

**STRATEGIC FIVE-YEAR LOCAL WORKFORCE  
INVESTMENT PLAN  
FOR**

**TITLE I OF THE WORKFORCE INVESTMENT ACT OF 1998  
(WORKFORCE INVESTMENT SYSTEM)**

**For the Local Workforce Investment Area:**

**TULARE COUNTY PRIVATE INDUSTRY COUNCIL, INC.,  
( the local workforce investment board)**

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## **EXECUTIVE SUMMARY**

Enclose a brief summary, not more than two pages, of the five-year strategic local plan that gives a general overview of the proposed local workforce investment system. Include a description of how the system looks today, and how it will change over the five-year plan period. Include a discussion of the local board's economic and workforce investment goals and how the local system will support these goals.

This plan describes what efforts will take place to demonstrate a collaborative/integrated strategy. This plan is subject to ongoing modifications, which must be approved by the PIC Board (designated by the Tulare County Board of Supervisors as the local workforce investment board), for any specific programmatic design(s). This local plan is a compliance document, and after certification by the Governor, will facilitate Tulare County's receipt of State allocated funds in order to implement Workforce Investment Act (WIA) programs. Efforts will continue to develop the countywide One-Stop system. Most of the narrative, in this plan, involves the role of the Board. The main role of the Board is to provide planning, procurement, administration, and oversight of funds contracted for services. Development of the total One-Stop system is an ongoing effort with the involvement of all mandated partners, and other parties.

In February 1997 the PIC developed a Workforce Policy Advisory Committee (WPAAC) which consists of all mandated partners and other agencies committed to develop the countywide one-stop system. This committee serves as an advisory committee to the PIC. The Mission Statement, Vision Statement, names for the One-Stop System (Employment Connection), and marketing/community awareness recommendations were forwarded by the WPAC to the PIC and approval was made.

The current workforce investment system is a collection and integration of all mandated programs supporting each other for the benefit of local businesses, job and education seekers, and incumbent workers that reside in Tulare County. To the extent possible, these programs are co-located or have outstationed staff in each of the three current Employment Connection Centers, located in the cities of Tulare, Visalia, and Porterville. A fourth is planned in the City of Dinuba. The ongoing development of these centers will expand the number of co-located partners and services available to the customers. These centers provide information and referrals to partner organizations not located at the centers.

Over the next five years, this system will become fully integrated and offer seamless service to all customers seeking information through personal contact with staff and by way of an electronic platform. It will provide information about career and educational choices available in the client's chosen career field. Partner organizations will be trained in the services available and be able to refer clients to the agency that will best meet their needs. The PIC is in the process of establishing policies and procedures that support the provision of core services to the universal client, and prioritizing the allocation of funds. This will ensure that individuals receiving public assistance and those determined to be economically disadvantaged can receive the intensive and training services necessary to break their dependence on federal and local financial assistance. Workforce Investment Act funds will be supplemented through the solicitation of foundation

grants, provision of services for a fee, other private sector contributions, and funds leveraged from other non-WIA funded programs.

Job development will be consolidated to maximize the identification of employment opportunities while minimizing the duplication of effort required to collect demographic and performance data. Information in regard to employer needs will be obtained through usage of CalJOBS and other efforts outlined in AB 67. Shared case management will occur through a county-wide electronic system utilizing the SMART software and the main infrastructure will be overseen by the PIC and HHSA. A sub-committee of the WPAC is in the process of designing what information will be shared. Information related to program performance will drive funding decisions and those agencies that do not demonstrate optimal performance will receive assistance to improve their operations or be found ineligible to provide training services through funds provided by the Workforce Investment Act.

## **I. PLAN DEVELOPMENT PROCESS**

WIA gives States and local areas a unique opportunity to develop employment and training systems tailored specifically to State and local area needs. The local plan is only as effective as the partnership that implements it. The plan should represent a collaborative process among the Chief Elected Official and the local system partners. This collaboration will create a shared understanding of the local area's workforce investment needs, a shared vision of how the local workforce investment system can be designed to meet those needs, and agreement on the key strategies to achieve this vision. This collaborative planning at all stages should drive local system development, create strategies for improvement, and provide the opportunity for stakeholder and public participation, review and comment.

(Please note: we recognize that local areas are required to develop various related local plans and we encourage you, whenever feasible and appropriate, to use planning information that has already been developed. However, the data you use must be accurate and current.)

A. What was the role of the Chief Elected Official in developing the plan? [WIA, Section 118(a)]

The Tulare County Private Industry Council, Inc. (PIC), the local workforce investment board, and the CEO(s) of this Workforce Investment Area (WIA) assure that in accordance with the PIC/CEO Agreement (attached), the PIC determines the procedures for developing the Local Plan. The procedures require the active involvement by representatives of the other employment and training, placement, vocational education, and social service programs in the SDA. The procedures also include the method by which these other programs are notified of the start and the agenda for the planning process.

- B. What local Workforce Investment Board, transition board or existing body had oversight for the development of this local plan? If there was no such body, how will you create a responsible entity? [WIA Section 117(d)(4)]

The Private Industry Council, Inc. and the Chief Elected Official(s) of this Workforce Investment Area (WIA) assure that the PIC is actively involved in all stages of program planning, policy setting, oversight, evaluation, and implementation.

- C. Describe the process used to provide an opportunity for public comment, including comment by the Chief Elected Official; the local Workforce Investment Board and youth council; other local governing bodies; educators; vocational rehabilitation agencies; service providers; community-based organizations; and migrant seasonal farmworker representatives. Describe the process used to get input for the plan prior to submission. [WIA Section 118(c)(1) and WIA Section 118(b)(7)]

The Tulare County Private Industry Council, Inc. established a Workforce Policy Advisory Committee (WPAC) which has representation from organized labor, business, HUD, and all required One-Stop partners. This Local Plan was made public for review on December 14, 1999. The plan was made available to the general public by being published in an announcement in local newspapers. In addition, the Local Plan will be available for review at public libraries, through the internet, and at other public agencies.

- D. How were comments that were in disagreement with the draft plan considered in developing the final plan? [*State Planning Guidance* I B. and WIA, Section 112(b)(9)]

- In an attachment, include comments that represent disagreement with the local plan. [WIA, Section 118(c)(3)]

Comments in disagreement with the Local Plan are discussed with the WPAC and that committee will make the final decision as to validity of the comments and their inclusion in the plan.

- E. Describe the method used to make copies of the local plan available through public hearings, and through the local news media and the Internet. [WIA, Section 118(c)(2)]

The Tulare County Private Industry Council, Inc. and the Chief Elected Officials(s) of this Workforce Investment Area assure that the Local Plan or a summary has been published in accordance with the requirements of the Workforce Investment Act Section 118(c)(2). Documentation of public notice of availability for review and comment are on file with the administrative offices of the Workforce Investment Area and is available upon request.

- F. What other organizations were involved in the development of the local plan? How were they involved?

The Tulare County Private Industry Council, Inc. established a Workforce Policy Advisory Committee with membership including all required partners. This committee provides recommendations to the PIC in regard to the development and implementation of the local workforce investment system. Membership includes: EDD, Health and Human Services, Proteus, Inc., Community Services & Employment Training, Tulare County Office of Education, AARP, Tule River Indian Reservation, Tulare County Family Support, Tulare County Probation Department, Tulare County District Attorney's Office, Department of Rehabilitation, Tulare County Office of Education School-to-Career, College of the Sequoias, Porterville College, HUD, local chambers of commerce and city representatives.

## **II. LOCAL VISION AND GOALS**

The federal *Planning Guidance and Instructions for Submission of the State's Strategic five-year Plan* indicates that "a vision creates organizational alignment around a picture of a transformed future. It propels the organization toward achieving difficult but attainable strategic goals. Vision drives systematic improvements and produces outcomes. It is dynamic, not static."

- A. What is your vision for your local workforce investment system, and how will your system appear at the end of the five-year period covered by this plan? [State Planning Guidance II B.] [WIA, section 117(d)(1)] Some specific questions that must be answered are:

The establishment of a One-Stop delivery system (Employment Connection) represents a continuation of efforts to bring coherence to the delivery of workforce development services. The One-Stop Centers throughout Tulare County are a vehicle for transforming the fragmented collection of federal, state and local job employment and training programs into a coherent employment and training system. By providing job and information seekers and employers with a One-Stop opportunity for accessing valuable, pertinent career resources, these customers are able to more rationally and effectively address their own unique needs.

Prompt and complete information about employment and educational opportunities, as well as customized service delivery system is available at Employment Connection Centers to enable customers to successfully negotiate through an increasingly complex and demanding labor market. Employment Connection Centers form an integral part of an overall workforce development strategy aimed at upgrading the basic and occupational skills of current workers and those about to enter the workforce. With information about the availability of jobs and educational opportunities for various career choices, as well as the relative quality of those factors, job seekers and students are better prepared to make the crucial career decisions that are the fundamental determinants for themselves and their families' future quality of life.

