



Investing in a Business Engagement Ecosystem





AUTHORS:

Christine Bosworth, Ed.D. - CEO/Co-founder, Business U, Inc.
Celina Shands, M.S. - Co-founder, Business U, Inc.

SUPPORTING AUTHORS:

Jim Mayer, MPA - CEO/President, California Forward
Leah Grassini Moehle, MPA - Program Manager, California Economic Summit

Additional thanks to Aspire 3 and the California Economic Summit Employer Engagement Work Group for the inspiration and support of this project.



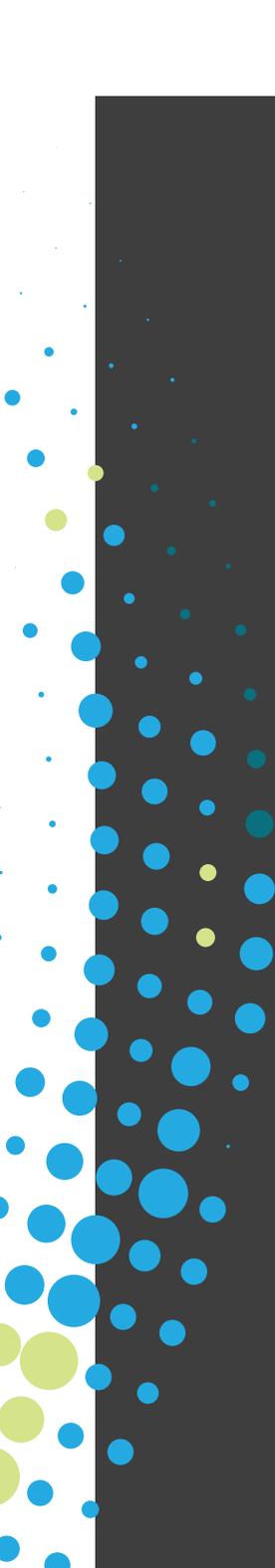


TABLE OF CONTENTS

- 6 Open Letter to Policy Leaders
- 8 The Economic Impact of Workforce Challenges:
The Employer Perspective
- 10 Workforce Development System Stakeholders:
Opportunity Creators for Economic Impact
- 14 The Current State of Business Engagement:
Workforce Development System
- 18 Pockets of Success: California Collaborations
in Business Engagement
- 22 Statewide Coordination: Business
Engagement Ecosystem
- 24 Looking Forward: Potential Next Steps
- 26 **Appendix A: California’s Demand–Side
Strategies in Action**
- 28 Partner Coordination & The Voice of Industry
- 30 Using Economic Impact Models for
Business Engagement
- 32 Pipeline Development Through Business Engagement
- 34 Using Data to Build Collaborative Partnerships
- 36 Use of Sector Approaches
- 38 Apprenticeship as a Workforce Development
Strategy for Employers
- 41 References

CHAPTER01

OPEN LETTER TO POLICY LEADERS



California Policy Leaders: Thank you for your bipartisan support of workforce development as a unifying strategy to reduce poverty and restore upward mobility. Investments such as the Strong Workforce Program are pivotal to strong collaboration among educational institutions, workforce development stakeholders and employers to create a more adaptable and responsive system.

You can help make sure Californians receive maximum benefit from these investments by actively supporting the development of a business engagement ecosystem, one that ensures a coordinated approach by partner agencies to align outcomes with business and industry needs, resulting in expanded opportunities for job seekers and students. While there are pockets of business engagement success across the state, this paper details strategies for California policymakers and workforce system stakeholders to consider as they continue to develop a 21st-century workforce system.

CHAPTER02

THE ECONOMIC IMPACT OF
WORKFORCE CHALLENGES:

**THE
EMPLOYER
PERSPECTIVE**



In order to thrive in the United States, companies must navigate dynamic market changes¹. Workforce talent can be a competitive advantage by helping businesses grow and adapt to changing products, services and markets. A significant shortage or mismatch can drive up business costs and inhibit growth strategies, which in turn limits employment opportunities for job seekers and students.

Workforce and education stakeholders must invest in effective, coordinated and scalable solutions that unleash the talent potential of U.S. workers, with the goal of building the workforce skill level to meet new job opportunities. The most effective strategies will be those developed with awareness that economic success is tied to education and training thereby creating economic mobility and opportunities in emerging industries and expanding sectors².

Employers in California have found it extremely challenging to find and hire talent³. Often this is due to skill or knowledge shortages among job applicants, especially with middle-skill workers—those who have more than a high school diploma but less than a bachelor's degree⁴. By 2025, these statewide shortages are estimated to be more than 1 million. This reality has motivated policymakers to launch initiatives that develop affordable educational opportunities for this segment of the workforce, including the creation of the “one-million more skilled workers challenge” by the California Economic Summit⁵. Institutions must support a “retraining economy,” and workers must be learners who can navigate a labor market that is less about “jobs” and more about “skills development,”⁶ especially in high-growth sectors.

In California, fast growing sectors include technology, aerospace and life sciences, as well as entertainment, tourism and agriculture—Silicon Valley is a world leader in technological innovation; San Diego is a global hub for biotechnology and pharmaceutical research; Los Angeles ranks third in the world, behind New York and London, as the preferred city for foreign real estate investment⁷. There are more than

900,000 “business” establishments in California, and they employ more than 14 million workers⁸. The most recent job growth has occurred in professional, scientific and technical services; leisure and hospitality; health care and social assistance; administrative, support and waste management services; and construction.

Collectively, these sectors have added nearly two-thirds of new jobs in the state. The two industries posting declines were nondurable goods manufacturing and natural resources⁹. Between 2010 and 2020, labor markets will have a total of 6.3 million job openings due to new jobs and retirements¹⁰ with the following growth-rates in these leading sectors: educational services at 28.8 percent; accommodation and food services at 27.5 percent; construction at 26 percent; and wholesale trade, professional services, health care and administrative services each at approximately 25 percent, with manufacturing at 0.4 percent¹¹. A postsecondary education will be required for two-thirds of these jobs.

The difficulty that California employers face in finding and hiring skilled talent has a direct impact on California's ability to grow the economy. The availability of workers and the cost of labor top the list of reasons businesses relocate to a new area or stay within a given region¹². This fact alone makes it crucial that California rank high nationally with respect to its innovative workforce strategies. Translating high-value place branding assets that attract and retain businesses can expand opportunities for job seekers and students through work-based learning experiences and job placements.

Because labor quality and availability are key to business retention and growth, organizations with the responsibility to prepare and build the current and future workforce pipeline are part of an ecosystem valued by businesses. As expected, major contributors to the ecosystem are public agencies within the workforce development system.

CHAPTER03

**WORKFORCE DEVELOPMENT
SYSTEM STAKEHOLDERS:
OPPORTUNITY
CREATORS FOR
ECONOMIC IMPACT**

McKinsey & Company conducted extensive research on global workforce development programs and economic strategies¹³. They identify the key partners in the U.S. workforce development system, along with five principles that serve as the foundation of workforce development programs for funders, participants and employers.

