



# COALITION FOR MULTIPLE PATHWAYS

## Policy Development Working Group

Monday, May 11, 2009

10:00 AM-12:00 PM

## Meeting Notes

### Participants

Mallory Angeli, California Postsecondary Education Commission  
Virginia Hamilton, California Workforce Association  
Erika Hoffman, California School Boards Association  
Karen Humphrey, California Postsecondary Education Commission  
Alicia Lawson, Innovative Career/College Options, Twin Rivers USD  
Efrain Mercado, ACT, Inc.  
Jennifer Mitchell, California Workforce Association  
Tiffany Mok, ACLU Foundation of Southern California  
George Montgomery, California Association of School Counselors  
Steve Pinning, California Association of Regional Occupational Centers & Programs  
David Plank, Policy Analysis for California Education  
Joe Radding, California Department of Education  
David Rattray, Los Angeles Area Chamber of Commerce  
Lee Angela Reid, Senate Office of Research  
Jose Hernandez, ConnectEd: The California Center for College and Career  
Gary Hoachlander, ConnectEd: The California Center for College and Career

### Welcome and Introductions

After introductions, David Rattray asked participants to think about the way in which the Workforce Investment Act (WIA), Workforce Investment Board (WIB), Work Based Learning (WBL) and Youth Counsel programs can all be executed within the multiple pathways paradigm.

### WIA/WIB Overview

Jennifer Mitchell and Virginia Hamilton of the California Workforce Association gave an overview of how WIBs came about. The WIA contains Federal legislation that required states to create WIBs. There are currently 49 WIBs in California. While the WIA expired five years ago, it is going through a process of reauthorization. WIBs typically deal with adults. The overall purpose of the WIB is to:

1. Provide oversight for funding (which has been doubled by the stimulus funding);
2. Leverage partnerships/resources to build a system of work between youth and industry; and
3. Gain leadership in the community as well as an understanding of a community's assets. This collaboration helps focus on employer needs within the community.

### *WIB Membership*

The protocol for WIB membership is as follows:

1. They are required to have a private sector majority.
2. California State law adds that 15 percent of membership should be organized labor (but this can be 10 percent if there are not enough nominated).
3. There are 17 mandated partners (i.e. Veterans, Department of Rehab, K-12, higher education, farm workers, etc.).

### ***Year Round Format***

The WIA is a year round program. There is \$180 million a year for this. The goals of the year round format are: to get youth back into school; to obtain a degree or certificate; to find a job; and to raise the grade level. Alicia described a geological pathway in which students are studying environmental horticulture and are working over the summer to open a store in the fall. Therefore, it may be that the district has the funding for the summer programs already, as some programs connect back to the regular school year.

### ***Youth Counsels***

In addition, Youth Counsels have been created out of what was originally “school-to-work.” The Youth Counsels are more oriented toward serving youth than adults. But this can cause the 18-24 age groups to be excluded. The purpose of Youth Counsels is to recommend uses for funding to the WIB and identify the assets and gaps in communities. The WIA-funded youth programs are designed to address at-risk youth who want to go back to school or who are unemployed. Unfortunately, many of these programs have lost funding over the last few years.

### ***Stimulus Bill***

The Stimulus Bill has created two major changes. Funding can now be spent on youth up to age 24. It also allows WIBs to run paid summer youth programs in the private, public or non-profit sector. Youth will be assessed at the beginning and end of the program to assess the effectiveness. One of the challenges is that work permits must be obtained (and therefore, a student must be enrolled in school). Another challenge is that a 2.0 GPA is required. It is expected that 47,000 students will be enrolled in the summer youth programs in California. The Department of Labor has ramped up their funding and expects to spend a majority of it in the first year. On July 1<sup>st</sup>, the youth allocation will go up 10 percent.

## **Work-Based Learning Overview**

Gary gave a background on Work Based Learning (WBL). While multiple pathways are intended to reach a voluminous number of youth at risk of dropping out, they are suitable for *any* student. WBL is one of the four core components of multiple pathways. The intention is to create systematic attention to connecting classroom learning to industry internships. At Palmdale High School’s Health Careers Academy, students are at Kaiser three times a week working with both patients and doctors, performing such real-life work as EKGs. Another program called Build San Francisco involves work around a real project with architectural firms. Real world applications students learn at these industry sites connect back to what is being taught in the classroom. It takes careful coordination to execute WBL. Typically, these types of programs begin in the 9<sup>th</sup> grade, and build up through the years to include internships and apprenticeships.

## **Job Readiness**

Lee Angela asked if there is any testing done for job readiness. This varies, as there is no set standard. In LA City, it is employer certified. But new funding may have new measurements, so this could change. Some of

the new measurements include counting how many enroll versus how many complete the program. There may also be academic classes alongside the programs. Federal stimulus money may require looking at the outcomes and successes of students completing the programs. Lee Angela added that work readiness can tie into other elements, and encouraged more involvement so that the legislature might be helpful in these endeavors. Steve added that eight states have industry recognized work readiness tools.