By becoming effective and efficient consumers of career programs and services, workers will be given a head start towards the attainment of better skills and jobs, higher wages, and an improved quality of life. With a highly skilled, motivated workforce, Tulare County is poised to retain and

attract high-quality jobs to the area. Since workforce attributes are major considerations for locating and expanding firms, a strong One-Stop system is a major step in promoting economic development in Tulare County.

1. In five years, describe how your local system will integrate services. [WIA, Section 117(d)(1) and Section 118(a)]

In an economic and workforce development partnership, the Tulare County Workforce Investment System will offer universally accessible, integrated, comprehensive services to jobs, education and information seekers, and employers. The system will expand the one-stop service delivery concept beyond the Employment Development Department field offices and the local workforce investment area to include employment and training providers, educational agencies, other human service providers, community-based organizations in the region of the Southern San Joaquin Valley.

Information in regard to employer needs will be obtained through use of CalJOBS and other efforts outlined in AB 67. Shared case management will occur through a county-wide electronic system utilizing the SMART software and the main infrastructure will be overseen by the PIC and HHSA. A sub-committee of the Workforce Policy Advisory Committee (WPAC) is in the process of designing what information will be shared. There are over twenty-six (26) local organizations serving on the WPAC with signed Surveys of Intent describing their commitment and involvement in the one-stop system. These agencies are engaged and committed to the One-Stop delivery system approach.

2. What programs and funding streams will support service delivery through the One-Stop system? [WIA, Section 121(b)(1)(B)]

With the ultimate goal of seamless service, the Tulare County Workforce Investment System will combine the various funding sources available through federal offerings that include but are not limited to: Carl Perkins Act, Welfare to Work, the Workforce Investment Act, Wagner-Peyser Act, Older Worker Act funds, Community Services Block Grant funds, and Veterans Employment and Training funds. These funds will be augmented by the solicitation of private foundation grants, national program grants and fee-for-service activities.

3. Typically, what information and services will be provided and how will customers access them? How will the goal of universal access be achieved? [20 CFR Part 652, et al., Interim Final Rule (I)(A), State Planning Guidance II.B. bullet 3]

Core Services will be provided to all customers at the Employment Connection Centers (the local one-stop) and the electronic access system (Jobtree and CalJOBS). Information will also be made available at satellite offices throughout the County. The follows identifies information that will be made available:

- Reception, Orientation to Services;
- Determination of Eligibility for Services;
- Job Search, Placement & Counseling;

- Performance & Program Cost Information About Eligible Providers;
- Local Area Performance Information;
- Information on Support Services;
- Information on Filing Unemployment Insurance Claims;
- Eligibility Determination for Welfare-to-Work;
- Follow-up Services.

Intensive Services will be available through Employment Connection Centers as direct service or by referral to an appropriate agency as follows:

- Comprehensive and Specialized Assessment;
- Development of Individual Service Strategies (ISS);
- Group Counseling;
- Individual Counseling and Career Counseling;
- Case Management for Participants in Training Services;
- Short-Term Pre-Vocational Services.

Training services will be provided to customers: Who have met the eligibility requirements for intensive services and who are unable to obtain or retain employment through such services; who after an interview, evaluation, or assessment, and case management, have been determined by a One-Stop Operator or One-Stop partner, to be in need of training services and to have the skills and potential qualifications to successfully participate in the selected program or training services. Customers will be able to select programs of training services that are directly linked to the employment opportunities in the local area. Individuals involved or in another area in which services are available must be willing to relocate. Individuals who receive WIA funded training must have exhausted or not be able to obtain other grant assistance for services, including Federal Pell Grants established under title IV of the Higher Education Act of 1965 (2- U.S.C. 1070 et seq.); or require assistance beyond the assistance made available under other grant assistance programs, including Federal Pell Grants; and who, in the event that funds allocated to a local area for adult employment and training activities under paragraph (2)(A) or (3) of section 133(b) are limited, are determined to be eligible after priority has been given to recipients of public assistance and other low-income individuals for intensive services and training services.

4. How will Wagner-Peyser Act and unemployment insurance services be integrated into the local system? [WIA, Section 121(b)(1)(B)(xii), State Planning Guidance II B bullet 5]

The Employment Development Department is a partner of the Tulare County Employment Connection System and will outstation staff at the various One-Stop locations. These staff will be available to provide Wagner-Peyser Act services and information about telephone claim filing (TCF) for unemployment insurance. Training will be provided to staff from other partner agencies that will allow them to also provide information to customers in the absence of EDD staff.

5. How will the local workforce investment system help achieve the goals of the State's workforce investment, welfare, education, and economic development systems? [WIA, Section 118(a)(b)(1) State Planning Guidance II B bullet 6]

The Tulare County Workforce Investment System is built on the State's five, broad outcome objectives, or Guiding Principles including:

Integration: The Tulare County Workforce Investment System offers a long term vision that integrates and coordinates economic development, employment, training, and supportive services. These services will be linked into a single, seamless system. Efforts will also focus on early intervention. Integrated systems and processes will ensure that services are easily accessible and partner agencies will ensure that they are universally available. Electronic infrastructure and physical co-locations will streamline mandated requirements and facilitate inter-agency cooperation.

Comprehensive: The Tulare County Workforce Investment System provides comprehensive services to employers and participants that will effectively use the resources of all partners and attempt to grow these resources in such a way that will bridge present delivery gaps, better coordinate services and eliminate duplication.

Partnerships: The Tulare County Workforce Investment System is a partnership based on the concept of effective collaboration. Such collaboration will benefit the community, our customers and partner entities. Partnership principles include open and honest communication, hard work and commitment, constructive and sensitive conflict management, consensus decision making, willingness to share resources, and mutual respect. Partnerships include an ongoing sensitivity to each partner's unique history, culture, funding sources, legal environment and organizational goals. The System leaders will model partnership principles so that their staff will also appreciate the importance of teamwork.

Customer Focus: The Tulare County Workforce Investment System will focus on providing quality service to all customers, employers and service seekers alike. Services will be tailored according to individual circumstance that takes into consideration that customers will have important personal and family needs beyond the scope of any one-partner agency. The Tulare County Workforce Investment System is committed to providing customers with meaningful, effective service within an integrated framework and recognizes that it is accountable to those who receive services. All individuals will be treated with dignity and respect. Community will govern the Tulare County Workforce Investment System rather than individual agency needs.

Performance Accountability: The Tulare County Workforce Investment System is dedicated to improving services. Mutually agreed upon performance standards will be developed using the present performance measures of its partner agencies to build a larger framework of performance accountability. The Tulare County Workforce Investment System will develop performance measurements that demonstrate the impact of collaboration designed so that the cost-benefit ratio

of service delivery can be assessed and will be straight forward so that the value of our work will be substantiated.

6. How will the youth programs be enhanced to expand youth access to the resources and skills they need to succeed in the State's economy? [WIA, Section 111(d)(2) and 112(a)]

Youth will receive services through the coordination of the local School-to-Career (STC) program and the the Workforce Investment System. This will be facilitated by recommendations made by the local Youth Council which has been designated on an interim basis by the PIC. The system will allow youth to see the relevance of their education through real world experience that will foster high academic standards and achievement as well as provide youth with the occupational skills needed for the workplace. Choice and decision making will be a major part of program options. Programs will expose youth to a variety of career options, choices of a course of study, including the linkages from high school to post-secondary institutions. The goal is to help youth meet today's high standards for employment and continued education by integrating academic learning with preparation for employment.

- B. What are your board's broad strategic economic and workforce development goals? What steps will you take to attain these goals? [*State Planning Guidance II A.*]; [WIA, Section 118(a)]

The goals of the local board are consistent with and support the principles and strategic goals of the State of California. The Tulare County Employment Connection System will strive to streamline services through the integration of multiple employment and training programs in a manner that allows customer needs to be met, avoids duplication, and uses the One-Stop System to provide services. The system will empower individuals with information and resources they need to manage their own careers. It will provide statistics on the performance of service providers and training providers offering customers relevant information and assistance to guide them in making informed, effective decisions about career choices. Universal access for all job seekers to a core set of career decision making and job search tools will be available to all Californians through the one-stop service delivery system.

- C. Identify organizations involved in the development of your local vision and goals.

Organizations involved in the development of the local vision and goals are: ABLE Industries, Tulare County Department of Rehabilitation, College of Sequoias, Community Services and Employment Training, Tulare County Department of Health and Human Services, Porterville Adult School, Proteus Inc., Tulare County Office of Education, Greater Tulare Chamber of Commerce, Turning Point of Central California, Visalia Adult School, Tulare County Private Industry Council, Inc., SCSEP/AARP Foundation, Porterville College, Employment Development Department, Tulare Adult School, Tulare County Business Incentive Zone, City of Tulare, City of Visalia, and Tulare County Office of the District Attorney.

