Policy Focus Area 4: Provide Work Experience and Job Opportunities that Lead to Economic Success

Resource Materials

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NEW WAYS TO WORK

Quick Guide
An Engagement Specialist's
Workplace Partners
Engaging
Engaging Workplace Partners

Four Easy Steps

Engaging workplace partners is a critical part of building a successful youth-serving initiative and making real connections for youth. As an Engagement Specialist* you have many tools to work with and people on your team and in your community to help make it happen. There are four easy steps to the successful engagement of employers, labor, government, community organizations, and others to support your efforts.

STEP 1 — Be Prepared

- Understand the labor market to become familiar with local industry trends and forecasts, and identify those workplace partners that are working effectively with schools and youth.
- Know your products and services, including the range of participation options your organization or school can support, and how partners can be engaged.
- Know your people and partners who are likely to be receptive to your message.
- Identify your resources for engagement so that you can take advantage of the existing structures and individuals who are ready to help you in the engagement process.

STEP 2 — Make a Plan and Stick To It!

- Outline your marketing strategies to include a steady balance among the following: targeted marketing—media campaigns, events, and newsletters; general awareness—news releases, articles, and other activities.
- Create key messages to help keep your message consistent and sticky.
- Qualify the market by paying attention to potential partners in high-growth areas and those that have prior involvement with youth programs and community-based activities.
- Define your customer base in order to focus on potential partners who are likely to be receptive to your message.
- Form your purpose, goals, and objectives to help keep you focused and on track.

* "Engagement Specialist" refers to anyone whose job function includes recruiting or engaging employers or workplace partners, such as: job developers, placement specialists, account representative, internship coordinators, youth specialists, work-based learning coordinators, industry liaisons, or academy directors.

** Organizations play a critical role in supporting Engagement Specialists in effectively carrying out their role. Those that do an effective job of engaging employers and other workplace partners in their work share five common quality characteristics; they all view the workplace as a primary customer, maintain a strong customer service and sales orientation, target resources to the engagement effort, embrace a systems approach, and practice continuous improvement. For more information see the Quality Characteristics of Effective Organizations Framework, available online at www.newwaystowork.org.
Direct Recruiting —
• Presentations at meetings, in person and at job fairs or industry events.

Create a detailed activities calendar to help organize your marketing and sales activities.

STEP 3 — Market and Sell Your Service
• Begin with a focus on customer service, to ensure that you are able to address the unique needs and circumstances of each prospective partner.
• Network in multiple circles in order to raise awareness of your program and to develop unique needs and circumstances of each prospective partner.
• Prepare your sales presentation to address the needs and concerns of prospective workplace partners.
• Network in multiple circles in order to raise awareness of your program and to develop
• Prioritize the workplace as customer.
• Become sales and service oriented.
• Engage resources to the engagement process.
• Engage in multi-party practices.
• Utilize a systems approach.

Factors to success to keep in mind:
Recruit workplace partners to work with your program or school. Here are five critical steps that will help you achieve this result:

1. Engage in multi-party practices.
2. Utilize a systems approach.
3. Engage resources to the engagement process.
4. Become sales and service oriented.
5. Prioritize the workplace as customer.

Critical Success Factor
Your role as an Engagement Specialist is unique, and may differ significantly from others on your team who are focused on teaching, delivering classroom training or direct work with youth. Your role as an Engagement Specialist is unique, and may differ significantly from others on your team who are focused on teaching, delivering classroom training or direct work with youth. You have a different set of customers, and your approach should reflect the unique needs and circumstances of each prospect.

Step 2 — Deliver Flawless Follow-Up
• Become the primary resource for information and problem-solving.
• Support the ongoing participation of your partners by making sure that their needs and expectations are being met.
• Deliver on promises; workplace partners need to be able to count on you.
• Measure results and share information to guide decisions and engage your partners in and expectation.
• Stay in continuous contact to ensure satisfaction and develop lasting relationships.

Step 3 — Market and Sell Your Service
• Create a detailed activities calendar to help organize your marketing and sales activities.

Engaging Employers and Workplace Partners
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Foster Youth Career Development and Employment Summit Resource Packet, Policy Focus Area 4
STEP 1 — Be Prepared

To be successful as an Engagement Specialist, you should be well prepared before calling on a potential workplace partner. That means that you have researched the local labor market, understand the specifics about the industry and business of the potential partner, and are ready to address any pressing needs or concerns. It also means that you have developed a professional approach to engagement that includes a process for making contacts and executing on promises made during a call or meeting. Successful engagement relies on professional tools and materials that make it easy for a workplace partner to become involved.

Understand Your Resources for Engagement

Identify your workplace partners who have had success with your program to solicit their help in building an organizational structure. Familiarize yourself with all of the programs that prepare youth for the workplace in your region, become aware of the needs and readiness of instuctors, counselors, and the youth you serve. Develop and promote a sequential range of participation options that promote career development and support your readiness for work-based learning and placement. In addition, make sure you understand the systems and structures in your organization that promote career.

Know Your Supply of Young People and Participation Options

Know Your Products and Services

Understand the Labor Market

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Critical Success Factor

Answer the following questions to help define your internal resources to support engagement activities.

- How many staff members are on your team? Are they all fully dedicated to the engagement effort?
- Are there others in the organization or your community that share your responsibility for engaging workplace partners? How can you best organize and coordinate your outreach activities?
- What is your budget to support marketing and sales activities?
- Do you have a ready supply of high quality marketing and sales materials?
- Do you have access to appropriate technology supports?
- Is your organization or school structured to support the marketing effort when you are out in the field?

