

**ATTACHMENT B**  
**JOB DRIVEN ELEMENTS IN ACTION**

## JOB-DRIVEN ELEMENTS IN ACTION

Below are five examples of how partnerships between the public workforce system and employers, the education system, economic development agencies, Registered Apprenticeship programs, community- and faith-based organizations, and others reflect the job-driven elements and lead to coordinated, seamless services for job seekers and employers. These examples illustrate how efforts at the governance, policy, program management, and service delivery levels all contribute to achieving a strong job-driven public workforce system.

- 1) The Detroit Registered Apprenticeship Pilot Program (D-RAPP) is designed to recruit and prepare Detroit residents with marketable skills, allowing them to earn and learn in high-demand fields while positioning them on a sustainable career path.** D-RAPP was created in early 2012 by a partnership comprised of the State of Michigan's Workforce Development Agency, the U.S. Department of Labor's Michigan Office of Apprenticeship, and the City of Detroit's Workforce Development Board. The partnership developed training to assist residents in preparing to become apprentices. Some of the Registered Apprenticeship programs involved are Hart & Associates, CVS Caremark, Detroit Electrical Joint Apprenticeship Training Committee (JATC), National Electrical Contractors Association/International Brotherhood of Electrical Workers (IBEW), Michigan Laborers JATC, Operating Engineers JATC, United Automobile Workers, and Detroit Carpenters JATC. Each employer agrees to register their apprenticeship program with the U.S. Department of Labor and provide apprenticeship opportunities for low-income Detroiters.

Participants who qualify for the D-RAPP program attend a 60 hour pre-apprentice training program. This soft skill program provides participants with a \$10.00 an hour stipend while in the classroom. When participants complete D-RAPP, they are eligible for registered apprenticeships with participating companies. For example, CVS provides participants with an apprenticeship as a Pharmacy Technician, the IBEW, Detroit Carpenters JATC, and Michigan Laborers JATC provides apprentices in the skilled trades an opportunity to work on Detroit infrastructure projects.

For each Detroit resident placed into a registered apprenticeship program, the Michigan Workforce Development Agency and Detroit Employment Solutions Corporation provide an incentive of \$5,000 to the apprenticeship program or employer which can be used to help provide classroom training and/or tools. As of June 1, 2014, there have been more than 100 City of Detroit residents placed into Registered Apprenticeship programs. Some of the keys to success of D-RAPP include interactive planning with coordinating agencies, partners, and sponsors; sponsor-driven criteria; effective testing and assessment tools; selection of qualified individuals; subsidized readiness training; and ongoing communication between all partners.

- 2) **The Los Angeles Reconnections Career Academy (LARCA) aligns youth-serving programs, initiatives, services, and resources to provide education and career pathways programming to out-of-school youth ages 16 to 24 in order to address the youth dropout and unemployment challenges in the Los Angeles, California region.** LARCA, which received a \$12 million Workforce Innovation Grant in 2012, is a career development collaborative that operates as a consortium of LA City and County WIBs, City of LA Mayor’s Office, Community Development Department, and other workforce development, education, human services, and business partners.

LARCA provides youth assessment and counseling, educational services to facilitate return to school, bridge training and work readiness training, occupational career training, and placement in education and employment. In addition, LARCA provides career pathways training in construction, green technology, and healthcare that lead to industry-recognized certificates. Services are targeted to two cohorts: out-of-school youth and young adults that are within 12 months of receiving their high school diploma or equivalency degree, and those that need more than 12 months to receive their diploma or high school equivalency.

LARCA increases cooperation across funding streams to reduce program costs and promote system integration and alignment among workforce programs and services for out-of-school youth. LARCA “braids” or uses multiple funding streams to provide comprehensive services to its participants, while ensuring that funds are appropriately used according to their statute, such as the Workforce Investment Act (WIA) Youth, Los Angeles Unified School District (LAUSD) Diploma Project, LA Community College District, and the LA City’s FamilySource Center funds to out-of school youth. Partnership activities include the following: the LARCA Employer Advisory Board provides feedback on training curricula and placement of youth in work opportunities. The Community Development Department and LAUSD have an information sharing agreement to target and serve out-of-school youth. LAUSD staff are co-located at schools and WIA Youth WorkSource Centers.

- 3) **The Dallas, Tarrant County, and North Central Texas Workforce Development Boards (WDB) have a regional approach to implementing in-demand sector strategies to meet employer and job seeker needs.** Sector strategies are partnerships of businesses within an industry that bring together government, workforce development, education, economic development, labor, and community organizations to focus on the needs of an industry within a region. Sector strategies can reduce employer recruitment and turnover costs, and increase job placements and provide career advancement opportunities for workers, including low-wage, low-skilled workers. For each of their regional sector strategies, the Dallas, Tarrant County, and North Central Texas WDBs have strong partnerships with leading employers in each sector, and regional economic development agencies, K-12 education system, and higher education institutions. The Dallas WDB has the lead for the healthcare and information technology sector strategies and is starting an infrastructure development sector strategy; the Tarrant County WDB

leads regional efforts for the aerospace sector strategy; and the North Central Texas WDB leads the transportation, distribution, and logistics (TDL) sector strategy.