### III. LABOR MARKET ANALYSIS

The *Planning Guidance and Instructions* requests information on key trends expected to shape the economic environment during the next five years, including the implications of these trends in terms of overall employment opportunities by occupation; key occupations; the skills needed to attain local occupational opportunities; growth industries and industries expected to decline, customer demographics, and the sources of data used to gather this information. Where appropriate, identify any regional economic development needs and describe how the local area will be involved in them.

A. What are the workforce investment needs of businesses, job seekers and workers in the local area? [WIA, Section 118(b)(1)(A)]

The needs of local business include the following:

- Prompt and complete information about employment and educational opportunities, as well as customized service delivery that enables customers to successfully negotiate through an increasingly complex and demanding labor market.
- Programs aimed at upgrading the basic and occupational skills of current workers and those about to enter the workforce.
- Information about the availability of jobs and educational opportunities for various career choices, as well as the relative quality of those jobs.

B. How will the needs of employers be determined in your area? [*State Planning Guidance* IV.B.6. and WIA, Section 118 (b)(1)(A)]

Tulare County consists of twenty-eight communities spread across five-thousand square miles. There is a Community Liaison from each of the Employment Connection Business Resource Centers who collect information about the business community (employers) through the “Business Visitation Program”. The liaison identifies areas of need that will enhance one-stop partner efforts in improving business retention, business expansion, and to help businesses to become more competitive thus expanding job availability. These areas are not restricted to layoff or closure information; the Liaison will include those areas where employment growth is identified.

Information obtained will be forwarded to the agency most appropriate to assist with the employer’s needs. During the business visitations, the Community Liaison will provide information about the PIC (local workforce investment board) and all programs and incentive programs available throughout the county. Information on incentives is not just targeted to training and employment but, incentives available through cities, county, and enterprise zones.

C. What are the current and projected employment opportunities in the local area? [WIA, Section 118(b)(1)(B)]

Attachment 1 provides a listing of projected occupations with the greatest absolute job growth from 1995 to 2002 in Tulare County; Attachment 2 provides the same occupations listed in order of fastest growth during the same period in Tulare County.

D. What job skills are necessary to obtain such employment opportunities? [WIA, Section 118(b)(1)(C)]

The definition of occupations and job skills to obtain employment in Tulare County is available to job and information seekers in written and electronic format. The Tulare County Private Industry Council, Inc., works with the Employment Development Department to produce an Occupational Outlook publication that provides a description of local occupations, employment trends, wage and benefit information, supply and demand assessments. It also defines the required experience, training, education, job qualifications, skills, as well as describing methods of recruitment, and other information such as full time and part time opportunities, gender make up of the current workforce. A sample of these profiles are included in Attachment 3 to this plan.

#### **IV. LEADERSHIP**

As stated in the *Federal Register* of April 15, 1999, “The Department [of Labor] believes that changing from the existing JTPA Private Industry Councils to local Workforce Investment Boards is essential to the reforms of WIA [Interim Final Rule §661.305] . The Department [of Labor] strongly encourages all eligible areas to create new, fully functional local boards as early as possible, and is committed to providing assistance to facilitate such changes.”

A. If an interim board was responsible for development of this plan, how will the plan and authority to oversee its implementation under, WIA Section 117(d)(4), be transferred to the new local Workforce Investment Board?

The Tulare County Board of Supervisors appointed the Tulare County Private Industry Council, Inc. (PIC) as the interim local workforce investment board on December 15, 1998. The PIC Chair and the Tulare County Board of Supervisors PIC liaison developed a transition committee consisting of PIC Directors and other partners in the One-Stop system. The goal was to analyze the existing PIC and determine if a recommendation would be made to develop a brand new board or utilize the alternative entity as allowed in the WIA regulations. After thorough review it was determined that the existing board has all of the mandated representatives and requirements as follows:

- Maintain history and continuity of employment and training programs in Tulare County.
- The alternative entity in the form of the Tulare County Private Industry Council, Inc., has a good reputation in the community.

- Offers the option of transitioning smoothly into the required Workforce Investment Board structure over a period of two years as defined in the Workforce Investment Act legislation.
- The present board is substantially made-up of parties who provide required representation of the constituencies required by Section 117 b. 2, of the Workforce Investment Act of 1998 (WIA) and therefore can be designated as an alternative entity under WIA Regulations 661.330.
- The establishment of an Employment Connection Council to the WIB will provide a vehicle for representation and meaningful input by the One-Stop partners. (See attachment E)
- The establishment of youth Council to the WIB as required by the Workforce Investment Act will provide for the coordination of youth activities in Tulare County. (See attachment E)
- The Tulare County Private Industry Council, Inc. meet the four criteria in Section 117 (i) as required in the alternative entity regulations.
  - Established to serve the local area
  - In existence on December 31, 1997
  - Established pursuant to Sect. 102 JTPA
  - Includes representatives of local businesses and labor organizations
- Allows for smooth transition in order to respond quickly to federal and state legislation.

The transition committee recommended the PIC use the alternative entity on November 2, 1999, the Tulare County Board of Supervisors appointed the PIC as the local Workforce Investment Board.

In addition, a local youth advisory committee was developed with membership from the Tulare County Workforce Coalition and the Tulare County Youth Coalition. On August 27, 1999 the PIC approved this committee to act as the Interim Youth Council with the responsibility of developing guidelines and selection criteria. There was a public meeting on December 15, 1999 which included youth and adult providers, youth currently participating in programs and other one-stop partners. Information was obtained which provided recommendations regarding target groups to serve, program elements, etc. This information was use in consideraton of developing the local plan.

- B. What circumstances constitute a conflict of interest for a local board member, including voting on any matter regarding provision of service by that member or the entity that s/he represents, and any matter that would provide a financial benefit to that member? [WIA, Section 117(g)(1)(2)]

A conflict of interest would exist if a member of the local Workforce Investment Board participated in the discussion of or voted on a matter under consideration by that board regarding the provision of services by that member, or by an entity that the member represents, or that

would provide direct financial benefit to the member or the immediate family of that member or engage in any activity determined by the Governor to constitute a conflict of interest as specified in the State plan.

- C. How will the local board provide a leadership role in developing policy, implementing policy and oversight for the local workforce investment system? [WIA Section 117(d)(4)]

The Private Industry Council, Inc., as the alternative entity, in collaboration with the Workforce Policy Advisory Committee (WPAC) conducts strategic planning, develops the local workforce investment plan, performs oversight of the three current Employment Connection Centers, located in the cities of Tulare, Visalia and Porterville. A fourth is planned in the City of Dinuba. The PIC also manages numerous working committees, allocates resources, develops policy, is responsible for evaluation and oversight of all WIA funded programs, and is responsible for overall administration of WIA funds and the one-stop system. A Memorandum of Understanding will define the roles and relationships among mandated partners, the designated One-Stop Operator(s), and the PIC (local workforce investment board).

- D. How will the local board assure the local system contributes to the achievement of the State's strategic goals? [WIA, Section 118(a)]

The Program Oversight Committee of the PIC is responsible for ensuring that performance is achieved. The task of the Oversight Committee will include:

- A system review to ensure the goals of streamlining services empowering individuals, and universal access.
- Increased accountability of the Service Providers
- Customer Satisfaction: an external entity will develop customer feedback and satisfaction surveys and provide evaluation of program success.

Information will be provided to the Program Oversight Committee and will be incorporated into policies and procedures of contracted service providers. Job seekers, employers and community organizations will be surveyed. Information from the surveys and pre-valuation will be used to establish benchmarks for continued improvement. To assist in monitoring the performance of the Employment Connection Centers, the Private Industry Council, Inc., will generate monthly reports from local and state data.

- E. How will the local board meet the WIA requirement that neither the local board nor its staff provide training services without a written waiver from the Governor? [WIA, Section 117 (f)(1)(A) and (B)]

The Tulare County Workforce Investment Board shall not use funds provided under the Workforce Investment Act to duplicate facilities or services available in the area local from Federal, State, or local sources unless it is demonstrated that the Workforce Investment Act funded alternative services or facilities would be more effective or more likely to achieve

performance goals. The Tulare County One-Stop System shall coordinate procurement of specific property items and/or services necessary to operate various programs under the direction of the Tulare County Workforce Investment Board. All procurement transactions will be conducted in a manner providing full and open competition. Services will be provided on a cost reimbursement basis. All written procedures and policies for procurement activities shall be made available to the public upon request.