According to McKinsey's research, the "system" extends beyond federal and state agencies (Figure 1) and includes K-12, community colleges, workforce development boards, including their career centers, and a host of community-based organizations.

How do these public-sector organizations coordinate resources, services, grants, and collaborate on workforce initiatives to ensure that businesses have a homegrown, skilled labor pool to help them remain competitive? In California, the system of stakeholders is actively engaged in developing workforce and education initiatives to address the skills gap, with a host of targeted programs, funding streams and legislation such as the Workforce Innovation and Opportunity Act (WIOA), Strong Workforce Program, the Adult Education Block Grant and various registered apprenticeship programs, to name a few.

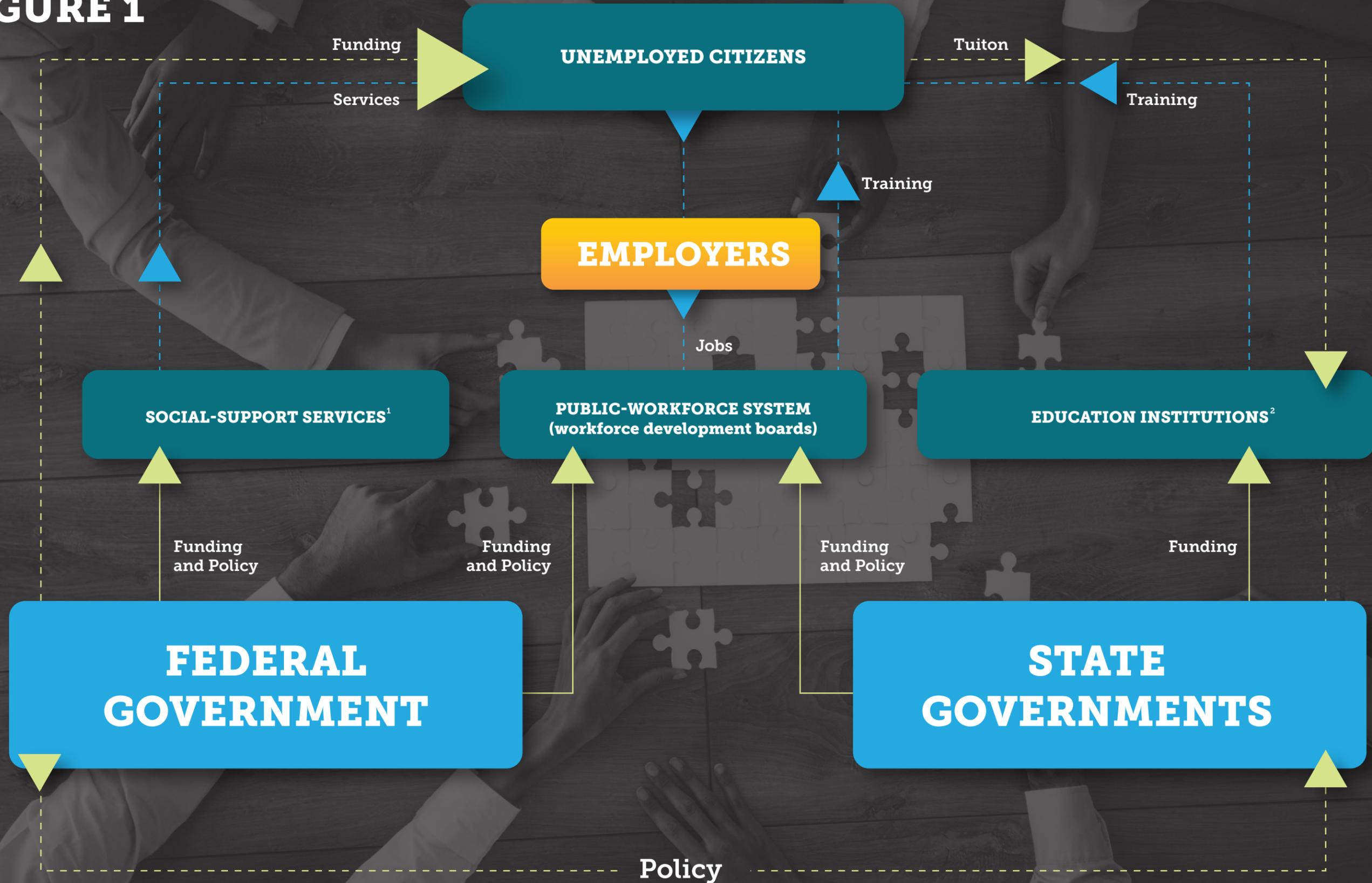
Measures for these various funding streams and programs are supply-side driven—focused on credentials earned, job placements, degree attainment and transfer rates, among others. Currently, there are no mandated demand-side measures that reflect the economic impact of these programs on business and industry.

However, WIOA does require the establishment of a primary indicator of performance for "effectiveness in serving employers," starting with the piloting of three approaches to "gauge critical workforce needs of the business community"¹⁴:

1. Provide employers with skilled workers;
2. Provide quality engagement and services to employers and sectors—establishing productive relationships with employers and sectors over extended periods of time; and
3. Provide quality engagement and services to all employers and sectors within a state and local economy.