For the TDL sector strategy, the North Central Texas WDB instituted an employer advisory board. Based on the board's input regarding the skilled workforce needs of the industry, in 2011, the North Central Texas WDB leveraged WIA Adult and Dislocated Worker funds and a 2010 Community-Based Job Training Grant for \$2.8 million to partner with the Manufacturing Skills Standards Council and four area colleges to develop and implement training programs for certified logistics technicians and certified logistics associates. The training programs have received high employer support: some employers only hire applicants with these credentials and many refer applicants to the program for training. The North Central Texas WDB expanded the program with a combination of WIA Adult and Dislocated Worker funds and a 2012 H1-B Technical Skills Training grant for nearly \$5 million. As a result, due to its success placing participants in jobs and employer-demand, the strategy has been replicated in other states and in Canada and Mexico.

**4) Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium is enhancing career pathways programs, reducing barriers to student completion of education and training programs through using career coaches, and expanding credit for prior learning to accelerate student progress and support program.** In 2011, the Clackamas Community College received a Trade Adjustment Assistance Community College and Career Training grant for \$18.68 million to fund CASE. CASE members and partners include all of Oregon's 17 community colleges, Work Source Centers (American Job Centers), employers, and community partners. To ensure alignment with other statewide initiatives, the CASE management team includes the state Career Pathways Director and a staff liaison from the Community Colleges and Workforce Development office, which is responsible for oversight of Oregon's community colleges. CASE has close collaboration with the public workforce system that includes:

- establishment of intergovernmental agreements between CASE community colleges and the Trade Adjustment Assistance (TAA) program to improve services to TAA-eligible students on community college campuses and increase these students' awareness of their TAA program eligibility and benefits;
- referrals of CASE students to Work Source Centers for appropriate employment services and co-location of some CASE career coaches at Work Source Centers;
- provision of regular updates to the state WIB; and
- provision of employment and earnings data for grant reporting and data analysis by the Oregon Employment Department to CASE.

Also, most CASE community colleges serve as the regional training provider for their local WIB. The Oregon Career Pathways initiative provides technical assistance to CASE community colleges and helps recruit CASE participants. CASE created a Community of Participation for Credit for Prior Learning and contributed to a state-level

workgroup that developed new statewide CPL guidelines which were adopted in Spring 2014. Additionally, employers are integral partners: Each community college is required to develop an employer engagement plan that is appropriate for its regional economy and to report quarterly on the plan's outcomes. Employers contribute to curriculum planning; provide on-the-job training, internship sites, job-shadowing opportunities, and mentoring; participate in industry tours, job fairs, classroom presentations, networking events, and mock interviews; and donate equipment, lab and learning space, and supplies.

- 5) **The State of Louisiana uses labor market information and intelligence to provide job seekers with information about the availability of “star jobs” – jobs that are in-demand – in the state.** Recognizing changes in the workforce needs of employers in the state, the Louisiana Workforce Commission (LWC) partnered with the state Workforce Investment Council and the Louisiana State University to identify the industries and occupations projected to drive the states' future economy. In 2011 and 2012, the LWC convened employers through a series of working sessions across the state to develop a “star system” by which to rate jobs.

In November 2012, the LWC introduced Louisiana Star Jobs, a web-based job search and career exploration tool that allows job seekers and workers to find and apply for star-rated jobs in Louisiana. The tool ranks jobs based on four criteria: projected demand, projected percentage job growth, the number of advertised job openings in the past year and wages. The stronger the demand and growth of a particular job and the higher the pay, the more stars it is assigned. The system also factors potential economic impact in rating a job. For example, a 5-star job is in demand now and in the near future and is expected to have additional economic impact by attracting or creating more jobs; a 4-star job is in demand now and in the near future, but may not create additional jobs. The tool filters search results based on the job seeker's specific occupation or career interests, educational background, and income requirements. It connects job seekers directly to the job posting or links them to education and training institutions near their location that offer the credentials needed to qualify for those jobs.

The LWC continues to collaborate with the Governor's Office, the Louisiana Economic Development agency, the Louisiana Department of Education, state legislature, and local WIBs to align the state's education and workforce programs prepare the state's residents for jobs with the most stars. For example, local WIBs focus their career advisement and training funds on 4- and 5-star jobs. Also, in June 2014, the Louisiana state legislature passed and Governor Jindal signed House Bill 1033, Workforce and Innovation for a Stronger Economy Fund (WISE Fund), which will provide \$40 million to incentivize innovation in education and training for in-demand industries and occupations based on the star system.