Finally, get to know the landscape of your community. There are many programs and people focused on connecting workplace partners to school and community-based programs for a variety of activities, including job placements, mentoring, equipment and other donations, and volunteer opportunities. There are workplace partner sponsored efforts, including registered apprenticeship programs and college internship programs. Get to know these programs and the people who work in them. Many have years of experience working with a defined set of workplace partners and have tested strategies, tools and support systems in place. Those potential partners are a resource to you, not your competition.

State Your Purpose, Goals, and Objectives

Having a clear plan for engaging workplace partners, based on targeted and proven marketing and sales activities, makes all the difference in building new partners on board. Your goal is to have a detailed process in place to promote your program that engages your potential workplace partners. A written plan will keep you from being driven by short-term tasks and help you focus on one activity at a time.

STEP 2 – Make a Plan and Stick To It!

A clear plan for engaging workplace partners is vital to your success. A focused marketing plan will help guide your decisions for outreach to workplace partners, and help you avoid being driven by short-term tasks. A written plan will keep you organized and focused on the big picture. It will keep you from being driven by short-term tasks and help you focus on one activity at a time.

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Define your Customer Base and Qualify the Market

The next step in developing a plan for engagement is to assess the partners you are currently working with. This should help you determine what industries and potential partners you need to engage who will be receptive to your message. Make sure to include current and potential work with these partners in your plan. Then begin to build involvement by focusing on partners in high-growth areas, and those that have prior or existing connections with schools or community-based organizations.

Identify those workplace partners that have:

- A record of hiring young people;
- Skill shortages among entry-level workers;
- Cooperative labor-management relations;
- A commitment to employee training and diversity;
- A need that may be filled by local youth workforce initiatives; and
- Visible involvement in community and educational issues.

When you have targeted those potential partners for your engagement efforts, begin to build lists in a shared contact management database to help keep you and others on your team organized and efficient.

Create Key Messages

When you have established your goals and objectives and have qualified your market for engagement, it’s time to develop succinct messages for each of the audiences you hope to reach. These messages should be simple, direct and clear. When communicating with potential partners, especially those that are new to you, your messages must be simple and adaptable to all sorts of situations.

Presentation – so the key message must be simple and adaptable to all sorts of situations. Preparation – so the key message must be stored and delivered to partners in an efficient and consistent manner. Promotion – so the key message is known to your potential workplace partners.

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Create Key Messages

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A record of diverse workforce partners that have:
- A record of diverse youth partners.
- A commitment to employee training and diversity.
- A commitment to employment at local schools.
- A record of diverse local organizations.
- Visible involvement in community and educational issues.
- Entry-level workforce training programs.
- Community-based organizations.
- A record of diverse communities.
- Youth partnerships that have:
- High-growth areas, and those that have prior or existing connections with schools or community-based organizations.

The next step in developing a plan for engagement is to assess the partners you are currently working with. This should help you determine what industries and potential partners you need to engage who will be receptive to your message. Make sure to include current and potential work with partners in high-growth areas, and those that have prior or existing connections with schools or community-based organizations.

Define Your Customer Base and Quality the Market
Outline Your Marketing Strategies

There are three main areas of marketing to include in your plan as a set of equally balanced activities; general awareness, targeted marketing, and direct recruiting. By conducting activities on all three levels at all times, successful engagement specialists can ensure a steady flow of workplace opportunities for youth and new partnerships for programs and schools.

General Awareness activities include media campaigns, special events, and other public relations activities. Through these activities, you create name recognition and heightened interest in what your organization does, which supports greater receptivity to your targeted marketing strategies.

Targeted Marketing takes advantage of your work in qualifying the market. Direct mail, telemarketing, and prospecting in those areas you defined earlier will bring you one step closer to creating opportunities for young people or bringing new partners to your organization or school.

Direct Recruiting is where you actively engage people or organizations to your organization or program and build a closer relationship with them. This is done through direct mail, networking, and by reaching out to new partners to get involved. If you are responsible for knowing when and how many youth will be ready for the workplace, your network is critical for establishing partnerships with those who have the necessary supply of willing and ready youth in the workplace.

Remember: There are times when engagement specialists generate significant demand on the labor market, but have insufficient supply and/or capacity. It is your responsibility to know how many opportunities exist for new partnerships and to ensure that you have the necessary supply of willing and ready youth.

Create a Detailed Activities Calendar

A calendar of activities supports your efforts and helps you organize the timing of your marketing activities for maximum impact. Each of the marketing strategies you define builds on the others, so it helps to be strategic in creating a marketing and sales calendar that takes advantage of the high profile you’ve created through general awareness activities.

Program and workforce partners, balance and support supply and demand so that you meet the needs and expectations of both your organization and the market. Through coordination and timing of your plan, you can influence where you generate demand. Thorough coordination of the marketing and sales calendar will help ensure opportunities for direct marketing and high profile media campaigns. This is done through sales presentations to business or business leaders, direct mail, networking, and reaching out to new partners.

Targeted Marketing takes advantage of your direct marketing efforts by reaching out to new partners to get involved. This is done through direct mail, networking, and by reaching out to new partners to get involved.

