INLAND EMPIRE
REGIONAL PLANNING UNIT

RIVERSIDE
•
SAN BERNARDINO

WORKFORCE INNOVATION AND OPPORTUNITY ACT
4- YEAR REGIONAL PLANNING UNIT PLAN
PROGRAM YEARS 2017-2020

INLAND EMPIRE REGIONAL PLANNING UNIT

Table of Contents

Tables and Figures iii
Glossary of Acronyms v
Executive Summary viiii
1. Cover Page ix
2. Regional Planning Units (RPU) Regional Plan 1
A. Regional Planning Partners 1
i. Geographic Boundaries 1
ii. Regional Partners 2
B. Regional Economic and Background Analysis 4
i. Economic Conditions 4
ii. Skills Analysis 10
iii. Workforce Development Activities 16
C. Regional Sector Pathways 17
i. Assessing Industry Workforce Needs 17
ii. Assessment of Existing Training & Education Programs 19
iii. Career Pathways 20
iv. Developing Future Career Pathways 21
D. Industry-Valued Post-Secondary Credential Attainment 22
i. Process to Determine Industry-Valued Credentials 22
ii. Current Industry-Valued Credentials 22
iii. Process to Validate Credentials 23
iv. Training & Education Providers 23
v. Regional Goals for Industry-Valued Credentials 23
E. Accessibility & Inclusivity 24
i. Stakeholder Participation 24
ii. AEBG Participation 25
iii. Need for Basic Skills 25
iv. Integration of Basic Skills 26
v. Regional Efforts to Coordinate Intake 26
vi. Accessibility for Individuals with Disabilities 26
vii. Enrolling TANF/CalWORKs in regional sector pathways 27
viii. Regional Approach for Supportive Services 27
ix. Role of CBOs 28

x. Retention in Career Pathways 28
F. Job Quality Considerations 29
i. Projected Earnings 29
ii. Comparison of Wages to Median Wage 29
iii. Local Boards Prioritization for Employers 30
iv. Local Boards & Incumbent Worker Training 33
G. Regional Content on Regional Assessment 34
i. Tracking Employment 34
H. Meeting Federal Regional Plan Requirements 35
i. Federal RPU Requirements 35
Attachment I: GDP by MSA Personal Income A-1
Attachment II: GDP by MSA Earnings by Industry & NAICS A-2
Attachment III: Top 25 Middle-Skill/Wage Occupations A-3
Attachment IV: Skill Requirements for Top 25 Occupations A-4
Attachment V: Knowledge Requirements for Top 25 Occupations A-5
Attachment VI: Major Employers in Riverside County A-6
Attachment VII: Major Employers in San Bernardino County A-7
Attachment VIII: Resident Occupations by Industry A-8
Attachment IX: Current Industry Employment & Labor Force A-8
Attachment X: Assessment of Workforce Development Activities A-9
Attachment XI: Stakeholder Forum Participation - Business A-14
Attachment XII: Stakeholder Forum Participation - Partners A-15
Attachment XIII: Customer Focus Group Attendance A-20
Attachment XIV: Recent Job Ads Report A-21
Attachment XV: Occupations & Projected Earnings A-22
Target Industry: Health Care A-22
Target Industry: Manufacturing & Production A-23
Target Industry: Transportation & Logistics A-24
Attachment XVI: IERPU Summary of Regional Activities to Reach Regional Goals A-25
Attachment XVII: Regional Goals & Strategies Tool A-26
Attachment XVIII: IERPU Agreements A-27
Attachment XIX: AEBG & Strong Workforce Plans A-28
Attachment XX: Summary of Public Comments Received A-29
Attachment XXI: Program Administration Designee and Plan Signatures A-30

Tables and Figures

Tables

Table 1: Assigned Partners 2
Table 2: Stakeholder Forums Regional Planning Topics 3
Table 3: IERPU Resident Demographics 6
Table 4: Homeless Subpopulation Barriers 6
Table 5: Industry Projections 2012-2022 9
Table 6: Regional Economic Growth 9
Table 7: Emergent Industry Sub-Sectors 10
Table 8: Educational Attainment & Earnings 15
Table 9: Customer Barriers to Employment Based on Economic Conditions 15
Table 10: Regional and Local Planning Convening Activities 19
Table 11: Outreach Strategies to Partners & Stakeholders 24
Table 12: Partners Representing Special Populations 24
Table 13: Comparison Summary 30
Table 14: Los Angeles/Riverside/Orange County Metropolitan Statistical Area 31
Table 15: PY 2016-17 Proposed Performance Goals 31
Table 16: Health Insurance Coverage in IERPU 32

Figures:

Figure 1: IERPU Vision 2
Figure 2: Strategy for IERPU Plan 2
Figure 3: IERPU Unemployment Rates History 4
Figure 4: IERPU Poverty Levels History 5
Figure 5: IERPU Poverty Levels Comparison 5
Figure 6: IERPU Median Income Comparison 5
Figure 7: IERPU Homeless Population 6
Figure 8: IERPU 2015 Foreign Born Population 6
Figure 9: Educational Attainment (Diploma) 6
Figure 10: Educational Attainment (No Diploma: 25 Year and Over) 7
Figure 11: IERPU Veteran Populations 7
Figure 12: IERPU People with Disabilities 7
Figure 13: IERPU Youth Population 8
Figure 14: IERPU Disconnected Youth Indicators 8

Figure 15: IERPU Number of Businesses 8
Figure 16: IERPU Labor Force (Annual Averages) 12
Figure 17: IERPU Unemployment Rates (Nov 2016) 13
Figure 18: IERPU Unemployment Rates (Nov 2016) 13
Figure 19: IERPU Occupations 13
Figure 20: Educational Attainment 14
Figure 21: Educational Attainment & Poverty Rates 14
Figure 22: Identifying Workforce Needs 17
Figure 23: IERPU Target Industries 18
Figure 24: Developing Future Pathways 21
Figure 25: Employer Validation Process 25
Figure 26: Incumbent Worker Training Identification of Needs 33

