current promising practices in local areas, and maximizing and sharing resources for foster youth.

In addition, members of the Taskforce developed a multidisciplinary training curriculum on Foster Youth services provided by the CDSS Independent Living Program and through the One-Stop Career Centers. The EDD Capacity Building Unit began a rollout of the staff cross-training in April 2004. Participants in the training include One-Stop staff, foster parents, foster youth, community-based organizations, education staff, and CDSS Independent Living Program staff.

- The State Board and the EDD developed policy and definitions for distributing 15 Percent Discretionary funding to Local Areas with high concentrations of eligible youth. To receive the additional funds, Local Boards are required to submit plans showing collaboration and connection with programs, agencies, and organizations serving foster youth, youth with disabilities, and youth offenders. Current guidelines for program year 2004-2005 provide for additional funds to Local Areas with concentrations of WIA-eligible youth above the State average rate of 23.6%. Local Areas must select a priority focus of Foster Youth, Youth Offender, or Youth with Disabilities.