General Awareness activities include media campaigns, special events, and other public relations activities.
Marketing Plan

A successful Marketing Plan guides your efforts on three levels; the broad concept, which defines your goals, expectations, target audience, and key messages; your specific objectives and the strategies you plan to use to meet those objectives; and finally a detailed calendar of marketing and sales activities to keep your efforts on track.

Consider the following outline for your plan:

- **Marketing and Sales Strategies** - Planning and Sales Strategies - Approaches you plan to use. Includes quantifiable goals and objectives.
- **Target Audiences** - Who you are trying to engage.
- **Key Messages** - Value and benefit statements in clear and simple language.
- **Marketing Calendar** - Include dates and events.
- **Expenditures** - Include all expenditures related to the engagement.
- **Statement of General Purpose** - Who you are, broad goals and objectives.

**Begin with a Focus on Customer Service**

You’re your service.

Once you have a focused plan for engagement, it’s time to implement your strategies. Focus on finding long-term partners rather than simply making one-time placements. Long-term partnerships will allow you to grow the organization or school and the business over time. Successful results depend on your ability to focus on customer service and address the unique needs and circumstances of each prospective workplace partner.

**Step 3 - Market and Sell Your Service**

A successful Marketing Plan guides your efforts on three levels, the broad concept, the specific strategies you plan to use, and finally a detailed calendar of marketing and sales activities to keep your efforts on track.

**Marketing Plan**
Critical Success Factor

Use the following keys to become customer focused in the engagement process.

- Treat partners as highly valued customers.
- Learn all you can about the potential workplace partner prior to the first visit.
- Respond effectively to the needs and concerns of the partners.
- Utilize modern communication systems such as voicemail, pagers and e-mail, adhering to business standards of communication (same day response, voice mail).
- Use industry terminology and language, avoiding workforce or educational jargon.
- Solve problems and create solutions.
- Never give excuses.
- Underpromise and over-deliver, making promises you can keep.
- Project a “can-do” attitude at all times.
- Qualify leads to ensure there is value for both the partner and your program.
- Cultivate opportunities quickly and efficiently.
- Cultivate colleagues for contacts.
- Work your personal network assiduously, asking family, friends and colleagues to join in your community efforts.
- Spend time in the industry or business you seek to target. Attend meetings, seminars, and workshops.
- Leverage existing campaigns and initiatives that build awareness about partners to develop leads on your behalf.
- Leverage employer-to-employer approaches, asking committed workplace partners.
- Make your workplace a positive force and an asset in your community.
- Foster Youth Career Development and Employment Summit Resource Packet, Policy Focus Area 4

Network in Multiple Circles

Take advantage of the networking circles that exist for your business partners.

- Foster Youth Career Development and Employment Summit Resource Packet, Policy Focus Area 4
Prepare Your Sales Presentation

Once you've landed the opportunity to make a sales presentation, how you choose to use that time becomes critical. Your presentation should be clear and direct, while encouraging questions and comments. If you've been clear when setting the appointment, workplace partners will know exactly what you want. You should connect in a personal way with your host immediately, and let them know that you understand the value of their time.

Use the following general rules when customizing your presentation to a specific workplace partner.

- **Understand their motivation** - Why asked why they participate in your programs or school. Workplace partners generally point to the following factors as primary reasons for their interest and involvement: improving education, workforce development, solving business needs, and building positive community relationships.

- **Pick a Strategy** - Ask your workplace partner to think about how to most effectively get involved with your program or school. Identify their unique strengths and areas of expertise. Workplace partners should address these issues and be framed in terms of business needs.

- **Build on What Exists** - Many workplace partners already have a commitment to youth programs or schools, especially through employee or member volunteer programs and industry involvement. New programs or initiatives can build on existing programs or create new opportunities for workplace partners to get involved.

- **Solve a Business Need** - Workplace partners can meet short-term needs by providing substantial, skilled, enthusiastic, and flexible workers. They may also meet long-term needs by helping companies address specific business issues.

- **Foster Youth Career Development and Employment Summit Resource Packet, Policy Focus Area 4**

- **Engaging Employers and Workplace Partners Engagement Specialist's Quick Guide © 2007 New Ways to Work**
Expect to answer important and hard questions - Workplace partners want clear, concise explanations. They will want to know about costs and benefits, program administration, design, purpose and the roles and responsibilities of each party. The more you anticipate questions on these issues, the more likely your recruitment efforts are to succeed.

Be ready to overcome objections - Knowing in advance the most common reasons workplace partners give for resisting participation can help you anticipate their concerns and make a stronger appeal. Most commonly, employers share concerns about cost, down-time for their employees and the general issues that surface as a result of having youth in the workplace, or employees volunteering off-site.

Make the Sale
Once you have prepared your presentation, it's time to make contact. During the call or visit, use what you know about the industry and its operations. Ask informed, open-ended questions to identify needs you can potentially meet. What activities are underway that you might build on? What are the critical needs of the partner that you might address? Might you leverage a commitment to a particular community effort? Your goal is to uncover the potential partner's motivation, reinforce the value and benefits of participation, and describe how your services can facilitate their involvement.

Value all participation options - Remember that providing placements is just one of many participation options for workplace partners in supporting your program. Make sure you value and support a full range of participation options for all of your partners. This will allow you to nurture and grow your relationships over time.

Establish next steps - At the end of a successful recruitment meeting, you will have established a good relationship with the workplace partner through active and careful listening and shared understanding. Complete the meeting with clear agreement on next steps and when you should make contact for follow-up. Leave behind your professional packet of information for reference.