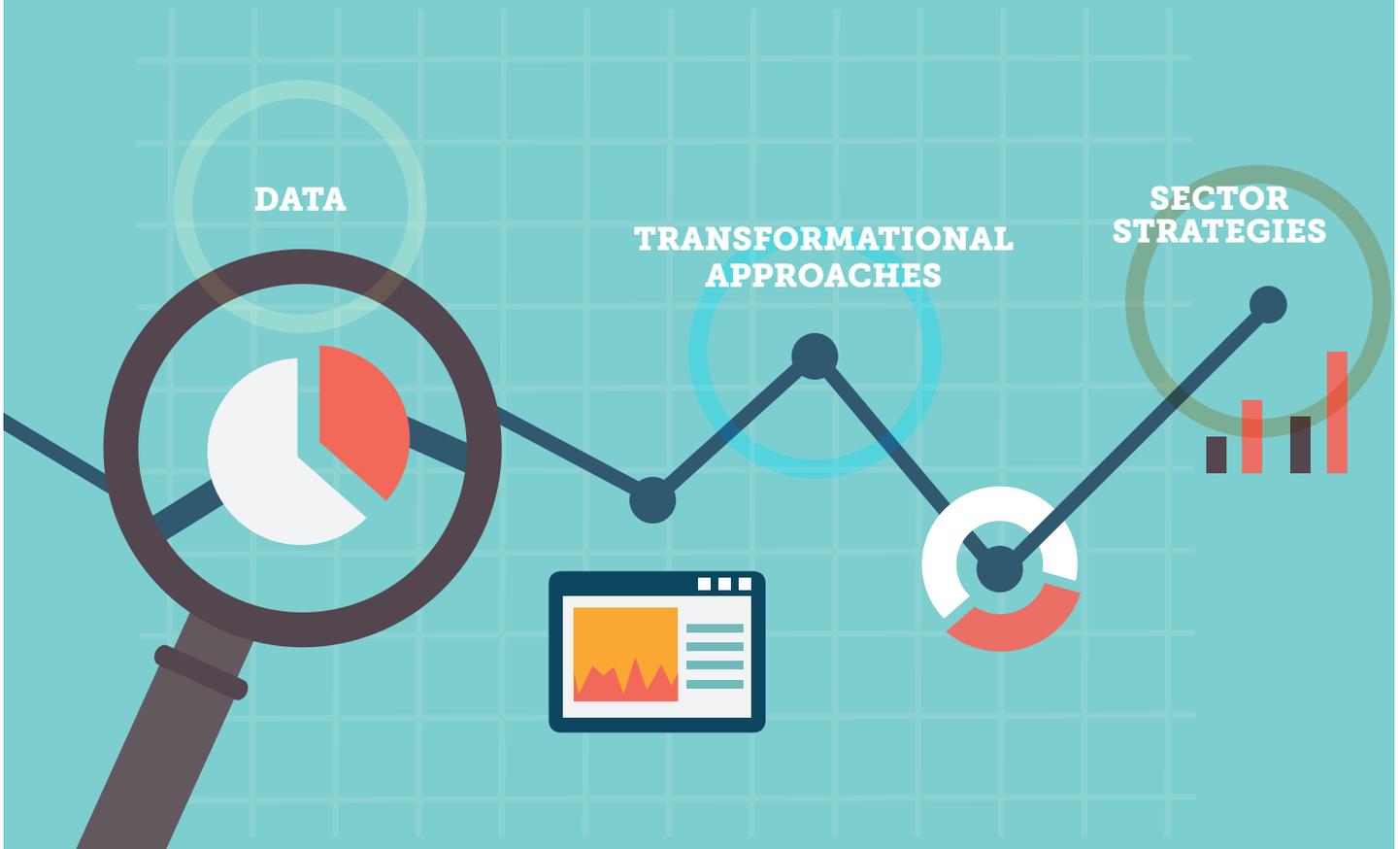
Given the growing emphasis on industry engagement to ascertain those needs, Business U Inc. funded a national study to examine the current state of business engagement among public workforce development system stakeholders.

FIGURE 1



Information by McKinsey & Company: Identification of Workforce Development Stakeholders

1. Such as child care and transportation. // 2. Including Universities



NEW: NATIONAL STUDY
Preliminary Findings

Current Business Engagement Practices under WIOA

**THE CURRENT STATE OF
BUSINESS ENGAGEMENT:**

**WORKFORCE
DEVELOPMENT
SYSTEM**

Business U Inc., an institutionally accredited national organization that focuses on business engagement in workforce and education, funded a national study¹⁵ to determine the methods that workforce development system stakeholders and partners are using to meet the expectations for business engagement, as articulated through WIOA. This demand-side focus provides expanded roles with respect to business engagement for workforce development boards, including: 1) regional coordination with sector strategies; 2) delivery of workforce services based on data such as labor-market information to inform decision making and workforce investments; 3) greater alignment with economic development and education to drive a collective response to labor-market challenges; and 4) prioritization of an employer-centric system to reinforce business services.

Launched in November 2016, Business U's online survey instrument was designed to capture quantitative data to support state and local workforce areas in strategic planning, identifying business engagement benchmarks, and to develop engagement strategies among regional partners (e.g., economic development, education, workforce boards, chambers and small-business development centers). The survey asked these various audiences a multitude of questions to uncover their perceptions about business engagement and the "sticking points" they encountered when attempting to maximize their efforts within their respective organizations and among their regional partners.

Business U closed the first-phase of the survey in February 2017 to analyze the generated survey data. The preliminary findings were shared at the National Association of Workforce Board's Annual Forum in March of that same year. The initial sample size consisted of 407 respondents across 38 states. To garner a greater sample size, the survey instrument remains open to states interested in assessing the ability of their stakeholders to respond to the needs of business and industry.

As an example, California had a response rate of 16 percent and mirrored the overall challenges articulated by survey participants nationally. One of the survey questions asked participants to report key challenges in engaging business and industry with workforce and education initiatives, and, depending upon the type of respondent (e.g., education stakeholders, workforce development boards, economic development organizations), between 60 percent and 72 percent indicated that employers were not giving them the buy-in needed to move their mandates forward. When probed further, survey participants indicated three key challenges to employer buy-in: 1) employer time commitment; 2) coordination among partners; and 3) measuring business engagement.

Employer Time Commitment

Stakeholder organizations encountered resistance in getting businesses to commit to engagement activities, including reluctance to use government-funded services; to partner in sector strategies, career pathways and/or work-based learning activities; and to provide funding support or in-kind contribution to workforce and education initiatives. Based upon Business U's national fieldwork in 2016, and in combination with the preliminary results from the national study, the resistance may stem from a host of reasons, such as stakeholder organizations not using "real-time" data to build a strong business case for engagement; meetings being too time consuming, inefficient, and lacking clear outcomes and objectives; and/or employers perceiving that the work is not relevant or of value to their immediate needs.

As previously mentioned, measures for current workforce and education initiatives are focused and accountable to job-seeker or student success, versus solving an employers' immediate need and/or providing assistance to help grow their business. The transactional nature of workforce and education programs emphasize these supply-side outcomes, which may be short-sighted when attempting to demonstrate their value to business and industry.

To help demonstrate value, workforce and education organizations might want to consider focusing on building long-term "transformational" relationships with their industry partners by gaining a clearer understanding of the differences between transactional and transformational engagement approaches, and how those efforts align to their engagement strategies. This lack of understanding is prevalent as evidenced by the results of a self-assessment tool used in Business U's Business Engagement Boot Camp^{®16}. Workforce practitioners who attend the boot camp are asked to self-assess their business-engagement practices to pinpoint challenges and identify opportunities for improvement.

The majority of participants have a difficult time articulating the differences between a transactional and transformational strategic approach to business engagement and understanding why both approaches are of value to businesses and employers. Of the 1,096 self-assessments collected in 2016, 73 percent of "boot campers" reported primarily engaging in transactional efforts versus taking a long-term approach to build a transformational relationship with business customers, which requires a coordinated effort among system partners—a key challenge articulated nationally by the study participants.

Coordination of System Partners

Most workforce and education programs are deployed in isolation and are not integrated with the services executed by other entities. This can be due to various funding streams and performance measures dictated by policymakers and funders. Preliminary results from Business U's national study indicated that the coordination of business-engagement efforts was a key issue across all market segments (e.g., workforce boards, education, economic development, chambers and small-business development centers).

Successfully engaging industry for the long haul to help solve complex workforce issues requires, at a minimum, "time" to develop and execute strategic transformational relationships with both

business and system partners. To be successful, workforce and education entities might need to work outside of their comfort zones and address territorial behavior that is usually based on the real fear of losing contacts, funding and/or credit for their contribution to the work and performance.