Glossary of Acronyms

AA	Associate of Arts Degree
AEBG	Adult Education Block Grant
AJCC	America's Job Center of California
ALMIS	America's Labor Market Information System
BEI	Behavioral Event Interviews
BLS	Bureau of Labor Statistics
BSR/BSC	Business Services Representative / Consultant
CA	California
CAP	Community Action Partnership
CBIG	California Business Incentives Gateway
CBO	Community Based Organization
CDP	Census Designated Places
CEDS	Comprehensive Economic Development Strategy
CES	Current Employment Statistics
CLA/CLT	Certified Logistics Associate / Technician
CMTC	California Manufacturing Technology Consulting
CNC	Computer Numerical Control
COE	County Office of Education
CSBG	Community Services Block Grant
CTE	Continuing Technical Education
CWDB	California Workforce Development Board
DOL	Department of Labor
DOR	Department of Rehabilitation
DPSS	Department of Public Social Services
DW	Dislocated Workers
EDC/EDA	Economic Development Corporation/Agency
EDD	State of California Employment Development Department
EEO	Equal Employment Opportunity
ELL	English Language Learners
ESL	English as a Second Language
ETP	Employment Training Planning
ETPL	Eligible Training Provider List
FG	Focus Groups
GDP	Gross Domestic Product
HSEE	High School Equivalency Exam
HUD	Housing and Urban Development
HWOL	Help Wanted Online
IE	Inland Empire
IEEP	Inland Empire Economic Partnership
IERC	Inland Empire Regional Collaborative
IERPU	Inland Empire Regional Planning Unit
ILC	Independent Living Centers

IRC	Inland Regional Center
ISD	Integrated Service Delivery
IWD	Individuals with Disabilities
JPA	Joint Powers Agreement
LLSIL	Lower Living Standard Income Level
LMI	Labor Market Information
LMID	Labor Market Information Division
LQ	Location Quotient
MCIE	Manufacturing Council of the Inland Empire
MEP	Manufacturing Extension Partnership
MOE	Maintenance of Effort
MSA	Metropolitan Statistical Area
NAICS	North American Industry Classified System
NCCER	National Center for Construction Education & Research
OC	Orange County
OES	Occupational Employment Statistics
OFI	Opportunity for Improvement
OJT	On-the-Job Training
QCEW	Quarterly Census of Employment and Wages
RCWDB	Riverside County Workforce Development Board
Riv	Riverside County
ROP	Regional Occupation Program
RPU	Regional Planning Unit
SB	San Bernardino County
SBA/SBDC	Small Business Administration/Development Center
SBCHSS	San Bernardino County Human Services System
SBCWDB	San Bernardino County Workforce Development Board
SCDD	State Council on Developmental Disabilities
SME	Society for Manufacturing Engineers
SOC	Standard Occupational Classification
SSI	Supplemental Security Income
SWP	Strong Workforce Program
TAD	Transitional Assistance Department
TPP	Transition Partnership Program
UCSD	University of California, San Diego
USA	United States of America
VESL	Vocational English as a Second Language
WARN	Worker Adjustment & Retraining Notification
WDB	Workforce Development Board
Whls	Wholesale
WIOA	Workforce Innovation & Opportunity Act
WIPA	Work Incentive Planning Assistance
YOC	Youth Opportunity Center

Executive Summary

Background

Located in the inland region of Southern California, the Inland Empire Regional Planning Unit (IERPU) is comprised of Riverside and San Bernardino Counties. The workforce development system within the IERPU is led by the Riverside County Workforce Development Board (RCWDB) and the San Bernardino County Workforce Development Board (SBCWDB). The two Local Boards(WDB) led the regional planning process to develop the IERPU Regional Workforce Development Plan.

In leading the development of a regional plan, the WDBs included key partners, stakeholders and customers from across the region to participate in the assessment of current workforce activities including those funded through the Workforce Innovation and Opportunity Act (WIOA) as well as those funded through other sources. The assessment consisted of multiple evaluations of planning elements that aligned to other regional plans such as the Adult Education Block Grant (AEBG) and the California Unified Strategic Workforce Development Plan. More than 200 partners and stakeholders and 87 customers participated in Stakeholder Forums and Focus Groups to provide input into the plan.

The two WDBs of the IERPU created a vision statement for the region to set the strategic direction for planning and implementation of the regional plan: *The workforce development vision for the Inland Empire is a reinvented regional system that engages business and industry in identifying high quality jobs and designing training programs to prepare a competitive workforce. The IERPU partners will prepare the workforce by ensuring that services address barriers to employment and promote educational attainment to create pathways from dependency to prosperity.* With an established history of collaboration, the two WDBs embrace the heart of the vision by creating a regional workforce system through programs and services that are coordinated, aligned and integrated. The IERPU will be a new and improved system that moves the needle throughout the region.

The Regional Economy

The Inland Empire's (IE) economic growth has been outpacing the state and this momentum is expected to continue through 2017, driven by growth in industries such as Health Care. Overall, the IE has created almost 240,000 jobs since the low point of the Great Recession, and is nearly 100,000 jobs higher than before the recession. The IE was one of the regions that was most impacted by the recession; however, the recent job growth, strengthening dollar and decline in oil prices have fueled economic recovery, demonstrating the resilience and strength of the region.

Riverside and San Bernardino Counties rank 4th and 5th as the most populous counties in California with a combined population of 4,489,159. The IE is expected to be the second largest populous region in the state by 2035. Nationally, Riverside ranks as the 10th most populous county and San Bernardino ranks 12th, with San Bernardino ranking as the largest county in land area with 20,105 square miles. The IE's population and mass land area present unique features with interesting workforce opportunities and challenges the IERPU is prepared to address through this plan.

The current unemployment average rate for the region is 5.5%, further demonstrating economic recovery. While unemployment rates continued to decline post-recession, poverty rates increased and only began to decline slightly in 2015. Poverty rates remain higher than the state and national rates with an 18.2% average for the region. Other demographics that provide insight into the IERPU's customer base include: more than 629,000 residents speak English less than very well with 82% of these speaking Spanish; more than half a million residents over the age of 25 have no diploma or equivalent, and more than 18,000 teens, ages 16 to 19 are reported as "idle", neither working nor in school. Other special populations include more than 220,000 residents who are veterans and more than 240,000 ages 18 to 64 are residents with disabilities.