Critical Success Factor
Bring successful youth and/or workplace supervisors with you to meetings and presentations to speak about their first-hand experiences with your program. These advocates can be your best spokespeople. Have partners describe how easy it is to participate and the impacts on the workplace. Have youth describe the benefits of contact with and in the workplace.

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Step 4 - Deliver Flawless Follow-Up

Remember that the success of your marketing and sales efforts hinges on one critical element — flawless follow-up. It is important to include follow-up in every aspect of your engagement process. This begins with the simple, timely thank-you note or email that thanks the prospective partner for their time, outlines any agreements made and confirms the next steps you will take.

Beyond that, delivering quality customer service depends on paying attention to the following lessons gathered from successful engagement specialists around the country.

Become the primary resource for information and problem solving. Workplace partners want a single person to depend on to address issues and meet their needs. Your goal is to be that person.

Support the ongoing participation of your partners by making sure their needs and expectations are being met. Follow up on regular basis, making yourself available to help resolve any issues or problems that may arise. Regular and ongoing communication will help you nurture and expand activities with each partner over time.

Deliver on promises to workplace partners. Commitments you make are key to maintaining a new level of respect when you encounter obstacles. Be able to count on you. Flawless follow-up.

Measure results and share information and engage your partners in helping you make improvements. Conduct regular satisfaction surveys and share the results with your partners. Conduct regular performance assessments with grade options and make improvements in your program accordingly.

Regular periodic check-ins are important. Stay in continuous contact to ensure satisfaction and develop lasting relationships. Regular contact with the stakeholders keeps them informed and engaged.

Remember that reliable communication and community programs in general. If you cannot solve a problem or need a need for them, you must be open to address issues and meet their needs. Your goal is to be that person. Flawless follow-up.
This Quick Guide for Employers will help you to successfully engage employers to provide workplace experiences for youth. This Guide outlines the three easy steps to the successful engagement of employers to engage employers, associations, and labor organizations.

Visit the New Ways to Work website for more useful tools to

Quick Guide for Employers

Quick Guide for Associations

Quick Guide for Labor Organizations

Quick Guide for Organized Labor

Quick Guide for Associations
WORKING WITH ORGANIZED LABOR

Organized labor is a valuable partner in a local School-to-Career system, bringing experience, commitment, knowledge and resources to the partnership. Labor unions are uniquely positioned not only to help educate students about the world of work and long-sought rights and protections for workers, but also to provide safe, supportive work-based learning experiences for students.

Strategies for Working with Labor

View organized labor as a valuable partner in a local School-to-Career system, bringing experience, commitment, knowledge and resources to the partnership.

UNDERSTAND OCCUPATIONAL SAFETY AND HEALTH STANDARDS.

Knowledge of frontline workers and makes the workplace safer for students.

Link academic to occupational learning.

Organized labor offers a rich source of knowledge as to which academic skills are most needed for success at work. Collaborative partnerships between teachers and workers improve curricula by including real-world applications in the classroom. This not only prepares teachers and workers with each other, collaborative partnerships between teachers and workers improve curricula by including real-world applications in the classroom.

Develop skill standards and credentialing techniques.

Successful School-to-Career systems hold participants to high academic and occupational standards. Organized labor offers a rich source of knowledge as to which academic skills are most needed for success at work.

Understand occupational safety and health standards.

But also helps students identify connections between school and work.

STRATEGIES FOR WORKING WITH LABOR.

Organized labor is a valuable partner in a local School-to-Career system, bringing experience, commitment, knowledge and resources to the partnership.

For more information visit:

- California Federation of Labor http://www.calaborfed.org
- State Building and Construction Trades Council http://www.sbctc.org
- California Apprenticeship Programs http://www.calapprenticeship.org

This factsheet is part of the Work-Based Learning Toolkit and is intended to provide an overview of relevant quality, safety and legal issues relating to work-based learning experiences. It is not intended to provide comprehensive information nor to serve as a substitute for appropriate legal advice.

To access the complete toolkit, visit www.stc-clearinghouse.com or www.nww.org
OPPORTUNITY
CREATING
COMPETITIVE
CALIFORNIA
KEEPING
CALIFORNIANS
EDGE
California’s EDGE Campaign is a non-partisan coalition of groups with diverse and even divergent outlooks but united in the belief that:

I. California’s future economic growth rests in large measure on the skill base of its workers.
I. The state and its industrial leadership are now at serious risk of losing the competitive advantage of a highly trained workforce and lagging states in responding to this challenge.
I. The Governor and Legislature must lead a strategic effort to forge the state’s impressive education and training infrastructure into an integrated system of talent development that addresses the needs of all California workers and employers.
I. In the absence of this kind of leadership, California’s future is uncertain. Both employers and workers face the threat of economic decline.

Lead endorsers include:
- California Budget Project
- California Labor Federation, AFL-CIO
- California Manufacturing and Technology Association
- California Workforce Association
- Community College League of California
- Los Angeles Area Chamber of Commerce
- San Francisco Chamber of Commerce
- State Building and Construction Trades Council of California
- The Boeing Company
- The Workforce Alliance
- United Way of Greater Los Angeles

To endorse the campaign or to view a full list of endorsers, go to: www.californiaedgecampaign.org.
Executive Summary

Keeping California Competitive, Creating Opportunity

California’s EDGE:

1. Invest in regional workforce and economic development.
   - California must: Way to build a broadly shared, talent-based prosperity, for all California residents. Other ways are leading the integrated workforce investment strategy that addresses both must implement a broad, coherent, and well-aligned workforce investment strategy. The governor and legislature must:
     - Public and private partnerships.
     - Industry and economic development initiatives.
     - Expand funding and incentives.
   - California can efficiently address its workforce challenges:
     - Limits for lifelong education and career advancement.
     - Region-to-regional and region-to-industry partnerships.
     - California’s workforce is important for the jobs of the future.
   - At the same time, there is mounting evidence that compressors:
     - Workforce programs and institutions are more effective when.