- F. How will the local board ensure that the public (including persons with disabilities) have access to board meetings and activities including local board membership, notification of meetings and meeting minutes? [WIA Section 117(e)]

All sites selected as meeting sites for the local board will meet the standards established by the Americans with Disabilities Act for access by persons with disabilities. Notices of meetings will be posted in accessible buildings and meeting minutes will be published and made available to individuals making such a request.

## **V. LOCAL ONE-STOP SERVICE DELIVERY SYSTEM**

The cornerstone of the new workforce investment system is One-Stop service delivery, which makes available numerous training, education and employment programs through a single customer-focused, user-friendly service delivery system at the local level. The One-Stop system must include at least one comprehensive physical center in each local area that must provide core services and access to programs and services of the One-Stop partners. The system may also include a network of affiliated One-Stop sites and specialized centers that address specific needs.

- A. Describe the One-Stop delivery system in your local area. [WIA, Section 118(b)(2)]. Include a list of the comprehensive One-Stop centers and the other service points in your area.

The establishment of a One-Stop delivery system (Employment Connection Centers) represents a continuation of efforts to bring coherence to the delivery of workforce development services. The One-Stop Centers throughout Tulare County are a vehicle for transforming the fragmented collection of Federal, State and local job employment and training programs into a cohesive employment and training system. By providing job and information seekers and employers with a One-Stop opportunity for accessing valuable, pertinent career resources, these customers will be able to more rationally and effectively find solutions to their own unique employment/career needs.

Prompt and complete information about employment and educational opportunities, as well as customized service delivery is available at Employment Connection Centers to enable customers to successfully negotiate through an increasingly complex and demanding labor market. Employment Connection Centers form an integral part of an overall workforce development strategy aimed at upgrading the basic and occupational skills of current workers and those about to enter the workforce. With information about the availability of jobs and educational

opportunities for various career choices, as well as the relative quality of the providers, job seekers and students are better prepared to make the crucial career decisions that are the fundamental determinants for themselves and their families' future quality of life.

By becoming effective and efficient consumers of career programs and services, workers are given a head start towards the attainment of better skills and jobs, higher wages, and an improved quality of life. With a highly skilled, motivated workforce, Tulare County is poised to retain and attract high-quality jobs to the area. Since workforce attributes are major considerations for locating and expanding firms, a strong One-Stop system is a major step in promoting economic development in Tulare County.

An economic and workforce development partnership (Workforce Policy Advisory Committee) strives to offer universally accessible, integrated, comprehensive services to job seekers and employers forms the basis of the One-Stop delivery system in Tulare County. The system was created to expand the One-Stop service delivery concept beyond the Employment Development Department Field Offices and the local service delivery area to include all employment and training providers as well as educational agencies, other human service providers, and community-based organizations

The Private Industry Council, Inc. designated as the local workforce investment board, in collaboration with the Workforce Policy Advisory Committee, conducts strategic planning, develops the local workforce investment plan, performs oversight of the three current Employment Connection Centers, located in the cities of Tulare, Visalia and Porterville, manages numerous working committees, allocates resources, and develops policy. A Memorandum of Understanding will define the roles and relationships among mandated partners, the Workforce Investment Board will designate the One-Stop Operator.

These same Memorandum of Understanding identify the various non-Workforce Investment Act funding sources available to provide education, training, employment, information and business services throughout Tulare County. Additional services, funded with Workforce Investment Act monies, and not provided by the Employment Connection Centers are identified through contracts/subgrants between the service providers and the PIC.

- B. Describe the process used for selecting the One-Stop operator(s). [WIA, Section 121(d)(2)(A)] including the appeals process available to entities that were not selected as the One-Stop operators. [Interim Final Rule § 667.600 (b)(1)]

The Tulare County Private Industry Council, Inc. will select a one-stop operator at sites located in Visalia, Porterville, Tulare, and Dinuba. The operator(s) will be responsible for administering the One-Stop centers and coordinating services and providers in the four Centers and for ensuring true integration occurs. The PIC will issue a request for proposal in which proposals will be reviewed by the WPAC and recommendations made by the committee to the PIC.

- C. How will services provided by each of the One-Stop partners be coordinated and made available in the local One-Stop system? [WIA, Section 121(c)(2)]

One-Stop partners are entering into Memorandums of Understanding that will define the type of services, sources of funding, and methods of delivery through the One-Stop System. The agreements will be maintained by the local Workforce Investment Board and its designated One-Stop Operator that will be responsible for coordinating services to ensure a minimum of service duplication.

- D. What is your plan for delivery of core and intensive services?  
[WIA Section 117(f)(2)]

Core services will be universally available and provided through the Employment Connection Centers. Where appropriate, core information will also be available through Jobtree, CalJOBS and the Tulare County electronic platform. Intensive services will be offered to those individuals who, after making attempts to gain employment through core services, remain unemployed and are determined by the Private Industry Council, Inc., to be eligible for, and in need of intensive services to obtain employment.

- E. How will these coordinated and leveraged resources lead to a more effective local system that expands the involvement of business, employers and individuals? [*State Planning Guidance* IV.B.3. and WIA, Section 112(b)(10) and Section 121(c)(2)(A)(ii)]

Combining resources to meet the need of businesses, employers and individuals creates an effective and efficient system with resources that would not be available if providers maintained an attitude of competition for common clients. By becoming effective and efficient consumers of career programs and services, workers are given a head start towards the attainment of better skills and jobs, higher wages, and an improved quality of life and benefits employers by creating a highly skilled, motivated workforce. With a highly skilled, motivated workforce, Tulare County is poised to retain and attract high-quality jobs to the area. Since workforce attributes are major considerations for locating and expanding firms, a strong One-Stop system is a major step in promoting economic development in Tulare County.

- F. Describe how the local system will meet the needs of dislocated workers; displaced homemakers; low-income individuals such as migrant and seasonal farm workers; public assistance recipients; women; minorities; individuals training for non-traditional employment; veterans; individuals with multiple barriers to employment; older individuals; people with limited English speaking ability; and people with disabilities. [*State Planning Guidance* IV.B.4. and WIA, Section 112(b)(17) and Section 118(b)(4)]

All individuals will be assessed to determine skill needs for gainful employment. Core services will be available to all individuals, including those with language barriers, while intensive and training services will be prioritized to ensure availability to low-income individuals and public assistance recipients. Training programs for adults, dislocated workers, homemakers, low-income individuals, migrant and seasonal farmworkers, public assistance recipients, women,

minorities, veterans, individuals with multiple barriers, older individuals, people with limited english speaking abilities and people with disabilities emphasize enhancing participant skills to assist the participant in attaining self-sufficient employment. Targeting high demand, accessible occupations, will identify areas for self-sufficient employment. Training may start with basic skills, English as a Second Language, or enhancement and upgrade of skills depending on the needs of the client. Training can occur at the agency site, a training site or a job site depending on whether it is GED Tutorial, an OJT, Classroom Training, Work Experience or Limited Internship. Training provides the key components necessary to determine and fulfill employment and training goals. Training prepares the client for employment in high-growth occupations where demand for workers exceeds the supply and wages are at a self-sufficiency level. Using information collected during Intake, Objective Assessment, the development of an Individual Service Strategy, and working with the client, the Case Manager will complete a Classroom Training Request and document what is needed by the client to achieve their employment goal objectives. Once training is completed, the client will be ready for job placement activities.

G. When allocated adult funds are limited, what criteria will you use in determining priority of service to ensure recipients of public assistance and other low-income individuals for intensive and training services?

[WIA, Sections 134(d)(4)(E), 118(b)(4), State Planning Guidelines IV B 5]

Recipients of public assistance and other low-income individuals will receive priority for the receipt of intensive and training services. To the extent Workforce Investment Act Title I funds are available, the provision of service to other customers will be considered. The Tulare County Private Industry Council, Inc. will seek non-federal sources of funds that can be used to serve customers that are not recipients of public assistance or considered low-income.

H. How will the local system ensure non-discrimination and equal opportunity, as well as compliance with the Americans with Disabilities Act? [WIA Section 188(a)(2), State Planning Guidance IV B.4.]

The Tulare County Private Industry Council, Inc., ensures equal opportunity and non-discrimination in the operation of Workforce Investment Act programs and activities. Local centers and service providers shall be reviewed for compliance with Title VI and VII of the Civil Rights Act of 1964; The Age Discrimination Act of 1975; Section 503 and 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972; Presidential Executive Order 11246 and 11375; The Americans with Disabilities Act, Section 181 (c) of the Workforce Investment Act and any other law and executive order that may apply. Programs shall be open to all qualified individuals and no individual shall be excluded from participation, denied benefits for which they are eligible, subjected to discrimination, or denied gainful employment because of race, color, national origin, age, handicap, sex, religion, political affiliation or belief, retaliation, or citizenship. In addition, sexual harassment is against the law. Acts of sexual harassment are grounds for a discrimination complaint based on sex under Title VII of the Civil Rights Act of 1964.