Significant job growth in a burgeoning IE economy positions the WDBs in both counties well for career pathway development in industries with several opportunities for employment in entry-level, middle-skill, and high-wage jobs. Both WDBs have identified *Health Care*, *Manufacturing*, and *Transportation and Logistics* as priority regional industry sectors based on a number of recent reports which indicate robust job growth and opportunities for high quality employment.

Career Pathways and Industry-Valued Credentials

The regional partners rely on a systematic process for developing career pathways using their current regional pathway, the Inland Empire Job-Driven SlingShot Initiative, as a model which relies on industry engagement for the development of the program. Industry leaders are involved to identify the skills required for their occupational needs and provide input into the development of training curricula to ensure credentials earned by graduates have the competencies to meet those needs. Strategies to develop future customer-centered career pathways include: asset mapping to identify current available pathways and resources that have not been identified in the region in the target industries; skills mapping for the occupations targeted within these pathways and exploring existing resources.

To ensure that current pathways are successful and future pathways are regionally developed and coordinated, RCWDB and SBCWDB jointly procured Industry Sector Consultants for Health Care and Manufacturing. The Consultants coordinate the outreach and convening of employers and partners, coordinate implementation of the pathway, and track and report outcomes for the programs. The two boards consider SlingShot a replicable model to increase economic mobility and regional prosperity thereby reaching its goals to achieve the vision.

Plan Implementation

The regional partnership includes assigned partners, mandated partners and other key stakeholders, in addition to the two WDBs. The partners take great pride in the region and share a commitment to work together to implement the Regional Plan and continuously assess the workforce development system for improvement and innovation. Implementation will continue to focus on the vision by streamlining the workforce development system to avoid duplication and maximize services to customers. Key to streamlining is the continued integration of partners and their programs within the system including adult education and literacy, Department of Rehabilitation (DOR), Inland Regional Center (IRC), and Strong Workforce Program (SWP), among others.

The WDBs will oversee the implementation of the regional plan, providing guidance and leadership for the regional workforce development system. This oversight will include a continuous improvement loop to gain partner feedback and measure performance outcomes. The feedback loop will be designed to ensure services are effectively meeting the needs of employers while transitioning residents to gainful employment, breaking the cycles of poverty and increasing economic equity for long lasting prosperity.

The IERPU partners, along with the two WDBs, have developed a foundation of collaboration and anticipate the renewed regional partnership will serve as a catalyst for realization of the vision as goals are accomplished. In alignment with the State Plan Policy Strategies, the IERPU thoughtfully crafted activities and goals while envisioning more ways to enhance coordination throughout the region. (Attachment XVI and Attachment XVII)

1. Cover Page

Workforce Innovation and Opportunity Act
4-Year Regional Planning Unit Plan
and Related Local Plans
Program Years 2017-2020

Local Workforce Development Area(s)

RIVERSIDE COUNTY AND SAN BERNARDINO COUNTY

Regional Lead Contact for RPU Riverside County Workforce Development Board

Date of Submission March 15, 2017

Local area	Contact name	Phone number
RIVERSIDE COUNTY	**HEIDI MARSHALL**	(951) 955-3100
SAN BERNARDINO COUNTY	**REG JAVIER**	(909) 387-4395

2. Regional Planning Units (RPU) Regional Plan

A. Regional Planning Partners

i. Geographic Boundaries

The Inland Empire Regional Planning Unit (IERPU) consists of two counties: Riverside and San Bernardino. Surrounded by the San Joaquin Valley Counties to the North, Los Angeles and Orange Counties to the west and San Diego to the South, IERPU is located in the inland region of Southern California (CA). Ranking as the fourth most populous county in CA with a population of 2,361,026, Riverside is also the 10th most populous county in the United States (USA) and a total land area of 7,303 square miles, making it the 26th largest county in the country based on land area. San Bernardino ranks as the fifth most populous County in CA with a population of 2,128,133, the 12th most populous in the USA and is the largest county by land area with 20,105 square miles (excluding Alaskan boroughs).[1] Together the two counties comprising the IERPU account for 9% of CA's population of 39,144,818.[2] There are no plans to petition for a regional planning partner modification and the IERPU will remain as designated.

The Inland Empire's (IE) economic growth has been outpacing the state and this momentum is expected to continue through 2017, driven by industry growth in Health Care; Manufacturing; Logistics; construction; and professional, management and scientific work. Overall, the IE has created almost 240,000 jobs since the low point of the Great Recession, and is nearly 100,000 jobs higher than before the recession.[3] The IE was one of the regions most impacted by the recession and struggled to recover after 2011; however, the recent job growth, strengthening dollar and decline in oil prices have fueled economic recovery, demonstrating the resilience and strength of the region.[4]

The strong dollar has impacted American exports, and thus, increasing imports. The volume of imports is funneled to the IE's distribution centers creating jobs and contributing to the improving economy. Residents are benefiting from declining oil prices which have made food and other purchases more affordable. Furthermore, other areas are becoming increasingly expensive leading to a migration to the IE for affordable housing and leading to the migration of jobs as well.[5]

Significant job growth in a burgeoning IE economy positions the Riverside County Workforce Development Board (RCWDB) and the San Bernardino County Workforce Development Board (SBCWDB) in promising positions to develop customer-centered career pathways that address barriers and move its most vulnerable residents into middle-skill and mid-level wages or higher.

---

[1] *Population, Housing Units, Area, and Density: 2010 United States County by State; and for Puerto Rico 2010 Census.* American Factfinder, US Census Bureau.

[2] *Annual Estimates of the Resident Population April 1, 2010 to July 1, 2015*. Population Estimates. American Factfinder, US Census Bureau.

[3] Nisperos, Neil. *Inland Empire Economic Growth Outpaces State but Challenges Remain.* Inland Valley Daily Bulletin. December 01, 2016.

[4] Hsu, Tiffany. *Inland Empire: Poised to be a "Big Dog" in California Economy?.* Los Angeles Times. March 2015.

[5] Ibid.

ii. Regional Partners

Regional partners, in addition to the Riverside County Workforce Development Board (RCWDB) and the San Bernardino County Workforce Development Board (SBCWDB), consist of the assigned regional partners (Table 1): Department of Rehabilitation (DOR); Inland Empire/Desert Regional Consortium of Community Colleges; Adult Education Block Grant Regional Consortia (AEBG); Economic Development Corporations/Agencies (EDC/EDA); Small Business Development Centers (SBDC); K-12 Continuing Technical Education (CTE) Region 7 and the County Office of Education (COE).