2. Foster workforce programs and institutions to create opportunities for employed workers.
   - Offer a variety of institutions and programs.
   - Ensure the system provides opportunities.
   - Create a skill ladder for all workers to build skills over time.
   - Support educational institutions to develop courses.
   - Foster high school completion.

3. Provide workforce adults with opportunities to move into skilled occupations.
   - Access to institutions.
   - Keep fees affordable.
   - Maintain a strong, needs-based financial aid system.
   - Ensure that all Californians understand the opportunities available to them.

4. Link workforce programs and institutions to create pathways to high-wage jobs.
   - Forge disjointed education and job training programs into a coherent, responsive system.
   - Address the long-term skill needs of employers.

5. Align program goals and measures to achieve a shared vision of California’s future and to ensure progress.
   - Set overarching goals and measure progress.
   - Ensure that the system provides opportunities.

To today California stands at a historic crossroads. Over the next two decades, the highly skilled baby boom generation will be retiring, and many projections indicate that California’s replacement workers will have lower levels of educational attainment if current trends persist. Already many California industries face critical skills shortages and some recent studies warn that, soon, more of the state employers may be unable to find workers with the skills they need.

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California cannot build a prosperous future on the basis of a low-wage, low-cost workforce. Already, income disparities are growing; too many of California’s residents are living in poverty; and even more work for wages too low to provide a quality standard of living. To support state-of-the-art industry, continued innovation, and a world-class standard of living for all its residents, California must make investment in its people the centerpiece of its economic development strategy for the 21st century.

The Challenge to California’s Businesses

Already many California industries face critical skills shortages, including:

- Construction

Construction employers were responsible for 27 percent of all new jobs in California the two years between 2003 and 2005, and the Association of General Contractors reports that the state needs 250,000 new construction craft workers to keep pace with steady demand and an aging workforce. With far more skilled workers retiring than being trained, the lack of skilled craft workers means jobs are going unfilled and projects are delayed, with opportunities for high-wage, high-skill work being missed. Meanwhile, the lack of skilled craft workers means training the next generation is not a viable option.

- Assembly

Already many California industries face critical skills shortages, including.

Consequently, efforts to address the current shortage of skilled construction workers include employers “in-sourcing” skilled workers from other states and “outsourcing” assembly projects to Mexico.

The Challenge Facing California

California can only compete successfully in an increasingly global economy based on the strength of its people. California’s competitive advantages are and must continue to be a skilled workforce, modern infrastructure, high quality public services, a dynamic mix of peoples and cultures, and effective collaboration among labor, business, government, and the community. California’s leadership in each of these areas has been the foundation of our economic success and a broadly shared prosperity.

For many California companies, international competition will be both a threat and an opportunity. While the world has changed, our institutions have not. Increasingly global markets and international competition, rapid technological advancement, and an aging workforce confront this state with a critical challenge. If we do not meet it, California may lose its competitive edge and the consequences will be borne by all the state’s residents, in the form of fewer jobs, lower wages, and declining state revenues.

While the world has changed, our institutions have not.
As reported by the California Regional Economies Project, California’s current economic strength is concentrated in the Professional and Management Services sector, which is projected for growth, but these jobs require increasingly higher levels of skills, which are not being met by labor supply. In addition, California’s numerous technology clusters, strong venture-capital foundation, and higher education institutions provide the state with an edge in emerging markets, such as bio-, nano-, information, and renewable energy technologies. However, each of these new industries will require workers with new skills.

Finally, agriculture is one of California’s largest industries, yet despite its importance to the rural economy and to the state economy as a whole, there has been little investment in developing the sector’s aging workforce, which is characterized by low levels of basic education and high levels of poverty.

Health Care

The California Employment Development Department has forecast that the state will need 109,600 more Registered Nurses by 2010. A report by the California Board of Registered Nursing suggests that California graduates nearly 6,000 nursing students every year but is losing almost that same number to retirements.

The health care industry faces shortages in a wide range of occupations beyond nursing, including laboratory technicians and respiratory and physical therapists.

Advanced Manufacturing

In a 2006 survey of members of the California Manufacturing and Technology Association, respondents reported that the single most important business challenge they were facing in California was “sustaining and/or acquiring a skilled workforce,” more so than workers’ compensation costs, or energy costs, or taxes.

The California Regional Economies Project reports that “a major workforce challenge for the manufacturing value chain is how to retrain current production workers for other opportunities... serving customers in more specialized and direct ways.”

Recent studies warn that once the baby boom generation retires, more of the state’s employers may be unable to find workers with the skills they need to remain competitive.