- I. How will systems to determine general job requirements and job lists, including Wagner-Peyser Act provisions be delivered to employers through the One-Stop system in your area? [*State Planning Guidance* IV B.6. and WIA, Section 121(b)(1)(B)(ii)]

The local California Employment Development Field Office is an Employment Connection partner and will provide general job requirements and job lists in accordance with their Job Service Plan. CalJOBS will be utilized as the main electronic system to share job information to all partners. Partners will ensure they input new job orders to keep information updated.

- J. What reemployment services will you provide to Worker Profiling and Reemployment Service claimants in accordance with Section 3(c)(e) of the Wagner-Peyser Act? [*State Planning Guidance* I B.7. and WIA, Section 121(b)(1)(B)(ii)]

The local California Employment Development Field Office is an Employment Connection partner and will provide Worker Profiling and Reemployment Service in accordance with their Job Service Plan.

- K. How will you ensure that veterans receive priority in the local One-Stop system for Wagner-Peyser funded labor exchange services? [*State Planning Guidance* IV.B.9. and WIA, Section 121(b)(1)(B)(ii)]

The local California Employment Development Field Office is an Employment Connection partner and will provide services to veterans in accordance with their Job Service Plan. Services to the veterans will occur through reception and intake functions.

- L. What role will Local Veterans Employment Representative/Disabled Veterans Outreach Program Services (LVER/DVOPS) have in the local One-Stop system? How will you ensure adherence to the legislative requirements for veterans' staff? [*State Planning Guidance* IV.B.10., 322, 38 USC Chapter 41 and 20 CFR Part 1001-120]

The local California Employment Development Field Office is an Employment Connection partner and will provide Local Veterans Employment Representative/Disabled Veterans Outreach Program Services (LVER/DVOPS) in accordance with their Job Service Plan.

- M. How will you provide Wagner-Peyser Act-funded services to the agricultural community—specifically, outreach, assessment and other services to migrant and seasonal farmworkers, and services to employers? How will you provide appropriate services to this population in the One-Stop system? [*State Planning Guidance* IV B.11.]

The local California Employment Development Field Office is an Employment Connection partner and will provide services to the agricultural community—specifically, outreach, assessment and other services to migrant and seasonal farmworkers, and services to employers in accordance with their Job Service Plan.

N. How will the local board coordinate workforce investment activities carried out in the local area with the statewide rapid response activities? [(WIA, Section 118(b)(5)]

Initially, rapid response activities will be focused on decreasing of mass layoff or plant closure. This will occur through the efforts of a Community Coordinator who will act as the liaison between the local workforce investment system and the community in general. The “Community” encompasses all public agencies, private employers, community groups (e.g. Chamber of Commerce, Economic Development Agencies, etc.) and other customers such as potential clients and community-based organizations.

When Employment Connection staff are required to assist dislocated workers, every effort is made to provide maximum services to the client. Staff will coordinate services with all local service providers and during intake conduct a needs assessment to assure referral to other agencies when appropriate. If a referral is necessary and appropriate, staff will arrange for the client to receive those services. Staff will work closely with CBO’s, education agencies, counseling agencies, housing programs, and social service agencies to ensure all client needs are met.

Whenever possible, arrangements will be made to provide information to affected workers on the work site. This occurs after meetings are held with employer representatives to determine needs and coordination with appropriate agencies. When applicable, during the meeting with the employer, staff will obtain the name and telephone number of the local Union Representative. This representative will be contacted and informed as to the availability and planned delivery of services information.

Actual presentations may vary depending on what the employer will agree to permit. Presentations of information may range from a brief overview and distribution of written materials regarding services, to an extensive presentation by multiple agencies detailing available services. Staff will meet with each individual to determine their needs. If staff cannot meet with individuals on-site, appointments will be made to meet with clients in one of three One-Stop Centers as soon as possible to complete needs assessments. All clients are assessed for needs beginning at intake. Referrals are made to other agencies as determined appropriate. Education, training and employment needs are determined at assessment. If employment is not the result of core services, an Individual Service Strategy will be developed that details the goals and further needs of each client.

If, due to the rural nature of Tulare County, a site visit is not appropriate, staff will contact the employer to gather information and arrange for information regarding services to be delivered via mail and/or telephone to affected employees.

O. How do your rapid response activities involve the local board and the Chief Elected Official? [(WIA, Section 118(b)(5), *State Planning Guidance* IV B.13.b.)]

Upon identification of a potential closure, actual closure, or mass lay-off, information gathered by the Community Liaison will be used to develop a report related to the potential impact on the local economy and the services that may be needed to avert or alleviate the impact. This report shall be made available to the Tulare County Board of Supervisors and the local Workforce Investment Board.

- P. What rapid response assistance will be available to dislocated workers and employers and who will provide them? [WIA, Section 118(b)(4)(5), *State Planning Guidance* IV B.13.c.]

Should a mass layoff or plant closure occur, designated Employment Connection staff will contact the affected employer immediately to gather information and begin planning for the provision of Rapid Response Services. This initial contact is generally by telephone to arrange an on-site meeting with the employer. During this telephone call, information is gathered to enable Employment Connection staff to begin completion of the Rapid Response Assistance, On-Site Visit Report. Whenever possible, staff will meet with employer representatives on-site the same day or as soon as the employer will allow. Information provided during this visit includes, but is not limited to the following:

- Contact information regarding agencies that may be able to provide assistance that would avert the closure;
- Detailed information regarding all services available from the local Workforce Investment Board and the different ways these services and information can be delivered to the affected workers;
- Services available from EDD; and Services available from other local agencies such as Consumer Credit Counseling Services, Economic Development and Financing Corporation, Tulare County Department of Health and Human Services, and other organizations as appropriate.

- Q. Describe and assess the adult and dislocated worker employment and training services that will be available in your local area. [WIA, Section 118 (b)(4)(5)]

Training includes, but is not limited to, language (ESL), basic skills, vocational skills, on-the-job training, and competency training. Training enhances occupational and educational skills, which results in improved long-term employability, increased earning and self-sufficiency.

Training programs for adults, dislocated workers and out-of-school youth emphasize enhancement participant skills to assist the participant in attaining self-sufficient employment. Targeting high demand, accessible occupations, will identify areas of self-sufficient employment.

Training can start with basic skills, english as a second language and may start at the enhancement or upgrade level depending on the desire and skill level of the client. Training can occur at the agency site, a training site or a job site depending on whether it is GED Tutorial, an OJT, Classroom Training, Work Experience (youth only) or Limited Internship (youth only). Training provides the key components necessary to determine and fulfill employment and

training goals. Training prepares the client for employment in high-growth occupations where demand for workers exceeds the supply and wages are at a self-sufficiency level.

Using information collected during Intake, Objective Assessment, the development of an Individual Service Strategy, and working with the client, the Case Manager will complete a Classroom Training Request and document what is needed by the client to achieve their employment goal objectives. The length of training depends on the client's specific barrier to employment, but should not exceed two years. Once training is completed, the client will be ready for job placement activities.

#### Training Standards:

Clients who are recommended for training opportunities must complete a full objective assessment process and receive a fully developed Individual Service Strategy. The Individual Service Strategy must indicate all activities to help the client obtain the stated goals. Only activities that prepare a client for high-growth, or demand occupations will be approved for training funded through the Workforce Investment Act. Training must be based on the recommendations made through the objective assessment process that involves the client and includes the demand levels of the occupation.

#### Classroom Training (Remedial) and GED Preparation:

The goal of Classroom Training (Remedial) and GED preparation is to provide the client with reading comprehension, writing, listening, problem-solving and mathematical computation skills necessary to be competitive in the labor market for the jobs that will help them achieve self-sufficiency. A participant can be basic skills deficient if he or she does not demonstrate the minimum basic skills necessary for entry-level employment. Clients who demonstrate a deficiency in math and reading below the eight (8th) grade need to consider classroom training remediation for basic skills, which includes computer tutorials. This should be encouraged by the case manager. Remedial skills training will be individualized. The need for remedial skills upgrade or GED preparation must be indicated by the objective assessment, agreed to by the client, and documented in the ISS. If the client is not a high school graduate, a GED will be suggested as a training activity. Remedial skills training must use materials relevant to the skills required for obtaining and maintaining employment.

#### Vocational/Occupational Classroom Training:

Vocational/Occupational Classroom Training is short-term training in a vocational school, business environment, or community college setting to improve employability in the local labor market: instill work-related occupational skills; instill work maturity skills; and prepare clients for employment in high-growth, demand occupations. This activity will follow the Individual Service Strategy and be correlated with objective assessment recommendations. GED should be completed and all arrangements for transportation, childcare, living income made prior to the client's acceptance into any training program.