Table 1: Assigned Partners

Agency	Regional Partner
DOR	Inland Empire
Community Colleges	Barstow, Chaffey, College of the Desert, Copper Mountain, Crafton Hill, Moreno Valley, Mt. San Jacinto, Norco, Palo Verde, Riverside City, San Bernardino Valley, Victor Valley
AEBG	Barstow, Victor Valley, Morongo Basin, Desert, Palo Verde, San Bernardino, S Riverside, Riverside About Students, West End Corridor
EDC	Coachella Valley, iHub, Inland Social Link iHub, CNMI iHub
SBDC	Coachella Valley, Inland Empire, TriTech (High-Tech/High Growth Specialty Center)
COE	San Bernardino

The planning process began with the RCWDB and SBCWDB conducting an environmental scan, reviewing data on the regional economic landscape and demographics. Using this data as a foundation, the WDBs assessed planning elements (Table 2) aligned to WIOA and Assembly Bill 1270 requirements, State of CA Employment Development Department (EDD) Workforce Services Directive WSD 16-07, AEBG Implementation Plans, Strong Workforce Proposed Plan, and the California United Strategic Workforce Development Plan issued by the California Workforce Development Board (CWDB). Based on the results of these two activities, the WDBs set the regional direction with a comprehensive vision.

Figure 1: IERPU Vision

The workforce development vision for the Inland Empire is a reinvented regional system that engages business and industry in identifying high quality jobs and designing training programs to prepare a competitive workforce. The IERPU partners will prepare the workforce by ensuring that services address barriers to employment and promote educational attainment to create pathways from dependency to prosperity.

The vision (Figure 1) was established to provide guidance as the regional plan is implemented and to add meaning to the work towards achieving the vision. The overall strategy is to integrate education with workforce training in order to meet the needs of local industry sectors (Figure 2). By using the America's Job Centers of CA (AJCC) within the region as training hubs, IERPU will increase access to the comprehensive training customers need to qualify for and enter middle-skill jobs with equivalent wages. Entering these jobs is a pathway to economic security and equity that customers with multiple barriers may not otherwise ever achieve.

Figure 2: Strategy for IERPU Plan

The WDBs' strategy for regional planning was for all key partners and stakeholders to participate in the assessment of the current local and regional workforce development system, provide input for improvements and innovations, and continue to participate in the implementation of the plan. Achieving partner engagement has greater success when they are involved from the beginning. To promote engagement, partners were invited to all meetings and

discussions, including the activities of the WDBs. All meetings were coordinated and promoted as public meetings to ensure maximum participation and input.

To further ensure maximum participation, the assigned partners, as well as partners mandated by the Workforce Innovation and Opportunity Act (WIOA), and other community partners, were invited to participate in twelve scheduled Stakeholder Forums held throughout the IERPU in order to gather input and assist with regional workforce development system planning efforts. Representatives from the IERPU's target industries, Transportation/Logistics, Manufacturing and Health Care participated. K-12, secondary and post-secondary partners, other industry representatives, and many AJCC System partners contributed as well.

Table 2: Stakeholder Forums Regional Planning Topics

CWDB State Plan Priorities	IERPU Regional Planning Elements
Sector Strategies: A Demand-Driven Workforce Investment Strategy	• Regional Sector Pathways • Industry Sector Strategies & Effective Business Intermediaries • Customized Training for Business
Career Pathways	• Accessibility & Inclusion • Education, Upskilling & Industry-Valued Credentials, Apprenticeships • Development of Career Pathways
Utilizing Earn & Learn Strategies	• Access to On-the-Job Training, Paid Work Experience, Apprenticeships, Other Earn & Learn Opportunities
Organizing Regionally	• Regional Rapid Response; Early Warning Intervention Strategy • Regional Assessment & Oversight • Economic Development, Business Retention, Business Attraction • Regional Partnerships • AJCC as a Training Hub • Transitioning Students from High School to Post-Secondary, Career Training or Employment
Providing Support Services	• Access to Supportive Services
Building Cross System Data Capacity	• Tracking & Reporting of Services • Staff Professional Development • Staff-Cross Training
Integrating Services & Braiding Resources	• Regional Job Services; Adults, Dislocated Workers, Youth, Including Special Populations • Regional Business Services & Job Quality • Common Intake & Case Management • Access to Youth Services • Joint Business Services • Linking Adult Education & Literacy with Workforce Development • Co-Enrollment of Special Populations Including individuals, both youth and individuals with disabilities (IWD) • Outreach to Disconnected Youth in Remote Areas • Providing Career Exploration, Assessment & Workplace Readiness

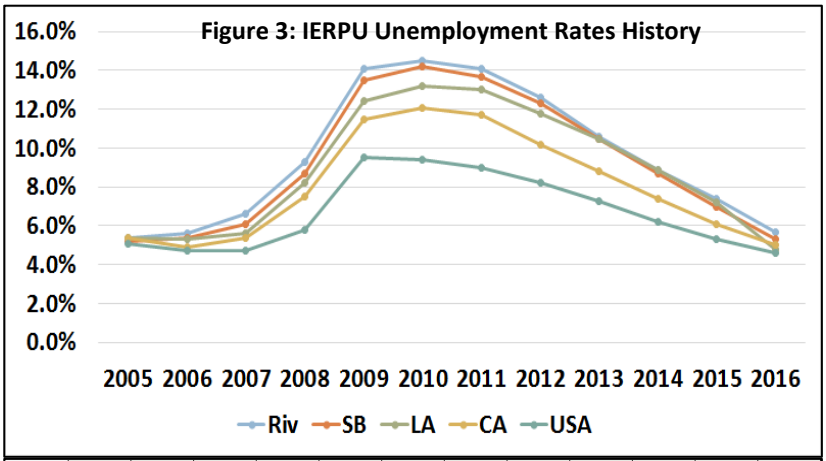
All forum announcements were emailed to each assigned partner as well as all other partners and key stakeholders, publicly posted in alignment with the Brown Act, and announced with flyers distributed at every WDB and committee meeting.