Recent studies show that the next generation of medical professionals is not being adequately prepared for the challenges of the modern health care environment.
An unacceptable number of young people are not graduating from high school. In 2000, only 70 of every 100 ninth graders graduated within four years, and 29 percent of Californians age 18 to 24 lacked a high school diploma. Too few high school graduates are going on to college. California lags the nation in the share of high school graduates who go immediately to college and, of those who do enter college, the share who remain in college after one year. High school graduates often lack the math, science, and English proficiency to enter vocational training for high-paying jobs in sectors such as advanced manufacturing, biotechnology, building trades, environmental services, and health sciences.

Today, many of those in the emerging workforce come from communities with relatively low levels of academic attainment. By 2020, approximately half of California's prime age workforce will be Latino and black. Despite high school reform efforts, California is not making sufficient progress in closing the opportunity gap in these communities.

Californians already in the workforce must continually upgrade their skills for the sake of job retention and career advancement, yet too few have access to lifelong education and incumbent worker training programs.

Programs that provide sectoral investment in people and productivity, especially in advanced manufacturing, building trades, and health sciences, can also help address this worker shortage. Preparing students for the jobs of the future is also necessary. 

The major demographic shifts occurring in California also pose critical workforce challenges:

- California will need to replace 1.4 million workers with higher education who will be retiring or otherwise leaving their occupations.
- California employers will require greater levels of education and skill. While currently 26 percent of jobs require an Associate degree, Bachelor's degree or higher, an estimated 34 percent of employment growth through 2022 will have such a requirement.
- California employers may need to replace 1.4 million workers with higher education and skill, which will not be easy.

In conclusion, the solution is not simply to drive down the cost of labor. Rather, we need to increase public and private sector investment in people and productivity, skills and innovation.
Closing the gap between the supply and demand for skilled workers will not address all of California’s labor market challenges. Far too many jobs will pay too little to support a family, and the state will need other efforts to support a family.” The decisions made by the Governor and Legislature in the next few years will largely determine whether the state remains an economic powerhouse. A prosperous California will be a highly skilled, high wage, high road economy.

California’s 21st Century EDGE

There is some reason for optimism that California is well positioned to meet these challenges. California has pioneering technologies, an enviable education and training infrastructure, and major academic research centers. Unlike some competitor states and nations, California has attracted a young and diverse workforce.

But as observed by the California Economic Strategies Panel, “California lacks an economic and workforce investment strategy that focuses on regional strengths and opportunities, and connects state and local efforts for maximum impact.”

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Innovation worker training with world-class incentives and rewards for industries and sectors that create high-paying and self-sustaining wages and good training leading to high-skill, high-wage, high road “California must focus on regional strengths and opportunities, and connect state and local efforts for maximum impact.”

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Caes are crucial, so it is necessary to have a clear strategy that addresses the needs and challenges of the workforce development and economic opportunities. California has taken steps in this direction, but more needs to be done to support the needs of the workforce and economic development initiatives.

Problem:
California is not one economy but a set of economic regions. The economic assets and liabilities, and therefore the economic and workforce development needs, of these communities vary widely across the state. Nationally, there is growing recognition of the importance of aligning economic and workforce development strategies and resources with the needs of the region. California has taken limited but important steps in this direction.

Solution:
Provide all Californians access to high quality postsecondary education or training; increase the share of students who successfully complete a certificate or degree; create multiple avenues of opportunity: four-year degree, career, and technical education; balance workforce training and educational investment; and foster youth career development and employment.
III. Provide Working Adults with Opportunities to Move Up the Skill Ladder

Problem:
Virtually all Californians will require continued education and skills training to enter or stay in well-paid jobs and to meet the skill needs of the state's employers. In fact, adults are entering college and other education and training institutions in record numbers. Nationally, more than 40 percent of students in colleges and universities are over the age of 25. In addition, companies, unions, and the public sector are increasingly investing in workplace-based education and training programs.

Yet California lacks a coherent policy framework to encourage continuing education, and existing programs and policies erect barriers to access and success for working adults. College programs often fail to address the needs of adult learners and financial aid programs include provisions that restrict the access of working and returning students. Programs for dislocated workers and workers with serious barriers to success in the labor market are seriously under-funded; public funding for the training of employed workers is restricted and can be difficult to access.

Solution:
Provide Californians lifelong access to skills training and educational opportunities.

Support educational institutions (colleges, adult schools, Regional Occupational Centers and Programs, and others) to design courses and services that accommodate the needs of working adults and those supporting families. Create a system that allows workers to build skills over time, by accessing a variety of institutions and programs. Ensure that the system provides opportunities for Californians at all levels of skill and experience. Expand training and education programs, two-year academic and vocational degree programs, union and other apprenticeships, and so on. Ensure that employment and training programs are designed to be integrated into the existing system.

Policy Recommendations:
1. Maintain broad access to two-year and four-year colleges and universities. Implement policies that improve access and success for low-income and underrepresented students, such as needs-based financial aid and supportive services.
2. Recognize the multiple roles community colleges play in workforce education and training, and ensure they have the base funding to play these roles effectively. At the same time, keep community college fees affordable.
3. Invest in career technical education at both high school and postsecondary levels that is responsive to the needs of the California economy and leads to high wage jobs.
4. Expand access to other pathways to high wage jobs, such as union and other apprenticeships.
5. Develop strategies for students who do not pass the exit exam, including contextualized and thematic education in small learning communities.
6. Ensure that all Californians understand the opportunities and careers provided by the postsecondary education and training system.

6. Ensure that all Californians understand the opportunities and careers provided by the postsecondary education and training system.
Solution:

1. Provide all Californians pathways to high wage jobs by forging disjointed education and job training programs into a coherent system of skill development that is responsive to the long-term needs of the California economy.