#### Vocational/Occupational Classroom Training Standards:

The Individual Service Strategy (ISS) will document client's training goals and support service needs and include all planned activities. Benchmarks, such as attendance records and contact

information will be reviewed to insure program participation and completion. Case management will address problems arising during training. Assessment results will be documented in the client's file and related to the training and stated career goal. Bids will be required if the vocational training program cost exceeds \$500.00. Short-term vocational training programs will be encouraged. Training will lead to paid employment that supports the self-sufficiency of a client. Arrangements for licensing and certification will be discussed with the client prior to training. All activities will be coordinated with supportive agencies and partnerships to ensure the client is receiving required benefits and services. All financial aide arrangements will be reviewed and documented to ensure that there is no overlap in payment or undue burden on the client. Coordination with local training institutions regarding Pell grants will occur to make sure training is not being funded by more than one source. Prior to developing a training plan for Vocational Occupational Classroom Training, the Case Manager shall ensure that clients who are eligible for Workforce Investment Act services, have been approved for funding, are interested vocational/occupational classroom training, are suitable for these activities, and can participate. Individual Service Strategy and objective assessment information will be coordinated with the client to determine the vocational/occupational training goals are appropriate. A review of the Individual Service Strategy will help assist the client and the case manager in selecting vocational/occupational training.

The client is responsible for researching information regarding cost of support services, training fees, supplies, and equipment needs with the Case Manager's direction. Together, the client and Case Manager will complete a full Individual Service Strategy that clearly indicates the full array of vocational/occupational classroom training activities and support services needed to obtain training goals.

R. MEMORANDUM OF UNDERSTANDING (MOU):

WIA requires that a Memorandum of Understanding (MOU) between the local board and each of the One-Stop partners concerning the operation of the One-Stop delivery system be executed. As referenced on page 6, a copy of each MOU must be included with the plan. [WIA Section 118(b)(2)(B)]

The Memorandum of Understanding (MOU) may be developed as a single umbrella document, or as singular agreements between the partners and the board. The MOUs should present in concrete terms, member contributions and the mutual methodologies used in overseeing the operations of the One-Stop career center system.

1. The MOU must describe: [WIA, Section 121(c)(1)(2)(A)(B)]

- a. What services will be provided through the One-Stop system.
- b. How the costs of services and operating costs will be funded, including cost-sharing strategies or methodologies.

- c. What methods will be used for referral of individuals between the One-Stop operator and partners?
- d. How long the MOU will be in effect.
- e. What procedures have been developed for amending the MOU?
- f. Other provisions consistent or as deemed necessary by the local board.

PIC staff, along with the Workforce Policy Advisory Committee is in the process of developing and completing Memorandums of Understanding (MOU) that describe what each partner will bring to the One-Stop system. These include funding sources other than WIA specified funds, in terms defined in items “a” through “f” above. Ultimately each MOU must be negotiated with the PIC serving as the local Workforce Investment Board. Until such time as an MOU is submitted, over twenty-six (26) agencies have completed a Survey of Intent stating their commitment to be a One-Stop Partner. The surveys define the process for achieving true collaborative efforts throughout Tulare County and ensure, not only integration of services, but the consolidation of other financial resources in the delivery of employment and training services for job seekers and employers.

- 2. Identify those entities with which you are in the process of executing an MOU. Describe the status of these negotiations. [Interim Final Rule §662.310(b)]

Entities currently in the process of negotiating Memorandums of Understanding includes: The Tulare Private Industry Council, Inc., EDD, Health and Human Services, Proteus, Community Services & Employment Training, Tulare County Office of Education, American Association of Retired Persons, Tule River Indian Reservation, Tulare County Family Support, Tulare County Probation Department, Tulare County District Attorney's Office, Department of Rehabilitation, Office of Education School-to-Career, local chambers and city representatives.

- 3. What process will the local board use to document negotiations with One-Stop partners who fail to participate or sign an MOU? How will you inform the state board when negotiations have failed? [Interim Final Rule §662.310(b)]

Every attempt will be made to successfully negotiate a compliant Memorandum of Understanding with mandated One-Stop Partners. In the event that negotiations are not successful, a letter notifying the State One-Stop Policy Office, or another designated state agency will be prepared to provide appropriate notice and request arbitration. A copy of the letter will be provided to the non-compliant agency, the local Chief Elected Official and the State Workforce Investment Board. To the extent possible, compliant partners will provide critical services until such time as a Memorandum of Understanding can be completed with the non-compliant parties.

## **VI. YOUTH ACTIVITIES:**

As a way to connect youth to workforce investment resources, WIA requires youth programs to be connected to the One-Stop system. WIA requires improved youth opportunities and Youth Councils to be part of local workforce investment systems. Youth councils have authority to develop the youth-related portions of the local plans, to recommend youth service providers to the local boards, to coordinate youth services, and to conduct oversight of local youth programs and eligible providers of youth programs.

A. Describe your local area's efforts to construct a youth council, and what the role(s) of the Youth Council will be. [WIA, Section 117 (h)(1)(2)(3)(4)]

The Tulare County Private Industry Council, Inc. has established an interim Youth Council comprised of individuals from the Tulare County Workforce Coalition and the Tulare County Youth Coalition. This interim Youth Council has developed a selection criteria for membership on the Youth Council. Membership will include PIC board directors with special interest or expertise in youth policy; representatives of youth service agencies, including juvenile justice and local law enforcement agencies; representatives of local public housing authorities; parents of eligible youth seeking assistance under the Workforce Investment Act; individuals, including former participants, and representatives of organizations, that have experience relating to youth activities; and such other individuals as the chairperson of the local Workforce Investment Board, in cooperation with the Chief Elected Official, determines to be appropriate. It is anticipated that recommendations for membership will be forwarded to the PIC by spring of 2000.

Members of the Youth Council who are not members of the local Workforce Investment Board have no voting rights with regard to PIC Board agenda items.

The Youth Council will provide for coordination of youth activities in the local area; development of portions of the local plan related to targeted youth, as determined by the board; recommendation of youth services providers in accordance with WIA Section 123, subject to the approval of the PIC, the local workforce investment board; and carrying out other duties, as authorized by the local workforce investment board, such as establishing linkages with educational agencies and other youth entities.

B. How will youth services be connected with your One-Stop delivery system?  
[Interim Final Rule § 664.700]

Youth services will be integrated into the One-Stop Centers. Youth seeking services will have the option of going to an Employment Connection Center or seeking services through community-based centers that are linked to schools and other providers of quality services in the local area.

- C. Describe how coordination with Job Corps, Youth Opportunity Grants, and other youth programs in your local area will occur, e.g. School-to-Career. [WIA Section 112(b)(18)(C) and 117(h)(2)(vi), State Planning Guidance, IV B. 14.]

There are no Job Corps Centers or Youth Opportunity Grants in Tulare County. The Private Industry Council, Inc., is the designated School to Career operator and coordinates its operation with local school districts and the Tulare County Office of Education.

- D. Describe and assess the type and availability of youth activities in the local area. Include an identification of successful providers of such activities. [WIA, sections 118(b)(6)]

The following list includes a general description of youth activities in the local area.

### ACADEMIC LEARNING SERVICES

- a. Tutoring study skills training and instruction leading to secondary school completion, including dropout prevention strategies offer additional, special or remedial assistance, often on an individual basis.
- b. Alternative secondary school offerings provide instruction leading to a high school diploma. Instruction may be provided outside of the traditional school setting, but programs must meet applicable state and local educational standards. Offerings may also provide instruction leading to the receipt of certification that an individual has completed a level of education attainment equivalent to completion of high school (GED).
- c. Leadership Development Opportunities may include community service and peer centered activities encouraging responsibility and other positive social behaviors during the non-school hours, as appropriate. Leadership opportunities for youth may also include:
  - Exposure to post secondary educational opportunities;
  - Community and service learning projects;
  - Peer-centered activities, including peer mentoring and tutoring;
  - Organizational and team work training, including team leadership training;
  - Citizenship training, including life skills training such as parenting, work behavior training and budgeting of resources;
  - Employability; and
  - Positive social behaviors.

Many local programs incorporate positive social behaviors, often referred to as “soft skills”, as part of their menu of services that focus on areas that may include, but are not limited to, the following:

- Positive attitudinal development;
- Self-esteem building;
- Cultural diversity training; and

- Work situation activities.
- d. Adult mentoring, primarily to assist a youth in achieving academic success, is the pairing of a youth with a caring adult in a one-to-one relationship, challenging the youth to do well in school – making the connection between school and work. Typically, mentors become advocates for the youth, working in consultation with the youth’s teacher(s) and counselor/caseworker.
  - e. Comprehensive guidance and counseling primarily provided to assist a youth in achieving academic success; may also include drug and alcohol abuse counseling and referral. Services may be provided on an individual or group basis, using a variety of processes and techniques.