One set of measures that can track whether partners are effectively collaborating are referral patterns—both making and receiving referrals—among regional organizations that are employer facing. Referral patterns (Figure 2) are key indicators of an organization’s expanded reach and its commitment to solve the broad needs of businesses during all business cycles. Moreover, by developing an expanded portfolio of business solutions delivered by system partners, engagement practitioners become a resource conduit with breadth and depth for businesses in their community, thus taking the first step in building a relationship that is based on trust and credibility.

Measuring Business Engagement

It is an everyday standard for businesses to work toward increasing the value they bring to customers, to expand their reach, and to enter new markets. What underpins these practices are decisions driven by market data, satisfaction surveys, repeat business, and other customer-focused indicators. Businesses with a long-term view adopt a customer-centric approach by analyzing and leveraging market data and consumer behavior patterns to: 1) anticipate future needs; 2) build their product line; 3) evaluate the various service levels and customer touch points within their organization for continuous improvement; and 4) increase their employees’ knowledge and required skill set so they can remain competitive and lead the customer experience.

Conversely, there are few if any agreed upon standards or requirements for workforce development system partners to measure, monitor or manage their business-engagement efforts or report on relationship-building activities. A performance indicator with promise is to measure what is important to the

customer. For example, in Business U’s Business Engagement Boot Camp®, graduates from across the nation report that their business customers most frequently ask them to track cost per hire, turnover costs, time to hire, and cost savings and profits resulting from improved business processes and increased productivity.

There is no requirement that these demand-side measures be collected, but doing so could increase employers’ interest in partnering with workforce and education initiatives that may require a longer investment of their time. By assessing and improving the value proposition for employers, system partners could see an increase in industry’s commitment to work with them. As a brief example, employers’ expertise and insight validates labor market information, so that training programs are aligned with their current and future talent needs. They also provide relevant and desired learning outcomes to improve training curricula. It is invaluable to include employers in discussions about labor market challenges. Their involvement helps to ensure that education and workforce investments are spent efficiently and effectively.

FIGURE 2

		FROM			
		ECONOMIC DEVELOPMENT	EDUCATION	CHAMBERS	SBDCS
TO	Workforce Boards	46.2%	64%	75%	25%
	American Job Centers	7.7%	40%	75%	50%
	Economic Development	N/A	52%	100%	75%
	Community Colleges	84.6%	N/A	100%	25%
	Chambers	69.2%	52%	N/A	75%
	SBDCs	76.9%	44%	75%	N/A



POCKETS OF SUCCESS:
CALIFORNIA
COLLABORATIONS
IN BUSINESS
ENGAGEMENT

In California, there are a number of homegrown engagement strategies that rely on coordination among system stakeholders to respond to the needs of business and industry. Regional workforce and education stakeholders are demonstrating the cultural will to create operational structures that minimize duplication of effort and braid funding streams to maximize impact for employers, job seekers and students. Appendix A contains summaries of local and regional strategies in place across the state that engage business and industry in workforce and education initiatives to help solve workforce challenges. These strategies could be scaled by developing a business engagement ecosystem that uses incentive funding and accountability to encourage stakeholders to coordinate regional business engagement efforts that align with demand-side measures.

Additionally, in summer 2017, the CA Economic Summit launched the Partnerships for Industry and Education (PIE) Contest. The Summit, managed by California Forward, is a bipartisan civic organization, and the largest private-public-civic sector network in the state that connects regional and state leaders to develop a shared agenda to generate jobs and opportunity for all Californians. The contest was a strategy for crowd-sourcing effective partnerships that are essential to improve career pathways, as well as an opportunity to honor those employers and educators who are working together to ensure a positive social and economic impact on their region.

The contest's 27 nominations were studied to gain a deeper understanding of their key success characteristics:

1. Use of data and voice of industry: The employer/education partnership was supported by labor-market data and the needs of business.
2. Definition of roles and responsibilities: The employer/education partners had clear direction on common goals, allowing for efficient use of their time and resources.
3. Return on investment: The value of the employer/education partnership was understood by all, with investments and results measured, monitored and managed to meet employer needs and shifts in the labor market.

The contest was intended to identify promising collaborations focused on strong business engagement strategies that help move the needle on bridging the skills gap across various sectors. A deeper analysis and effort to calculate and communicate employers' return on investment will need to be examined to meaningfully engage with business and industry in workforce and education initiatives.

Commonalities of success can be further identified to create a vibrant business engagement ecosystem that forms an ideal state for collaboration and coordination among workforce development system partners. Business U defines this ideal state (Figure 3) as

one that is market-responsive during all business cycles supported by a relevant portfolio of regional solutions using both transactional and transformational engagement strategies.

Business engagement creates increased opportunities for job seekers and students in work-based learning activities and job placements, but only if strategies, systems and accountability measures are in place to provide organizations with the ability and incentive to work across agencies. This also speaks to state agencies so that they can more effectively eliminate, waive and/or negotiate the removal of "barriers," which too often stand in the way of launching and supporting an effective industry partnership initiated by the education and workforce systems.