Table 2 shows the IERPU Planning Elements as they align with the seven priorities in the CWDB State Plan. Partners had multiple opportunities in each forum to participate in the discussion of the planning elements. Discussions included an assessment of each element as it currently exists as a regional coordinated strategy, identification of strengths, weaknesses, threats, and opportunities on how each element can be improved to address the needs of jobseekers, youth and business customers. Results of the assessment were used in developing the activities and goals (Attachment XVI and Attachment XVII) in the IERPU Regional Plan. Engaging partners in the preparation of the plan facilitates their participation in the reinvention of the regional workforce development system. The forums allowed the partners to identify opportunities for further integration of programs and services and development of innovative approaches for serving mutual customers.

B. Regional Economic and Background Analysis

i. Economic Conditions

The Inland Empire (IE) historically experienced rapid economic growth due to population growth as well as industry expansion of Manufacturing, Logistics and Construction from the coast.[6] Impacted by the economic recession which began with the collapse of the housing market in 2007, the IE has lagged in its recovery compared to the rest of CA as well as the nation. Both Riverside (Riv.) and San Bernardino (SB) Counties had unemployment rates in 2005 comparable to LA[7] and nationally (Figure 3).



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Riv	5.4%	5.6%	6.6%	9.3%	14.1%	14.5%	14.1%	12.6%	10.6%	8.9%	7.4%	5.7%
SB	5.2%	5.4%	6.1%	8.7%	13.5%	14.2%	13.7%	12.3%	10.5%	8.7%	7.0%	5.3%
LA	5.4%	5.3%	5.6%	8.2%	12.4%	13.2%	13.0%	11.8%	10.5%	8.9%	7.2%	4.8%
CA	5.4%	4.9%	5.4%	7.5%	11.5%	12.1%	11.7%	10.2%	8.8%	7.4%	6.1%	5.0%
USA	5.1%	4.7%	4.7%	5.8%	9.5%	9.4%	9.0%	8.2%	7.3%	6.2%	5.3%	4.6%

In 2008, the effects of the housing crisis from 2007 had a significant impact on all rates, and peaked in recovery in 2011, rates dropped significantly for the state and USA[8], but less so for the IERPU and LA. IERPU did not drop below 10% until 2014 and finally dropped below 6% in November, 2016. However,

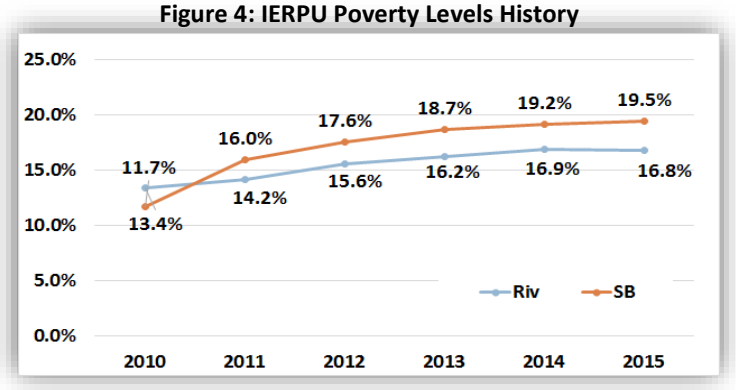
[6] Kotkin, Joel et. al. *County of San Bernardino Pivotal Moment.* http://cms.sbcounty.gov/Portals/12/County%20of%20San%20Bernardino's%20Pivotal%20Moment%20final.pdf?ver=2016-05-06-132251-193

[7] *Historical Civilian Labor Force, March 2015 Benchmark, Not Seasonally Adjusted.* Employment Development Department, Labor Market Information Division. November, 2016.

[8] *Labor Force Statistics from the Current Population Survey*. US Department of Labor, Bureau of Labor Statistics. November, 2016.

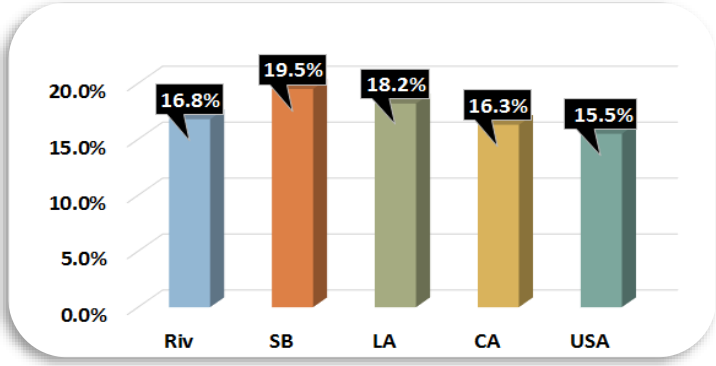
several cities in the IERPU remain above 10% including: Morongo Valley (11%), Mountain View Acres (10.6%), Cabazon (11.5%), March Air Reserve Base (11.4%), and Mecca (14.9%).[9] While unemployment rates significantly declined in 2014 and have continued to recover towards pre-recession levels, poverty levels have not experienced the same recovery.

Figure 4: IERPU Poverty Levels History



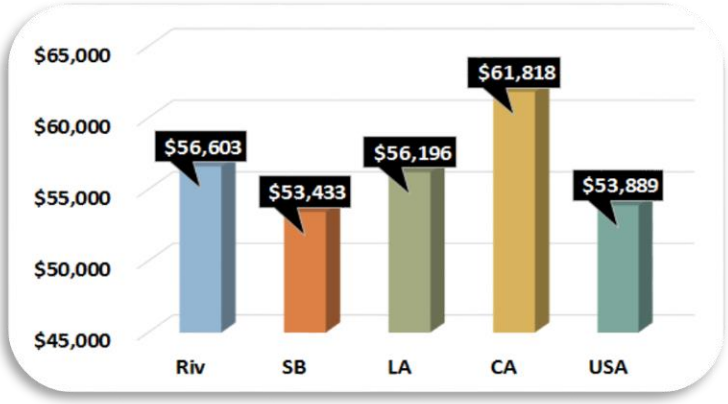
Unemployment rates began to decline in 2011 following their peak in 2010. They have continued to decline, even if slightly, since their peak. Although unemployment was declining, poverty levels[10] continued to increase and only began to decrease slightly in 2015 (Figure 4). Poverty levels in 2015, have remained significantly higher than CA and USA (Figure 5). At 19.5% SB has the highest poverty level of the five comparisons, providing insight to the barriers that job seekers may face as they seek services from the AJCCs.