## **Funding**

David added that WIBs and Youth Counsels can play multiple roles, but funds may not be the most important focus because money for this can fluctuate. Therefore, a more useful focal point is strategy. The Coalition can help form this in a systematic way by connecting ROCPs, community colleges, and other organizations. There also may be other sources of funding. The Governor's office has discretionary funds, \$10 million of which will be used in the California Green Corps. The California Energy Commission also has some money that will be used to go to youth and energy efficiency training. The California Workforce Association has 49 WIB members (consisting of non-profits, community colleges, and other groups interested in workforce investment), and the Cal Endowment grant they will give out to WIBs will be used to diversify the workforce.

## **Making Connections and Improvements**

Gary asked how connections could be drawn between WIBs in the summer with school programs that already have WBL (if we are looking at a year-round approach). Virginia responded that many partnerships have eroded and there should be more discussion around reformation of these. There is also the requirement that every organization have an employment advisory group, and this can be an impediment. There should be a more rational way to do this. For example, Tulare County will use a sector strategy to gain focus. (A sector approach has significantly higher outcomes than using random sectors). David agreed that the employer panels are not a valuable use of time. Therefore, we should find a way to consolidate within regions, use teleconferences as a means of communication, and use other methods that create more efficiency.

### ***Federal Potential***

In the 1990's, School-To-Career was a joint partnership between the Department of Education and the Department of Labor. With the Obama administration, there is great potential for joint partnerships between the federal and state levels. Even if the push does not come from the federal level, California still needs to make its own effort in pushing state agencies to address this. It was suggested that ConnectEd staff go to DC to explore various partnerships. The Welfare Department now allows people to receive job training in the first year of stimulus funding. Lee Angela reminded participants that there need to be outcomes established from the top to see the results -looking at it as a reform effort is integral to driving it forward.

## **Coalition Roles**

David reminded all that the Coalition should take advantage of strategic planning, now that there is an encouraging shift in the federal administration. Local and regional establishments should be cultivated. David also recommended to Gary that the 10 districts ConnectEd is working with should focus on WIBs and best practices to drive this forward systematically. Gary suggested having the WIA voice as part of the Coalition, and that efforts would be made to connect the local WIBs in the districts. As a side, Virginia noted that using teachers can help with this goal. In Chicago, there was a group of teachers that developed curriculum for 7<sup>th</sup>

graders falling behind. Out of this, they developed books on how the WIBs can work with the schools and how the schools can work with WIBs, which created a great resource for partnerships.

### ***Legislative Watch***

Since the Coalition has set forth priorities, the Policy Working Group Meetings and Brown Bag Discussions will act as clearing houses to share information on bills. The Coalition will not formally support bills as an organization. Jose added that he will look into putting a link onto the website of a template letter of support/opposition for Coalition members to use. Lee Angela suggested that it would be helpful to inform those who support bills, what the Coalition does (without going into specific legislation).

### ***Practice to Policy –Working with the District Initiative***

How can we use Coalition members to answer questions for the districts? Would district work be made easier with the support of CDE or other partners? Karen suggested that the working groups should meet regularly with the districts, starting with the July Institute. There will also be an opportunity in the fall, when there are four convenings with the districts. Lee Angela mentioned that the data gathered from the District Initiative (i.e. retention, recovered ADA, etc.) will be different than the typical data, such as API. This should allow for identifying gaps in service, and figuring out where policy might play a role. In addition, WIA and higher education should create more relationships. Gary added that the community coalitions of the districts will be invited to the convenings this fall.

### **Other Items/Announcements**

- WestEd will be hosting a web dialogue May 19-21, in which they welcome comments on their draft report about work based learning. Anyone is invited to log-on and join the conversation.
- It was suggested that the LA Chamber provide a status to the Coalition on its meetings in DC.
- Best practices should be looked at in local WIBs.
- AB332 would allow districts to create work based learning opportunities and provide a means to obtain liability for off-site learning.
- George Montgomery announced that a California Research Bureau report recently came out called “The Careers Project.” A summary (*A Careers Project –A Summary with Policy Options*) can be found online at [www.library.ca.gov/crb](http://www.library.ca.gov/crb). ConnectEd will try to put a link to this report on their website.

### **Meeting Dates and Next Steps**

- We will go into WIA-funded/led work based learning in more detail next time.
- Also next time, we will try to discuss data issues, such as progress made with CALPADS or ADP’s career readiness project.

The next two Policy Working Group meetings are scheduled on the following dates:

1. Friday, June 19<sup>th</sup>, 9:30 AM-11:30 AM –Facility Bonds
2. Monday, July 20<sup>th</sup>, 10:00 AM-12:00 PM –Program Improvement

The first Brown Bag Lunch Session will be held on May 29<sup>th</sup> on Curriculum. Legislative staff will participate with Coalition members around the policy priority areas established by the Policy Working Group (i.e. Curriculum, Instructional Time, etc.). Staffers involved in these priorities will be invited.