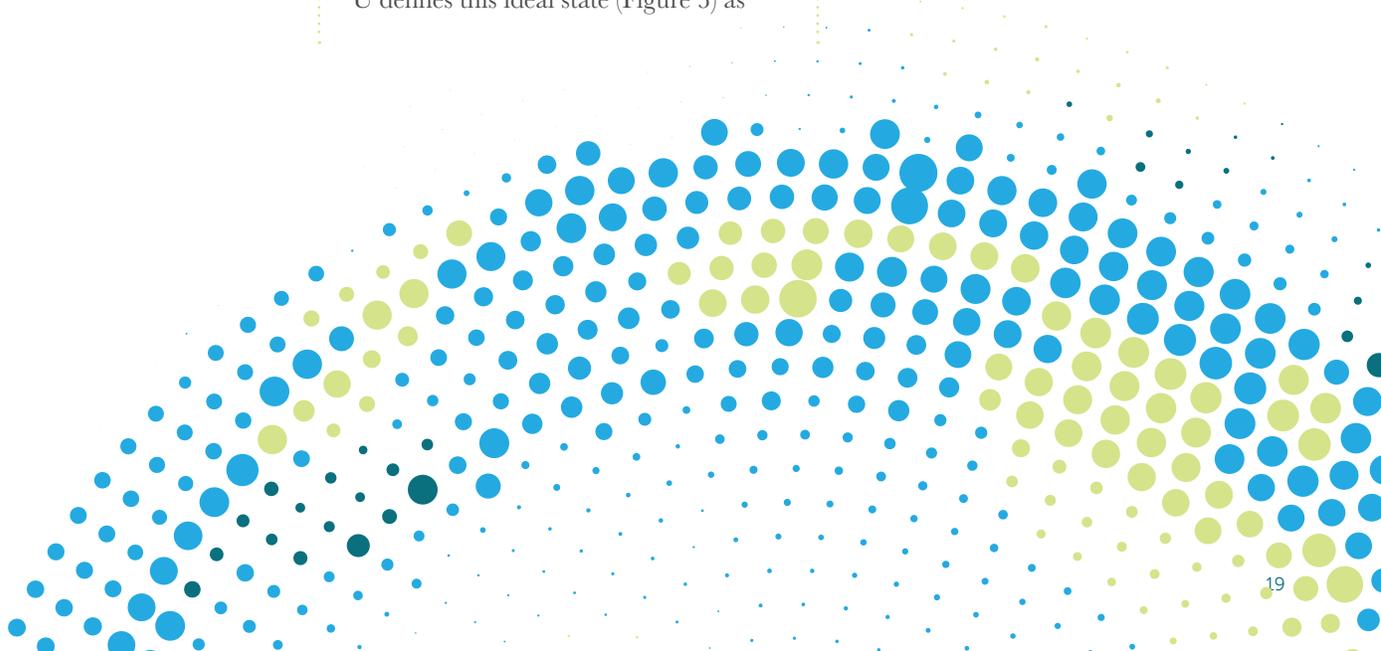
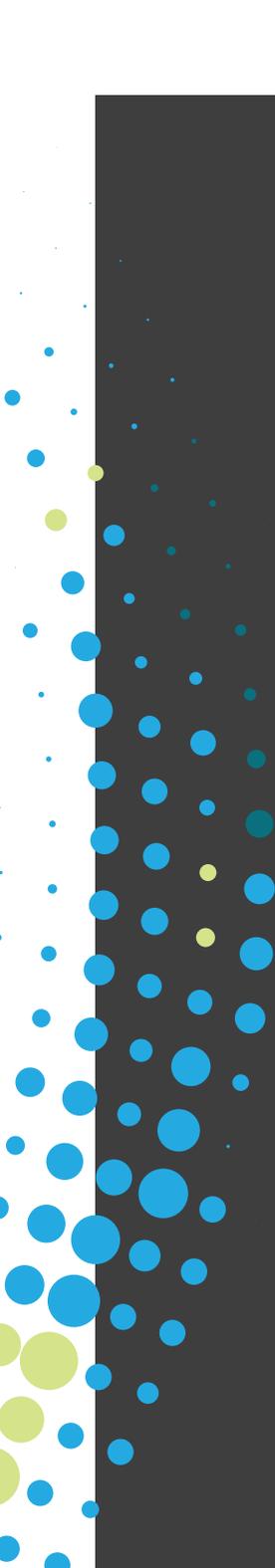


FIGURE 3

BUSINESS ENGAGEMENT ECOSYSTEM: IDEAL STATE



STATEWIDE COORDINATION: BUSINESS ENGAGEMENT ECOSYSTEM



Policymakers might want to consider supporting a more coordinated business engagement ecosystem—one that employers value, as reflected by time investment and demand-side metrics—by funding a statewide systematic approach to outreach and data collection based on measurements that are “important” to business and industry.

The potential collective impact that California workforce and education stakeholders could have on the economic landscape is tremendous. While pockets of success exist across the state (Appendix A and PIE contest winners), these efforts can be magnified if there are established statewide policies to create the systems, incentives to collaborate and collect demand-side performance measures, and to eliminate the barriers that employer-facing public sector organizations face in coordinating across agencies.

CHAPTER07

LOOKING FORWARD: POTENTIAL NEXT STEPS

California has made significant strides in developing cohesive systems that address industry workforce needs, resulting in expanded opportunities for job seekers and students, all of which fuel the state's diverse economies. With bipartisan support for investments in workforce and education, the current challenge will be harnessing the momentum to coordinate the multitude of strategies and efforts in ways that effectively leverage regional resources and partnerships to build a talent pipeline that not only serves industry's immediate workforce needs, but also sustains those efforts for the long term.

With employer engagement in workforce and education initiatives reported as low as 28 percent in California¹⁵, the following recommendations augment the suggested strategies located throughout this paper that support workforce development stakeholders to serve the needs of industry more effectively:

- Have California's high-growth sector businesses identify demand-side measures that would be of high value if they were to engage with education and workforce initiatives.
- Create state-level and regional cross-agency teams between workforce and education to identify strategies, funding streams and resources that can be leveraged across organizations.

- Create incentive funding and accountability for workforce system stakeholders to coordinate regional engagement strategies that align with demand-side measures.
- Support investments in sector partnerships—convening employers with education, training, labor, and community-based organizations to close the skills gap.
- Create regional pilot partnerships with business-engagement cross-agency teams that align with the demand-side measures as identified by high-growth sector businesses.
- Document results from the regional pilot projects to help identify promising practices to benchmark and mandate statewide business-engagement measures for workforce and education initiatives that are focused on bridging the skills gap and building a talent pipeline.



A person in a dark suit and tie is holding a stack of papers. The background is dark, and the lighting is focused on the person's hands and the papers. The text is overlaid on the image.

APPENDIX A

**CALIFORNIA'S
DEMAND-SIDE
STRATEGIES IN
ACTION**



**PARTNER
COORDINATION
& THE VOICE OF
INDUSTRY**

INNOVATE Tulare-Kings (ITK) is an employer-driven intermediary that ensures workforce partnerships in California's Central Valley are equally beneficial to all involved—students, job seekers and the local business community. The organization's mission is to engage business partners in regional strategies that advance economic objectives, measure impact and enhance education and workforce partnerships. ITK supports the Tulare-Kings Linked Learning Consortium and efforts to develop high-quality educational pathways in the region.

The region has high numbers of disconnected youth ages 16-24 who are not employed or in school. To transform this challenge into an opportunity, ITK engaged industry to inform more than 45 career pathways that connect youth to demand occupations and to provide relevant workplace experiences that prepare them for the demands of the regional economy. The intermediary also facilitates sector-specific convenings that maximize the value to employers by pairing the interests of business with regional pathway needs to create high-quality work-based learning opportunities and to connect educators to externships.

Originally supported through the California Career Pathways Trust, the work now is sustained as an initiative within Business Services at Tulare County's workforce development board, through Workforce Innovation and Opportunity Act formula funds and other investments.

Distinct Characteristics:

ITK serves as an effective intermediary by coordinating efforts among the various public workforce, education and training partners. ITK works with regional employers to increase the value for students, job seekers and the local business community.



Using a human-centered design approach, the most effective way to engage business is to put their needs at the center. Flipping the script by asking employers what they need, before offering services or making requests, will not only build stronger relationships but create more accurate and helpful programs. In Tulare County, employers needed help moving workers through their ranks, not with hiring at the entry-level. Job seekers needed strong employability skills to make this transition. Through partnership with two public entities (Tulare County Workforce Development Board and the College of the Sequoias), training processes and curricula were developed to help the employer promote more workers. Since inception in July 2016, Upskill Tulare County has trained 38 employees and will train 7 more cohorts, with a minimum of 15 participants each, over the next 6 months¹⁷. This effort helps employers to continue to hire at-risk workers, invest in promising employees and improve the economic mobility of the community.

Virginia Hamilton
San Francisco Bay Area Regional Administrator
U.S. Department of Labor



USING ECONOMIC IMPACT MODELS FOR BUSINESS ENGAGEMENT

The Strong Workforce Apprenticeship Group (SWAG) has created a return on investment (ROI) calculator to demonstrate the impact apprenticeships have on a regional economy, job seekers and the business community.