Figure 5: IERPU Poverty Levels Comparison



In 2015, the total number of IERPU residents between the ages of 18-64 that are below poverty level was 431,175. While not all may be in the labor force, it does provide an indicator for the potential number of low income residents, a priority of service for WIOA. SB also shows a lower median income level than Riv, LA, CA and USA (Figure 6). However, Riv shows a higher median income than SB, LA and USA, which may reflect the recovery and slight decline in poverty level in 2015.[11]

Figure 6: IERPU Median Income Comparison



Resident demographics (Table 3) show that the Hispanic/Latino population is the largest segment for both counties as of 2015. Overall, the racial demographics are similar between the two counties. Respondents may select more than one race to report; therefore, the total percentages for each county total more than 100%.[12]

[9] *Monthly Labor Force Data for Cities and Census Designated Places (CDP), November 2016 Preliminary, Data Not Seasonally Adjusted.* Employment Development Department, Labor Market Information Division.

[10] *Poverty Status in the Past 12 Months, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

[11] *Selected Economic Characteristics. 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

[12] *ACS Demographic and Housing Estimates 2011-2015 American Community Survey 5-Year Estimates.* American FactFinder, US Census Bureau.

Table 3: IERPU Resident Demographics

Demographic	SB	Riv
White	31.0%	37.8%
Hispanic/Latino	51.1%	47.0%
Black/African Am	8.5%	6.3%
Am Indian/Alaskan Native	0.9%	0.9%
Asian	6.7%	6.2%
Hawaiian/Pacific Islander	0.3%	0.3%
Other	17.0%	17.5%

The homeless population (Figure 7) for IERPU in 2015, totals 3,301 with a total 644 (19%) living in emergency shelters, 416 (13%) in transitional housing and 2,241 (68%) unsheltered[13]. These totals include adults and children, including families that are homeless.

In addition, many of the homeless youth and adult individuals face multiple barriers that limit their ability to obtain employment, career training or other opportunities to improve their situation (Table 4). These barriers include substance abuse, parenting youth and victims of domestic violence. Unaccompanied minors (326 total) include those that may be Out-of-School (OSY) eligible and veterans (333), both of which are target customers for the IERPU.

A total of 951,508 residents are foreign born as of 2015 (Figure 8), with a total 629,409 residents over the age of five, reporting that they speak English "less than very well." Of those who speak English "less than very well," a total of 514,327 (82%) are Spanish speaking[14]. These data provide an indicator for potential current and future English Language Learners (ELL) that may need adult education and literacy services as well as the need for materials to be available in the Spanish language.

Educational attainment rate (Figure 9) is based on high school graduates who earned a diploma or equivalent (2015). As shown in Figure 8, the educational attainment rate is below the state and national rate;

Figure 7: IERPU Homeless Population

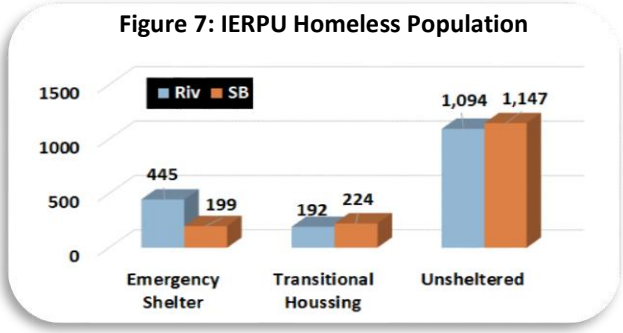


Table 4: Homeless Subpopulation Barriers

Subpopulation	Riv	SB
Chronically Homeless	378	405
Severely Mentally Ill	484	294
Chronic Substance Abuse	780	348
Veterans	211	122
HIV/AIDS	17	35
Victims of Domestic Violence	379	282
Unaccompanied Youth	157	169
Parenting Youth	10	15

Figure 8: IERPU 2015 Foreign Born Population

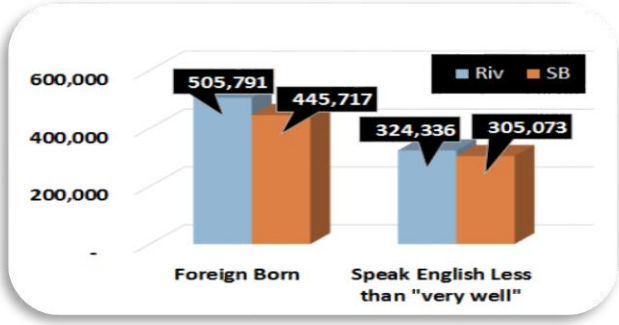
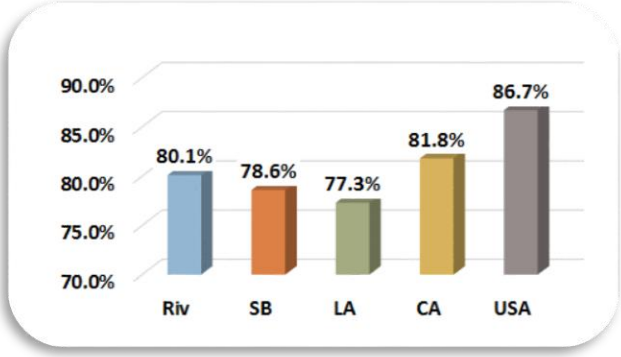


Figure 9: Educational Attainment (Diploma)



[13] *HUD 2016 Continuum of Care Homeless Assistance Programs Homeless Populations and Subpopulations.* HUD Exchange. https://www.hudexchange.info/programs/coc/coc-homeless-populations-and-subpopulations-reports/

[14] *Selected Social Characteristics in the United States.* American FactFinder, US Census Bureau.

however, both are higher than the LA County rate[15]. Although SB recorded the highest poverty rate, it surpasses the educational attainment rate of LA County.