A professional development program will contribute to the professional growth of the staff and contribute to the empowering of individuals within the organization. What is needed is a structured, well-conceived, collaborative approach as the transition from novice to established teacher is too critical to be left to chance.

### WORK RELATED SERVICES

- a. Work experiences are planned; structured learning experiences that take place in a workplace for a limited period and may be in the private, for-profit sector; the non-profit sector; or the public sector.

Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the participant with the opportunities for career exploration and skill development and is not intended to benefit the employer, although the employer may, in fact, benefit from activities performed by the youth.

Work experiences may be subsidized or unsubsidized and may include the following:

- Instruction in employability skills or generic workplace skills such as those identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS);
- Exposure to various aspects of an industry;
- Progressively more complex tasks;
- Internships and job shadowing;
- Integration of basic academic skills into work activities;
- Supported work, work adjustment, and other transition activities;
- Entrepreneurship; and
- Other activities designed to achieve the goals of work experience.

Work experiences may include on-the-job training.

- b. Occupational Skill Training provides instruction, usually in a classroom setting, designed to provide individuals with technical skills and/or information required to perform a specific job or groups of jobs. Training must be tied to an occupational code and labor market.

### SUMMER RELATED SERVICES

Summer Youth Employment Opportunities provide direct linkages to academic and occupational learning, and may provide other elements and strategies, as appropriate, to serve the needs and goals of participants.

The summer youth employment opportunities element is not intended to be a stand-alone program. Local programs should integrate a youth's participation in that element into a comprehensive strategy for addressing the youth's employment and training needs.

### OTHER SERVICES INFORMATION

Supportive Services means services such as transportation, childcare, dependent care, housing and needs-related payments that are necessary to enable an individual to participate in the WIA. For youth, supportive services may also include:

- Linkages to community services;
- Assistance with transportation costs;
- Assistance with child care and dependent care costs;
- Assistance with housing costs;
- Referrals to medical services; and
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective gear.

### FOLLOW-UP SERVICES

Follow-up Services for youth (for 12 months) may include:

- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

Leadership development opportunities for youth may include the following:

- Exposure to post-secondary educational opportunities
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;

- Training in decision-making, determining priorities, citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources;
- Employability, and
- Positive social behaviors.

### INTAKE/OBJECTIVE ASSESSMENT

Intake and Objective Assessment is the process by which the customer's eligibility for WIA services are determined. Objective Assessment will examine the customer's capabilities, needs, interests, and job potential through testing and interviews. Referrals to other agencies may occur at any time (if needed) to help the customer and to remediate employment barriers.

### DETERMINATION OF SUCCESS

Requests for Proposal (RFP) for PY 2000 specific services recommended by the Tulare County Private Industry Council, Inc., the local Workforce Investment Board will be issued in the near future. This solicitation will outline specific performance expectations. Successful bidders will be monitored against these expectations and their results made available to customers to assist in their selection of training providers. Service providers will be provided reports related to their performance and where appropriate, corrective action plans will be developed.

- E. What is your local area's strategy for providing comprehensive services to eligible youth, including any coordination with foster care, education, welfare and other relevant resources? Include any local requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. [WIA Section 112(b)(18)(A), Interim Final Rule §664.400, State Planning Guidance, IV B. 14]

The Tulare County Private Industry Council, Inc. is concerned about the success of the youth residing in Tulare County. Youth will be encouraged to stay in, or return to school in order to develop the academic background necessary to succeed in today's technology driven economy. Youth specialists will work with all youth to develop a plan that leads to employment in a career selected by the youth after career research. Where necessary supportive services will be made available to youth who have been identified as having barriers to employment. Barriers include those who are basic skills deficient, school dropouts, homeless, runaway, foster care, offenders, pregnant, parenting or have disabilities. If Workforce Investment Act funded services are not available, then appropriate referrals will be made to local agencies that are supported by other funds. Representatives of the foster care system, welfare, education, and other relevant agencies will be members of the Youth Council and will recommend activities and providers offering services to youth.

- F. Describe how your local area will meet the Act's provisions regarding the required youth program design elements: [WIA, Section 129(c)(2)(A) through (J)]

1. Preparation for post-secondary educational opportunities;

Youth will be prepared through tutoring in study skills, training, and instruction which will lead to secondary school completion. Inclusive of dropout prevention strategies which offer additional, special or remedial assistance often on an individual basis.

2. Strong linkages between academic and occupational learning;

Occupational Skill Training provides instruction in either a structured classroom setting or in a work based learning format designed to provide individuals with technical skills and/or information required to perform a specific job or groups of jobs. Training must be tied to an occupational code and labor market.

3. Preparation for unsubsidized employment opportunities;

Many local programs incorporate positive social behaviors, often referred to as soft skills, as part of their menu of services and focus on areas that may include, but are not limited to, the following.

- Positive attitudinal development;
- Self-esteem building;
- Cultural diversity training; and
- Work situation activities.

4. Effective linkages with intermediaries with strong employer connections;

Adult mentoring primarily to assist a youth in achieving academic success is the pairing of a youth with a caring adult in a one-to-one relationship, challenging the youth to do well in school making the connection between school and work. Typically, mentors become advocates for the youth, working in consultation with the youth's teacher(s) and counselor/caseworker. Tulare County PIC will continue strong involvement with Intermediary Projects. Intermediaries are School Career projects who broker and connect services between schools and employer community.

5. Alternative secondary school services;

Alternative secondary school offerings provide instruction leading to a high school diploma. Instruction may be provided outside of the traditional school setting, but programs must meet applicable state and local educational standards. Offerings may also provide instruction leading to the receipt of certification that an individual has completed a level of education attainment equivalent to completion of high school (GED).

6. Summer employment opportunities;

Summer Youth Employment Opportunities provide direct linkages to academic and occupational learning, and may provide other elements and strategies, as appropriate, to serve the needs and goals of participants.

The summer youth employment opportunities element is not intended to be a stand-alone program. Local programs integrate a youth's participation in that element into a comprehensive strategy for addressing the youth's employment and training needs.

#### 7. Paid and unpaid work experience;

Work experiences are planned, structured learning experiences that take place in a workplace for a limited period; and may be in private, for-profit sector, the non-profit sector, or the public sector.

Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the participant with opportunities for career exploration and skill development and is not intended to benefit the employer, although the employer may, in fact, benefit from activities performed by the youth.

Work experiences may be subsidized or unsubsidized and may include the following.

- Instruction in employability skills or generic workplace skills such as those identified by the Secretary's Commission on Achieving Necessary Skills (SCANS);
- Exposure to various aspects of an industry;
- Progressively more complex tasks;
- Internships and job shadowing;
- The integration of basic academic skills into work activities;
- Supported work, work adjustment, and other transition activities;
- Entrepreneurship; and
- Other activities designed to achieve the goals of work experience.  
(Work experiences may include on-the-job training)

#### 8. Occupational skills training;

Occupational Skill Training provides instruction, usually in a classroom setting, designed to provide individuals with technical skills and/or information required to perform a specific job or groups of jobs. Training must be tied to an occupational code and labor market.

#### 9. Leadership development opportunities;

Leadership Development Opportunities may include community service and peer centered activities encouraging responsibility and other positive social behaviors during the non-school hours, as appropriate. Leadership opportunities for youth may also include:

- Exposure to post secondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;

- Citizenship training, including life skills training such as parenting, work behavior training and budgeting of resources;
- Employability; and
- Positive social behaviors.

#### 10. Comprehensive guidance and counseling;

Comprehensive guidance and counseling primarily provided to assist a youth in achieving academic success and may also include drug and alcohol abuse counseling and referral. Services may be provided on an individual or group basis, using a variety of processes and techniques.

A professional development program will contribute to the professional growth of the staff and contribute to the empowering of individuals within the organization. What is needed is a structured, well-conceived, collaborative approach as the transition from novice to established teacher is too critical to be left to chance.

#### 11. Supportive services

Supportive Services means services such as transportation, childcare, dependent care, housing and needs-related payments that are necessary to enable an individual to participate in WIA. For youth, supportive services may also include:

- Linkages to community services;
- Assistance with transportation costs;
- Assistance with child care and dependent care costs;
- Assistance with housing costs;
- Referrals to medical services; and
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective gear.

#### 12. Follow-up services. [Interim Final Rule §664.450(a)(1) through (6)(b), State Planning Guidance, IV B.15.]

Follow-up Services for youth (for 12 months) may include:

- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

## **VII. ADMINISTRATIVE REQUIREMENTS**

- A. What competitive process will be used to award grants and contracts for youth services in your local area? [WIA Section 118 (b)(9), 112(b)(18)(B) and Section 123]

Youth services shall be awarded through a Request for Proposal and based on recommendations from the Youth Council. Awards shall minimize duplication of services and identify performance expectations. Results of the Request for Proposal effort shall be made available to the public upon request.