SWAG is a partnership between College of the Canyons and Goodwill of Southern California. The partnership is focused on driving the expansion of apprenticeships throughout the state by creating stronger partnerships with industry to better connect training and instruction to the needs of employers and the labor market. To support this mission, SWAG created an economic impact calculator to demonstrate the value of work-based learning initiatives, focusing specifically on a computer numerical control (CNC) machine operator occupation¹⁸.

Distinct Characteristics:

The table to the side brings to light the economic growth potential that accompanies adequate investments in state and regional business-engagement ecosystems. The ROI described above reflects the economic impact of a single occupation and is a relatively conservative estimate, as it does not factor wage increases over the lifetime of the worker. Pair this potential across the state’s 10 priority sectors¹⁹ and the opportunity is vast.

Line	Economic Descriptor	Amount
1	Minimum wage per hour ¹	\$10.50
2	Median CNC Machinist wage per hour ²	\$24.32
3	Incremental increase in hourly wage per hour (Line 1 minus Line 2)	\$13.82
4	Marginal Propensity to Consume (MPC) ³	0.80
5	Additional hourly contribution to GDP (Line 3 times Line 4)	\$11.06
6	Total employment per year	2,000
7	Annualized Consumption Contribution to GDP (Line 5 times Line 6)	\$22,112
8	Multiplier Effect (1/1-MPC)	5
9	Annual Economic Growth (Line 7 times Line 8)	\$110,560
10	Current number of machinist apprentices under SWAG	12
11	Total Economic Impact (Line 9 time Line 10)	\$1,326,720
12	(Estimated Training Cost Per Apprentice⁴)	\$8,000
13	Total Investment in Training (Line 10 times Line 12)	\$96,000
14	Return on Investment (Line 11 divided by 13)	1382%

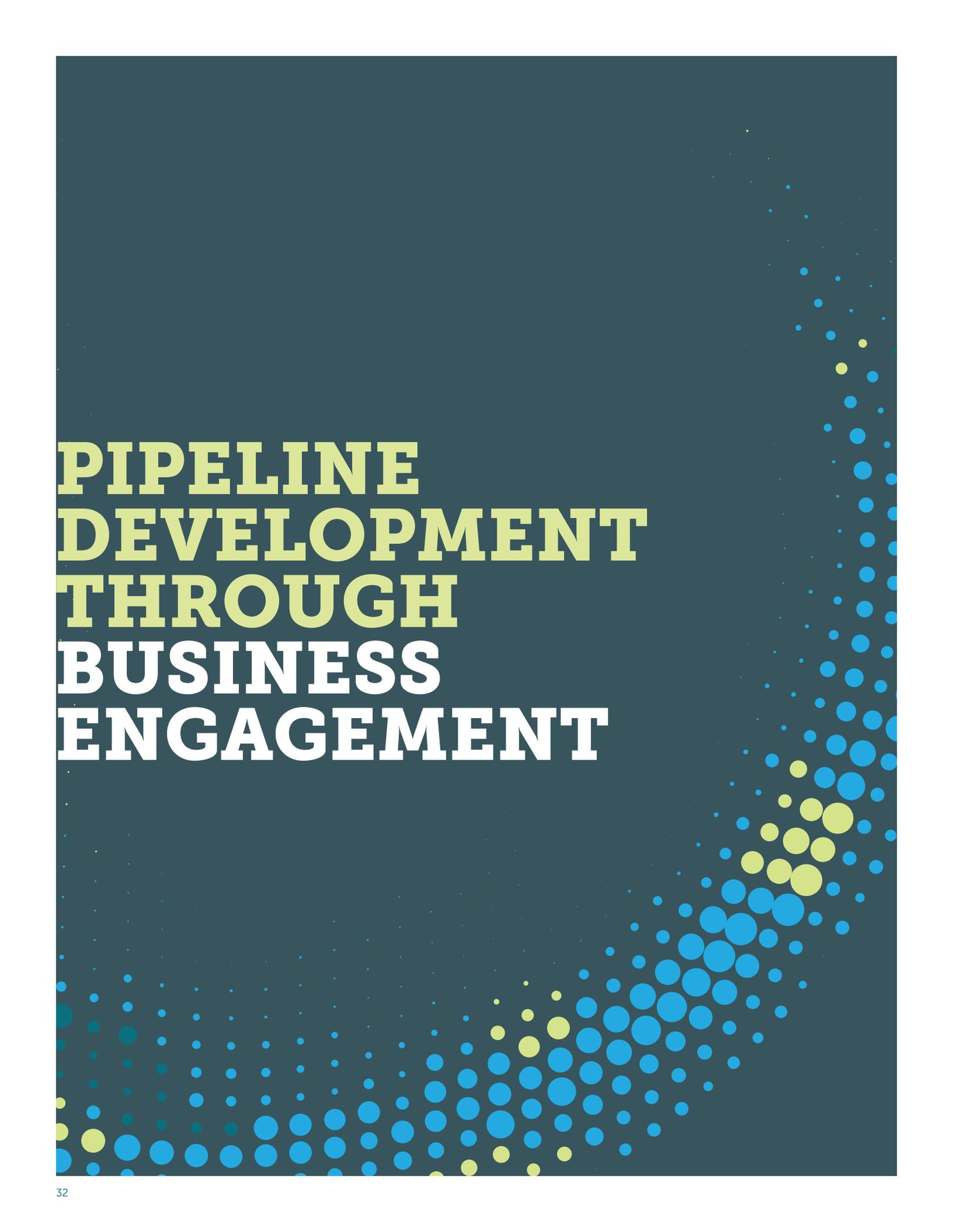
¹https://www.dir.ca.gov/dlse/faq_minimumwage.htm

²<https://www.bls.gov/oes/current/oes514012.htm>

³[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=ECO/WKP\(2016\)5&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=ECO/WKP(2016)5&docLanguage=En)

⁴Breakdown of estimated training cost per apprentice:

Training cost (tuition and instruction)	\$4,500
Wraparound services (bus pass, daycare, case management, etc.)	1,000
Recruitment (testing, orientation, processing)	1,000
Job placement and post-placement services	1,500
Total training cost	\$8,000



**PIPELINE
DEVELOPMENT
THROUGH
BUSINESS
ENGAGEMENT**

Aruba, a Hewlett Packard Enterprise company (HPE Aruba) has been challenged to find qualified engineering graduates from local colleges and universities in the Sacramento region who meet their requirements, often needing to recruit talent from the Bay Area. Three years ago, in an effort to develop a pipeline of qualified local applicants, HPE Aruba launched the High School Internship Program.