In 2015, the number of IE residents that were 25 years or over was 1,277,155. Educational Attainment (Figure 10) for residents 25 years of age or older shows a total of 263,650 IERPU residents have less than 9th grade education. A total of 297,276 residents have some high school education, but no diploma. Overall, IERPU has 560,926 (44%) residents (ages 25 years and over) that do not have either a high school diploma or equivalent. While not all may be in the labor force or unemployed, these numbers still provide an insight to the potential need for Basic Skills education as well as services to prepare participants for earning a diploma or High School Equivalency Exam (HSEE).

Figure 10: Educational Attainment (No Diploma: 25 Year and Over)

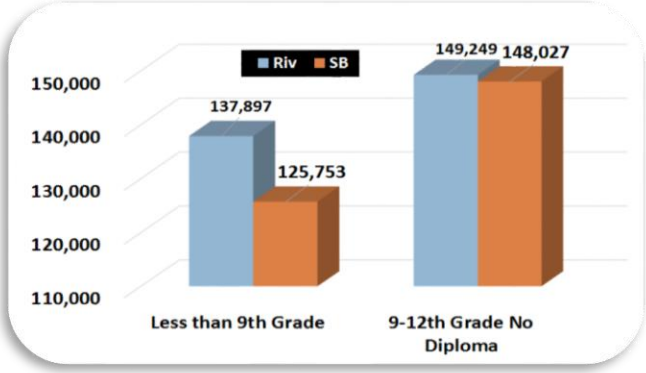
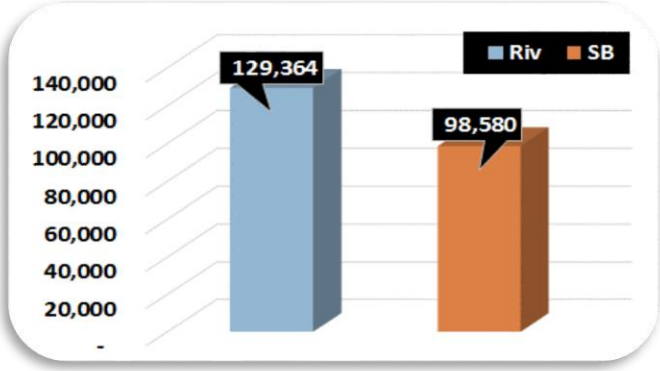
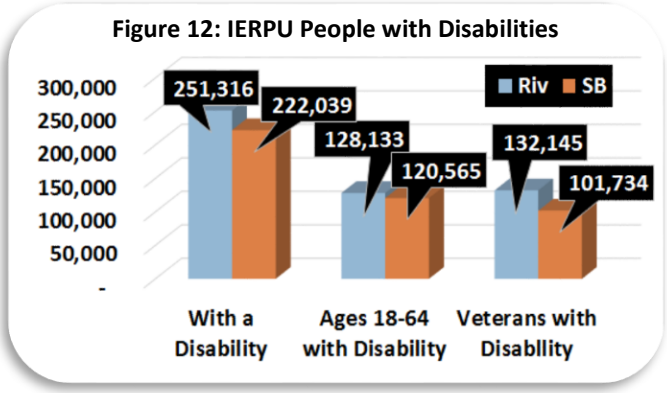


Figure 11: IERPU Veteran Populations



Data for veterans and IWD were reviewed by the WDB. These special populations are also targeted for service. Veterans total 227,944[16] for both counties (Figure 11) while IWD (Figure 12) total 473,355[17]. Of the total, 248,698 are IWD who are ages 18-64. While not all veterans and IWD may be in the labor force or unemployed, the significant numbers provide indicators for the potential target market and need for outreach to these customers. The profound numbers also indicate the need for supportive services and programs designed to address any barriers that these potential customers may need to be addressed.

Figure 12: IERPU People with Disabilities



The most challenging population to identify is the OSY who are disconnected from school and work. The US Census Bureau tracks "idle" youth which aligns with the definition of OSY; youth who are neither in school or employed. To estimate the potential customer segment, IERPU considers the population numbers available for youth, ages 15-24 (Figure 13), which total 689,598 (non-institutionalized) for both counties.[18] However, Idle youth is

[15] *Educational Attainment 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.
[16] *Veteran Status 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.
[17] Ibid *Selected Social Characteristics in the United States.*
[18] *Age and Sex 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

only tracked for ages 16 to 19 and this population is estimated at 277,890 for IERPU (Figure 14). The idle youth population for Riv is 8,723 or 6.1% of the 16-19 age group while SB records an idle population of 9,712 or 7.2% of the age group, for a total of 18,435[19] potential OSY customers. Considering the WIOA OSY program includes youth up to the age of 24, this segment can be estimated to be even higher.

Employer Needs: Understanding the demographics that encompass the region, assists in reinventing the workforce development system that builds the competitive workforce to meet the needs of IERPU businesses. The IE continues to experience economic growth since the recession, and its steady growth is expected to continue with Gross Domestic Product (GDP) projected at 3% for 2016, 2.8% in 2017 and 2.4% in 2018.[20] This growth is also reflected in the businesses through their job growth.

The IE has gained more jobs than it lost during the recession. However, many of these were replaced with Health Care and hospitality jobs that may not pay as well as jobs lost in Manufacturing and construction. Moreover, the more educated IERPU residents are commuting out of the area for the higher paying jobs offered in LA and Orange County (OC), spending more than two hours on a one-way trip to work.[21] Through the regional planning process, two challenges were identified for the region[22]: retaining the talent of workers in IE and creating the qualified workforce to benefit the businesses in the area (Figure 15) experiencing growth.