2. Link related programs within and across institutions so that learning from one is transferable to another, improving students’ chances of successfully completing their training and reducing the time it takes to do so.

3. Integrate English language training and other basic skills programs more effectively into the academic and vocational skills training system.

4. Maximize the effectiveness of the workforce development system as a whole by building on the strengths of each of its key institutions and programs.

Policy Recommendations:

1. Provide clear career pathways to and through postsecondary education and training and into the world of work, by offering continuums of courses that provide the skills needed for high wage, high growth careers.

2. Improve the formal connections among programs and courses within postsecondary educational and training institutions, and especially across institutions.

3. Effectively link basic skills programs (including English-as-a-Second-Language) and career preparation programs.

4. Link the adult education system (in adult schools, community colleges, community-based organizations) more closely to college degree programs.

5. Better align career technical education at the high school and postsecondary levels, based on standards such as those developed by the Career Technical Education Curriculum Framework.

Problem:

For many Californians, there are virtually no visible pathways to high wage jobs. California’s education and training system does not ensure that individuals can progress efficiently over time from lower to high level skills, toward a career with a future. Instead, the state has a welter of programs that are often poorly connected, have conflicting requirements and standards, and may not reflect the real needs of employers or society. Many students waste time and money, and many become discouraged. English language learners and students who need remediation in math or English are particularly at risk; many never achieve a credential.

IV. Link Workforce Programs to Create Pathways to High Wage Jobs and Institutions

Problem:

For many Californians, there are virtually no visible pathways to high wage jobs. California’s education and training system does not ensure that individuals can progress efficiently over time from lower to high level skills, toward a career with a future. Instead, the state has a welter of programs that are often poorly connected, have conflicting requirements and standards, and may not reflect the real needs of employers or society. Many students waste time and money, and many become discouraged. English language learners and students who need remediation in math or English are particularly at risk; many never achieve a credential.

Solution:

1. Provide career pathways to high wage jobs by integrating education and training programs.

2. Improve the formal connections among programs and courses within postsecondary educational and training institutions, and especially across institutions.

3. Effectively link basic skills programs (including English-as-a-Second-Language) and career preparation programs.

4. Link the adult education system (in adult schools, community colleges, community-based organizations) more closely to college degree programs.

5. Better align career technical education at the high school and postsecondary levels, based on standards such as those developed by the Career Technical Education Curriculum Framework.
Policy Recommendations:

1. Develop clear, overarching state goals and an integrated data system that can track performance-based results across institutions, over time, and into the labor market.

2. Establish performance targets that are appropriate to the missions of each program and institution and use data to improve outcomes.

3. Issue regular, public reports to improve accountability.

Problem:

California needs to invest its workforce dollars in programs that support the twin goals of a competitive economy and a broadly shared prosperity. Today, the state has a patchwork of performance management systems and no way to judge how well institutions and programs are performing against broad common goals.

Solution:

- Articulate a clear vision for California’s future and set measurable goals for achieving that vision.
- Invest in a management and information infrastructure that will support collaboration and align services.
- Provide incentives for program operators to deliver high quality services and to link the missions of each program and institution and the labor market.
- Develop clear, overarching state goals and an integrated data system that can track performance-based results across institutions, over time, and into the labor market.
- Issue regular, public reports to improve accountability.

Ensure Accountability:

Vision of California’s Future and to Measures to Achieve a Shared

V. Align Program Goals and
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We believe work readiness means being able to deliver value in frontline jobs in entry level workplaces.

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Foster Youth Career Development and Employment Summit Resource Packet, Policy Focus Area 4
Introduction

The California career technical education (CCTE) model curriculum standards are organized in 15 industry sectors, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. (See the accompanying chart for an overview of the sectors and pathways.) A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academic and technical skills in a curricular area.

California Career Technical Education Industry Sectors

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>CAREER PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>• Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science</td>
</tr>
<tr>
<td>Arts, Media, and Entertainment</td>
<td>• Media and Design Arts • Performing Arts • Production and Managerial Arts</td>
</tr>
<tr>
<td>Building Trades and Construction</td>
<td>• Production and Managerial Arts • Transportation, Distribution, and Logistics • Residential and Commercial Energy and Utilities</td>
</tr>
<tr>
<td>Education, Child Development, and Family Services</td>
<td>• Early Childhood Education • Family and Human Services • Child Development</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>• Architectural and Structural Engineering • Engineering Design • Engineering Technology • Environmental and Natural Science Engineering • Computer Hardware, Electrical, and Networking Engineering</td>
</tr>
<tr>
<td>Energy and Utilities</td>
<td>• Electromechanical Installation and Maintenance • Energy and Environmental Technology • Public Utilities • Residential and Commercial Energy and Utilities</td>
</tr>
<tr>
<td>Fashion and Interior Design</td>
<td>• Fashion Design, Manufacturing, and Merchandising • Interior Design, Furnishings, and Maintenance</td>
</tr>
<tr>
<td>Family, Government, and Public Services</td>
<td>• Criminal Justice, Corrections, and Rehabilitation • Public Administration • Social Services</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>• Health and Wellness • Medical Assisting/Health Information Technology • Allied Health Occupations</td>
</tr>
<tr>
<td>Human Services and Social Work</td>
<td>• Human Services and Social Work</td>
</tr>
<tr>
<td>Information and Technology</td>
<td>• Information Technology • Management Information Systems, Computer Systems Analysis, and Networking Technology • Software Engineering</td>
</tr>
<tr>
<td>Manufacturing and Production</td>
<td>• Manufacturing &amp; Production Technology • Machining Technology • Product Design and Development Technology</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>• Marketing and Sales Technology</td>
</tr>
<tr>
<td>Natural Resources and Environment</td>
<td>• Natural Resources Management, Conservation, and Park Management • Environmental Science and Management • Agricultural Business • Agricultural Science</td>
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The California Career Technical Education (CCTE) model curriculum standards are organized in 15 industry sectors, or broad industries, and each sector includes two or more career pathways. A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academic and technical skills in a curricular area.
Thinking
Problem Solving and Critical
Technology
Career Planning and Management
Communications
Academics