To help recruit students to the program, HPE Aruba works closely with the Sacramento County Office of Education, which administers grant funding for the Capital Region Academies for the Next Economy (CRANE) consortium. CRANE pathways, supported by the California Career Pathways Trust grant (CCPT), provide a high-level technology platform that prepares students for the internship application and interview process. Each year, HPE Aruba has selected an increasing number of students from local high schools who have demonstrated an aptitude in critical technical areas. The students are given the opportunity to work on important projects and are integrated into the HPE Aruba culture. If they are a good fit, they also are afforded opportunities throughout their academic careers to continue working at HPE Aruba, with the prospect of a full-time job upon graduation.

Distinct Characteristics:

The HPE Aruba High School Internship Program is California pathways at work. Students start taking information and communications technology coursework in their freshmen year of high school and continue to take rigorous and relevant coursework through their senior year, with support from teachers, CRANE career specialists and HPE Aruba staff. The positive impact this has had on HPE Aruba has attracted other local businesses, such as Siemens and Sacramento Municipal Utility District, to engage in local educational partnerships to help guide students interested in jobs at those companies.



The High School Internship Program has been very successful in providing HPE Aruba with local, talented, energetic students eager to learn and develop through our culture. In just two years, the number of paid internships has tripled, resulting in trained and experienced interns ready to start careers at our business upon their college graduation.

Tom Black, GM/Vice President, Campus and Branch Networking Business Unit for Hewlett Packard Enterprise



USING DATA TO BUILD COLLABORATIVE PARTNERSHIPS

The 19 community colleges in the Center for a Competitive Workforce in Los Angeles County have launched and co-invested in the region's first Center for a Competitive Workforce. The center is a partnership between the 19 community colleges, the Los Angeles Area Chamber of Commerce, the Los Angeles Economic Development Corporation and Mt. San Antonio College's Center of Excellence, which delivers labor-market research. The partnership is an attempt to respond, at a regional scale, to growing concerns about the fast-transitioning economic and job markets, which are becoming increasingly more technical and specialized. The center will deliver on the vision of the statewide Strong Workforce Program with new and better coordination among workforce development organizations and educational institutions by combining research on the supply and demand for talent. The design of this center may incite changes across the state in how the Strong Workforce Program is implemented.

Additionally, the partnership will support the development of six regional industry councils, which will be responsible for validating labor-market data; advising colleges of the necessary occupational skills and workforce education performance objectives; and contributing expertise and experience to the development of a model curriculum and program design for regional adoption, program development and modification.

The ultimate aspiration is to build a regional industry-responsive and demand-driven talent development system in Los Angeles County that is FAST²⁰:

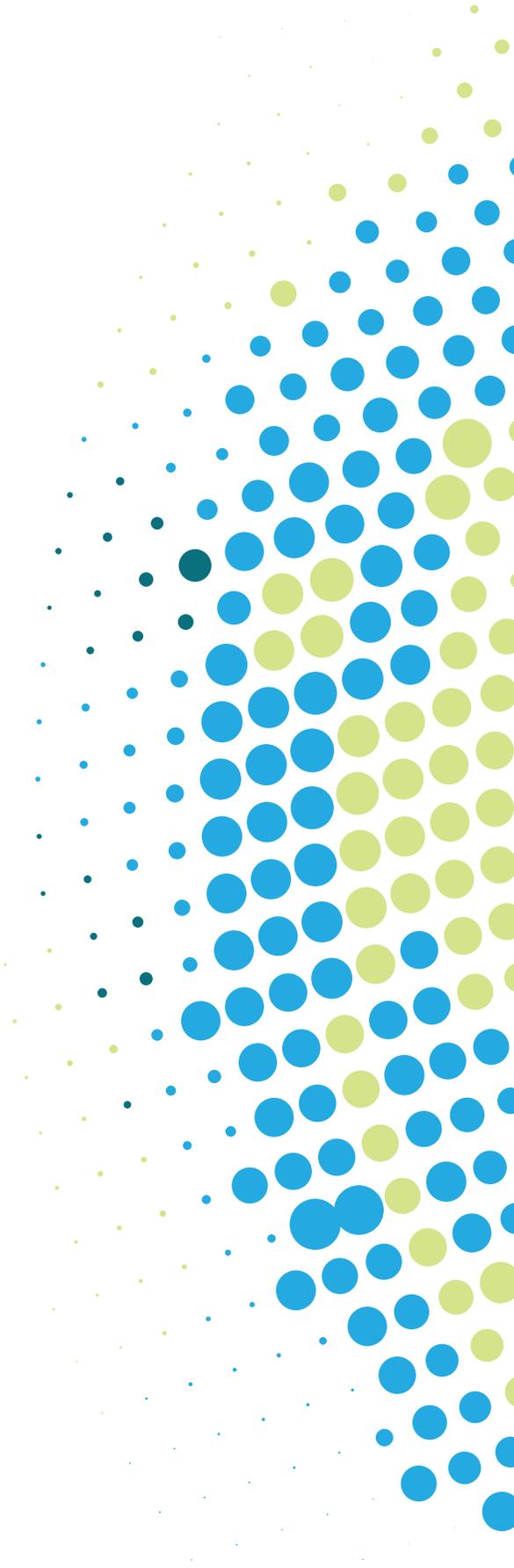
- Future forward, so the partners are developing talent for the economy of tomorrow, not of yesterday.
- Adaptive, so they are responding to the ever-changing labor needs of industries in real time.

- Scalable, so they are activating sensible “systems change” across the region's different talent development systems.
- Total and complete, so there is coordination across all of the county's talent development systems and institutions.

A recent labor market analysis by the Center for a Competitive Workforce identified approximately 67,450 job openings in the next five years in twenty target middle-skills occupations. Currently, colleges are on track to supply 58% of this demand²¹. The remaining gap in the supply of skilled workers will be the Center's focus moving forward – beginning with the in-demand occupations identified by the data to ensure improved alignment between supply and demand.

Distinct Characteristics:

Together, the center's partners believe that their approach to building public-private partnership and their FAST mission is the best way to position their region for greater success as the economy transitions at an accelerated pace away from one that is characterized by labor being the primary factor of production to one where capital, intellectual property and knowledge are the primary factors – presenting the challenge of ensuring more Californians have an opportunity for economic success in this new economic context.



The background of the page is a dark blue field filled with a pattern of small, semi-transparent dots. The dots are primarily light blue, but there are several larger, more prominent dots in a yellowish-green color. The dots are scattered across the page, with a higher density in the lower right quadrant, creating a sense of depth and movement.

USE OF SECTOR APPROACHES

Health-Care Exploration Summer Institute (HESI) is a partnership between Enloe Medical Center, Shasta Regional Medical Center, St. Joseph Hospital, Adventist Health Ukiah Valley and Butte Community College. The partnership provides opportunities for students to explore the vast career options that are available within the health care field. Through the institute, students are able to participate in clinical rotations and interact with various health care professionals over an intensive nine-day period.

HESI is dedicated to early career exploration and making sure that students have the on-the-job training that is essential to committing to a career in this field. Paired with academic lessons, students have to use professional verbal, non-verbal and written communication skills. Confidence using medical terminology and working within a hospital setting is a first essential step to pursuing the career path.

The four health care employers in this partnership see this initiative as important preparation for a future workforce need and an opportunity for young people to learn about median-wage career options in four rural areas.