- B. What competitive and non-competitive processes will be used at the local level to award grants and contracts for activities under Title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts? [WIA, Section 118(b)(9)]

The following process has been developed in an effort to comply with the directives, rules, and regulations of the State of California, the Federal Government, and other cognizant agencies, and to provide clear, fair and equitable treatment of vendors and contractors in property and/or service procurement. The Tulare County Workforce Investment Board shall not use funds provided under the Workforce Investment Act to duplicate facilities or services available in the area from Federal, State, or local sources unless it is demonstrated that the Workforce Investment Act funded alternative services or facilities would be more effective or more likely to achieve performance goals. The Tulare County One-Stop System shall coordinate procurement of specific property items and/or services necessary to operate various programs under the direction of the Tulare County Workforce Investment Board. All procurement transactions will be conducted in a manner providing full and open competition and on a cost reimbursable basis. All written procedures and policies for procurement activities shall be made available to the public upon request.

- C. What entity will serve as the local grant recipient and be responsible for disbursing grant funds as determined by the Chief Elected Official? [WIA Section 117(d)(3)(B)(i)(I)(II)(III) and 118(b)(8)]

The County of Tulare is the grant recipient and the PIC is the administrative entity responsible for disbursing and overseeing grant funds.

- D. What criteria will the local board use in awarding grants for youth activities, including criteria used by the Governor and local boards to identify effective and ineffective youth activities and providers? [WIA Section 112(b)(18)(B), *State Planning Guidance* III B.1.f.]

The local Youth Council using a competitive process shall solicit applications from local providers of youth services. The Youth Council will make recommendations for possible grant awardees to the PIC which will provide final approval for the awarding of contracts. The PIC will establish and implement local procedures for competitive awards in compliance with federal and State procurement policies.

To ensure high standards for both employer and client customer satisfaction levels, service providers will have to demonstrate their ability to provide and coordinate comprehensive

services as outlined in Section 129(c)(2)(A-J). Demonstration will be accomplished by the ability to obtain, track, measure, and report the performance data required by WIA core indicators for youth activities.

The criteria established by the PIC are:

- A process to conduct skills and needs assessments which will assist in identifying objectives which include individual service strategies that prepare youth for secondary, post-secondary, or vocational education opportunities.
- The 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, including those youth involved with the criminal justice system.
- 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.
- Innovative youth program design.
- Connection with the local One-Stop Career Centers.
- Safe and easily accessible locations that comply with Americans with Disabilities Act.

The State and DOL have not finalized the youth performance measures therefore, there is limited baseline data to assist in identifying minimum levels of performance. These circumstances make it difficult for the PIC to establish minimum required performance standards for youth providers at the time of submission of this local plan.

The PIC will require assurances from youth service providers that include:

- A commitment to collect necessary data.
- Reporting on WIA-required performance measures according to standardized methodologies when they are final.
- The capacity to adhere to any required minimum levels of performance.

When the State finalizes the youth measures and the necessary data are available, the PIC will be in a better position to identify appropriate youth provider performance levels, including whether separate performance criteria will be used for providers of service to youth who have special needs.

The PIC, in conjunction with the Youth Council, will determine the most appropriate activities and programs to address the needs of the youth population. When identifying effective and ineffective youth activities and providers, the PIC will consider whether providers can:

- Meet performance levels as negotiated with the PIC.
- Include parents in determining customer satisfaction with services for youth age 14-18.
- Involve family members in determining service needs.
- Develop relationships between youth mentoring adults.
- Provide strong case management to track program outcomes.
- Provide a high level of advocacy and support to minimize barriers to youth success.
- Assist clients with the skills to be self-sufficient.
- Maintain fiscal responsibility in their organization and provide services for youth at a cost per client.
- Demonstrate prior successes in providing employment and training services to youth by securing and encouraging involvement of local business and the employer community.
- Provide comprehensive guidance and counseling.
- Provide accommodations for special-needs populations.
- Provide outreach services to school dropouts and out-of-school youth.
- Established high expectations.

If the PIC determines that a service provider does not meet performance levels after finalizing the contract, the provider will be given the opportunity to identify problems and solutions and to improve performance within a specified period. When poor performance is identified and is not corrected, the PIC will provide technical assistance, require a corrective action plan and effective implementation of that plan. The contract may be suspended if, after a reasonable amount of time, the corrective action plan has not been carried out.

- E. What is your local areas definition regarding the sixth youth eligibility criterion, (“an individual who requires additional assistance to complete an educational program, or to secure and hold employment”). [WIA Section 101(13)(C)(vi)]

An individual requiring additional assistance to complete an educational program or get a job:

- Deficient in occupational skills.
- Disabled
- Deficient in English
- Identified as “at risk” by the local education agency.
- Youth with a family history of seasonal or chronic unemployment
- A member of a family, that has been determined eligible to receive Federal, State, or local public assistance within the last six months.

## VIII. ASSURANCES

- A. The Local Workforce Investment Board and its staff assure that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds provided to the Local Workforce Investment Board through the allotments made under sections 127 and 132. [WIA, Section112(b)(11)]
- B. The Local Workforce Investment Board assures that it will comply with WIA, Section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary that it has:
  - 1. Implemented the uniform administrative requirements referred to in WIA, Section 184(a)(3);
  - 2. Annually monitored local areas to ensure compliance with the uniform administrative requirements as required under WIA, Section 184(a)(4); and
  - 3. Taken appropriate action to secure compliance pursuant to WIA, Section 184(a)(5).
- C. The Local Workforce Investment Board assures that compliance with the confidentiality requirements of WIA, Section 136(f)(3) .
- D. The Local Workforce Investment Board assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. [WIA, Section181(b)(7)]
- E. The Local Workforce Investment Board assures that the board will comply with the nondiscrimination provisions of WIA, Section 188, including an assurance that Methods of Administration have been developed and implemented.
- F. The Local Workforce Investment Board assures that the board will collect and maintain data necessary to show compliance with the nondiscrimination provisions of WIA, Section 188.
- G. The Local Workforce Investment Board assures that there will be compliance with grant procedures of WIA, Section 189(c).
- H. The Local Workforce Investment Board certifies that the State Employment Security Administrator has certified the Wagner-Peyser Act Plan, which is part of this document. [State Planning Guidance VI. 11.]

- I. The Local Workforce Investment Board certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
- J. The Local Workforce Investment Board certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees. [State Planning Guidance VI. 13.]
- K. The Local Workforce Investment Board certifies that Workforce Investment Act section 167 grantees, advocacy groups as described in the Wagner-Peyser Act (e.g., veterans, migrant and seasonal farmworkers, people with disabilities, UI claimants), the State monitor advocate, agricultural organizations, and employers were given the opportunity to comment on the Wagner-Peyser Act grant document for agricultural services and local office affirmative action plans, and that affirmative action plans have been included for designated offices.
- L. The Local Workforce Investment Board assures that it will comply with the current regulations, 20 CFR part 651.111, to develop and submit affirmative action plans for migrant and seasonal farm worker Significant Offices in the local Workforce area which are determined by the Department of Labor, to be in the highest 20% of MSFW activity nationally.
- M. The Local Workforce Investment Board has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners. [WIA Section 118(a)]
- N. The Local Workforce Investment Board assures that it will comply with section 504 of the Rehabilitation Act of 1973 (29 USC 794) and the American's with Disabilities Act of 1990 (42 USC 12101 et seq).
- O. The Local Workforce Investment Board assures that funds will be spent in accordance with the Workforce Investment Act, written Department of Labor guidance, and other applicable Federal and State laws and regulations.

**IX. PROGRAM ADMINISTRATION DESIGNEE AND PLAN SIGNATURES**

This plan represents the Tulare County Private Industry Council, Inc. (local workforce investment board) efforts to maximize and coordinate resources available under Title I of the Workforce Investment Act (WIA) of 1998.

This plan is submitted for the period of July 1, 2000 through June 30, 2005 in accordance with the provisions of the Workforce Investment Act.

Tulare County Private Industry Council, Inc.,  
Local Workforce Investment Board

Tulare County Board of Supervisors  
Chief Elected Official

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Signature  
  
\_\_\_\_\_  
Joe Hallmeyer  
Name  
  
\_\_\_\_\_  
PIC Chair  
Title  
  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
  
\_\_\_\_\_  
Bill Sanders  
Name  
  
\_\_\_\_\_  
Board of Supervisors, Chair  
Title  
  
\_\_\_\_\_  
Date