Foundation Standards

Industry Sector
Finance and Business
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information Technology
Manufacturing and Product Development
Marketing, Sales, and Service
Public Services
Transportation

Transcripton

Public Services
Health Care Services
Effective Service

Health Science and Medical Technology
Biotechnology Research and Development
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

Manufacturing and Product Development
Welding Technology
Metalworking and Metal Fabrication
Industrial Machine Technology
Computing and Information Technology

Business, Finance, and Administration
Accounting Services
Banking and Related Services
Business Financial Management
Biotechnology Research and Development
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

Food Science, Dietetics, and Nutrition
Food Service and Hospitality
Hospitality, Tourism, and Recreation
Information Support and Services
Media Support and Services
Network Communications
Programming and Systems Development

Marketing, Sales, and Service
Retail and Consumer Services
Business Support and Services
Information Support and Services

Transportation
Transportation Services
Collision Repair and Refinishing
Vehicle Maintenance, Service, and Repair

Hospitality, Tourism, and Recreation
Hotel Services
Tourism and Convention

Health Science and Medical Technology
Biotechnology Research and Development
Diagnostic Services
Business, Finance, and Administration
Accounting Services
Banking and Related Services
Business Financial Management

Standards and Subcomponents

There are two different types of foundation standards. There are also two different types of career pathways that students must complete by the end of each grade level. These serve as the basis for the curriculum framework's instructional materials.
Introduction

6.0 Health and Safety

7.0 Responsibility and Flexibility

8.0 Ethics and Legal Responsibilities

9.0 Leadership and Teamwork

10.0 Technical Knowledge and Skills

11.0 Demonstrations and Applications

The conceptual model for the CTE model:

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Superordinate Performance Standards:

1.0 Foundation Standards: Manufacturing

2.0 Foundation Standards: Health and Safety

3.0 Foundation Standards: Responsibility and Flexibility

4.0 Foundation Standards: Ethics and Legal Responsibilities

5.0 Foundation Standards: Leadership and Teamwork

6.0 Foundation Standards: Technical Knowledge and Skills

7.0 Foundation Standards: Demonstrations and Applications

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic content standards (see http://www.cde.ca.gov/be/st/ss).

The academic standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application. Most academic standards appear in foundation education standards, although English-language education standards (see 777/2) refer to the California common core standards.

Pathway Standards

The pathway standards are concise, clear, and transferable knowledge statements that prepare how students learn, real-world technical and foundational skills taught in a career pathway.

The conceptual model for the CTE model was built on the Standards Development Criteria adopted by the Superintendent’s Advisory Group.

CCTE standards:

- Are designed to support a seamless transition to postsecondary education and entry to a career.
- Support mastery of essential employability skills and rigorous academic content standards.
- Are concise statements that reflect the essential knowledge and skills students are expected to master and include foundation standards that apply to all industry sectors.
- Are expected to measure and include essential knowledge and skills, and focus on employability skills and rigorous academic content standards.
- Support mastery of essential education to position students for success.
- Are designed to support a seamless transition to postsecondary education and employment.

The California Department of Education sought a research-based standards model that:

- Encompassed these guidelines.
- Reflects the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills.
- Includes both the core academic content and technical skills taught in a career pathway.
- Reflects how students learn, recall, and transfer knowledge.

The work of John R. Anderson at Carnegie Mellon University suggests that students learn through the interaction of declarative and procedural knowledge:

- Declarative knowledge provides information (facts, events, concepts, and principles);
- Procedural knowledge provides the application, or what the learner is able to do with the information.

The interaction with these two types of knowledge will give students the ability to adapt and use information and skills in real-world situations.
INTRODUCTION

Center for Leadership in Education, reflecting how readily an academic standard can be incorporated into technical instruction.

John Kendall and Robert Marzano of the Mid-continent Research for Education and Learning (McREL), under the regional educational laboratory contract from the U.S. Department of Education, have developed a model that incorporates a research-based format for writing content standards and subcomponents that:

• Incorporates both declarative and procedural statements
• Focuses on the higher-order declarative statements, often expressed as what the student “understands” or “knows”
• Uses clear, concise statements of the underlying (declarative) knowledge and the main, overarching performance requirements (procedural), resulting in fewer but more important standards

The Superintendent’s Advisory Group adopted the McREL format as the basis for development of the California Career Technical Education Model Curriculum Standards.

The Superintendent’s Advisory Group adopted the McREL format for writing content standards and subcomponents that reflect how readily an academic standard can be incorporated into technical instruction.

John Kendall and Robert Marzano of the Center for Leadership in Education, reflecting how readily an academic standard can be