Distinct Characteristics:

The HESI started in 2015 with one facility participating and has now expanded to four: Chico, Redding, Eureka and Ukiah. The program is ready for replication and currently is using the Strong Workforce Program to leverage funds to scale the program in the Far North and expand to other regions.



The HESI program is one of the strongest Enloe Medical Center programs connecting high school students with community college. Before they perform their job shadows, the HESI students are well prepared and go through a very specific application process to ensure we are getting the best of the best. Time after time I get feedback from our departments letting me know that they will take a HESI student any time, as they are some of the most engaged and respectful students that we see here at Enloe. These students are a direct reflection of the instructors and their leadership; they come out of the program excited about what opportunities the health care industry has to offer.

**Laura Thompson, Education Specialist,
Enloe Medical Center**



APPRENTICESHIP AS A WORKFORCE DEVELOPMENT STRATEGY FOR EMPLOYERS

Columbia College Apprenticeship Initiative was established in partnership with business to help resolve an industry need—to create a pipeline of polished and competent hospitality professionals to serve tourists in this rural area that includes among its attractions Yosemite National Park, Gold Country and the Sierra Nevada High Country.

Columbia College, using funds from the California Apprenticeship Initiative’s New and Innovative Grant, partnered with Rush Creek Lodge and Evergreen Lodge, both at Yosemite, to launch the hospitality management apprenticeship. The goal was to expand the industry’s workforce by creating pathways to median-wage jobs and refilling the pipeline for local employers. The partnership made it possible for motivated people with limited means to obtain a formal education while earning a living through paid on-the-job training at one of the lodges.

Distinct Characteristics:

The Columbia College Apprenticeship Initiative is employer-driven and a great example of a public-private partnership that not only fills a drying pipeline but offers residents in a rural county the chance to build a career. It is a successful example of a sector and region-driven solution that is occurring in many parts of California.



We are proud to be a B Corporation, focused on using business as a force for good in the world, predicated on responsible environmental, community and social practices. This apprenticeship initiative evokes these principles and helps our community fill open job vacancies, and continues to serve visitors of beautiful Tuolumne County.”

**Joseph Juskiewicz, General Manager,
Evergreen and Rush Creek lodges.**



REFERENCES

1. “Correcting the Talent Supply and Demand Equation in the United States.” Allegis Group, 13 July 2017, www.allegisgroup.com/insights/blog/2017/july/correcting-supply-and-demand-for-talent-in-the-us.
2. Flynn, Maria. “America’s ‘Greatness’ Depends on the Skills of its People and its Workforce.” Jobs for the Future, 30 May 2017, <http://www.jff.org/blog/2017/05/30/america%E2%80%99s-%E2%80%9Cgreatness%E2%80%9D-depends-skills-its-people-and-its-workforce>.
3. “SHRM Survey: Hiring Difficulties Greater in California than in the U.S. for Some Positions.” Society for Human Resource Management, 31 August 2016, <https://www.shrm.org/about-shrm/press-room/press-releases/pages/2016--recruiting-difficulty-and-skills-shortages-in-california-.aspx>.
4. California’s Forgotten Middle-Skill Jobs: Meeting the Demands of a 21st-Century Economy. Washington, D.C.: Skills2Compete, The Workforce Alliance and California Edge Campaign, 2009. Online. http://www.connectedcalifornia.org/direct/files/FORGOTTENJOBS_CA_FINAL.PDF.
5. Bohn, Sarah. “California’s Need for Skilled Workers.” Public Policy Institute of California, September 2014, <http://www.ppic.org/publication/californias-need-for-skilled-workers/>. a. Roadmap to Shared Prosperity. 2015-2017. California Economic Summit. Online. <http://caeconomy.org/resources/entry/2017-roadmap-to-shared-prosperity><http://caeconomy.org/resources/entry/2017-roadmap-to-shared-prosperity>
6. Shared Strategy for a Shared Prosperity: California’s Strategic Workforce Development Plan: 2013-2017. California Workforce Investment Board, 2013. Online. http://www.americasjobcenter.ca.gov/pdf/cwib_strategic_plan_041513.pdf. Online.
7. Smith, Kevin. “How many businesses have left California? This report claims to have an answer.” San Gabriel Valley Tribune, 9 August 2016, <http://www.pasadenastarnews.com/business/20160809/how-many-businesses-have-left-california-this-report-claims-to-have-an-answer>.
8. “Quick Facts: California.” United States Census Bureau, <https://www.census.gov/quickfacts/CA>.
9. 2016-2017 Economic Forecast & Industry Outlook. Los Angeles: Los Angeles County Economic Development Corporation Kyser Center for Economic Research, 2016. Online. <https://laedc.org/wp-content/uploads/2016/02/LAEDC-2016-2017-February-Forecast.pdf>.
10. Hoops, Stephanie. “California Job Growth Predicted by Study as 6.3 Million New Jobs by 2020.” Ventura County Star, 26 June 2013, http://www.huffingtonpost.com/2013/06/26/california-job-growth-predicted_n_3501746.html.
11. “California’s Economy is Rebounding, but Challenges Persist.” Public Policy Institute of California, February 2015, http://www.ppic.org/content/pubs/report/R_215SBR.pdf.
12. Henricks, Mark. “How to Relocate your Business.” Entrepreneur, <https://www.entrepreneur.com/article/81406>. Mourshed, Mona, et al. Education to Employment: Designing a System that Works. McKinsey Center for Government, http://mckinseyonsociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf.
13. WIOA Final Rule and the Joint WIOA Performance ICR; Federal Register; Vol. 82, No. 12; Government Publishing Office, 19 December 2016, <http://bit.ly/2mu9uYE>.
14. “National Business Engagement Study: Current Business Engagement Practices under WIOA.” Business U, http://www.business-u.net/national_study.php.
15. 2016 Business Engagement Self-Assessment Results, Business U, Inc., 2017.
16. Results of National Business Engagement Community of Practice. December 2016.
17. Bautista, Jennie. Tulare Workforce Development Board. Upskill Tulare County, Employer Training. <http://www.tularewib.org/find-talent>
18. Forrest, Jeffrey. Economic Impact Calculation Table, Strong Workforce Apprenticeship Group (SWAG).
19. California Community Colleges Chancellor’s Office. Doing What Matters for Jobs and Economy. Top 10 Sector Priorities. <http://doingwhatmatters.cccco.edu/>
20. Mitra, S., Sanchez, L., Sedgwick S., De Anda, R., & Madrigal, J. L.A and Orange County Community Colleges: Powering Economic Opportunity. Center for a Competitive Workforce. October 2017. <http://centerforacompetitiveworkforce.org/>
21. Los Angeles Economic Development Corporation. 20 July 2017. <https://laedc.org/2017/07/20/workforce/>






BusinessU
Maximizing Business Engagement®



BusinessU
Maximizing Business Engagement®

www.Business-U.net



CAFWD:

www.CAFWD.org

Designed by Full Capacity Marketing, Inc