Figure 13: IERPU Youth Population

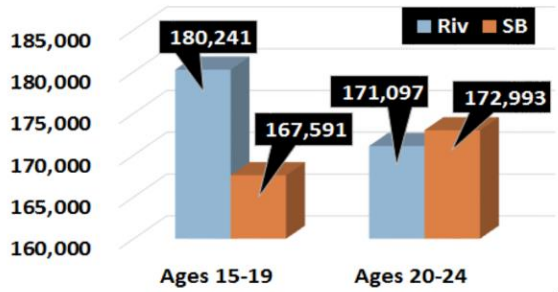


Figure 14: IERPU Disconnected Youth Indicators

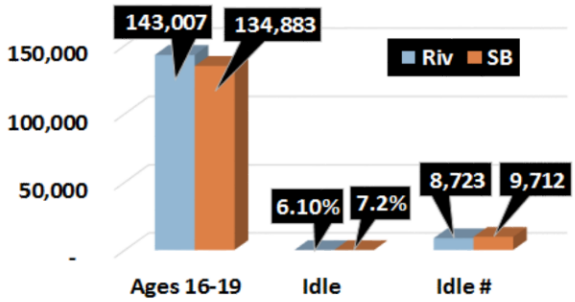
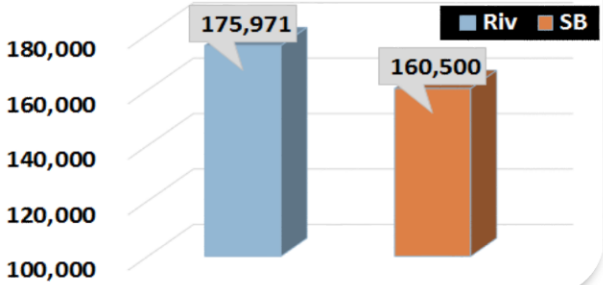


Figure 15: IERPU Number of Businesses



Emergent In-Demand Industry Sectors and Occupations:

According to EDD, the top, high growth industries show significant growth through the year 2022 (Table 5). Table 5 shows the increased number of jobs (both new and replacement) for each industry and the overall

[19] *Characteristics of Teenagers 15 to 19 Years Old 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

[20] *Economic Forecast: Inland Empire Economy is Growing but Long-Term Challenges Remain.* Claremont McKenna College News. October, 2016. https://www.cmc.edu/news/economicforecastinlandempireeconomyisgrowingbutlongtermchallengesremain

[21] *If the Economy Is Good, Why Don't We Feel Better?* Daily Bulletin. October, 2016. http://www.dailybulletin.com/business/20161012/iftheeconomyisgoodwhydontwefeelbetter

[22] Ibid. *Economic Forecast: Inland Empire Economy is Growing but Long-Term Challenges Remain.*

percent change by 2022.[23] Long-term projections provide guidance in establishing the workforce development programs that will meet the needs of the employers in these industries.

Long-term projections are supported by regional economic growth reports based on more current comparisons. Table 6 shows the comparative growth from May 2012 to May 2016 with the increased number of jobs by industry sector, the percent increase and the location quotient (LQ).

LQs are ratios that allow an RPU's distribution of employment for an industry to be compared to CA's distribution of employment for the same industry. Specifically, LQs are calculated by first dividing RPU industry employment by the all industry total of RPU employment. Second, CA industry employment is divided by the industry total for CA. Finally, the RPU ratio (first calculation) is divided by the CA ratio (second calculation). If an LQ is equal to 1, then the industry has the same share of RPU employment as it does in CA. An LQ greater than 1 indicates an industry with a greater share of RPU employment than is the case statewide. Therefore, an LQ greater than one, shows a concentration of jobs located within the RPU.24 Together, an LQ greater than one and a greater positive percent change indicate a greater opportunity for employment in these industry sectors.

Table 5: Industry Projections 2012-2022

Industry	Numeric Change	% Change
Construction	36,300	58.0%
Trade, Transportation, Utilities	59,800	20.7%
Transportation, Warehousing	13,900	20.4%
Professional & Business Services	36,200	28.5%
Healthcare & Social Assistance	40,100	26.6%
Educational Services	4,700	26.8%
Accommodation & Food Service	32,500	28.6%
Remediation Services	21,800	26.6%
Retail Trade	30,100	18.5%

Table 6: Regional Economic Growth

Major Industry Sector	May 2016 (preliminary)	May 2012	Change	Percent	Location Quotient
Total All Industries	1,401,800	1,203,700	198,100	16.5%	-
Total Farm	17,300	17,100	200	1.2%	0.4
Total Nonfarm	1,384,500	1,186,600	197,900	16.7%	1.0
Mining and Logging	1,200	1,200	0	0.0%	0.6
Construction	88,600	61,100	27,500	45.0%	1.4
Manufacturing	98,000	87,300	10,700	12.3%	0.9
Trade, Transportation and Utilities	339,500	283,900	55,600	19.6%	1.4
Information	11,400	11,700	-300	-2.6%	0.3
Financial Activities	43,300	40,200	3,100	7.7%	0.6
Professional and Business Services	145,400	127,200	18,200	14.3%	0.7
Educational and Health Services	212,800	172,800	40,000	23.1%	1.0
Leisure and Hospitality	153,600	130,500	23,100	17.7%	1.0
Government	244,900	230,100	14,800	6.4%	1.2

[23] *2012-2022 Industry Employment Projections: Riverside-San Bernardino-Ontario Metropolitan Statistical Area.* Employment Development Department Labor Market Information Division.

[24] *Regional Planning Unit Summary: Inland Empire.* Employment Development Department Labor Market Information Division. September, 2016.

Table 6 highlights the industry sectors with a high LQ and percent change: construction; trade, transportation and utilities; educational and health services; leisure and hospitality; and government. In selecting target industries and occupations for trainings and career pathways, these results are considered along with other factors. While construction has the highest percent change and LQ, it can also be highly sensitive to changes in economy, business trends, consumer spending, and even climate. Manufacturing has lesser percent change and an LQ that is slightly less than one; however, wages and benefits are significantly higher and attracts the higher educated and skilled employees who often commute to neighboring counties for employment opportunities. Retaining the IERPU's talent locally can also benefit the region's economic stability and growth.

Health Care (educational and health services) consistently ranks high in data sets showing occupational growth, LQ, fastest growing occupations and industry projections. This consistency supports customer choice in this industry as well as career pathways responding to the industry projections.

Emergent In-Demand Industry Sectors and Occupations:

Emergent industry sectors are in industries with the highest levels of growth as measured by percent change. Table 7 shows the top emergent industry sub-sectors, the numeric change from 2012 to 2022, the percent change and the LQ. This labor market information (LMI) allows the partners to develop training, programs and services directed towards employment in these industries that respond to these emerging needs and provides the intelligence that customers need to make informed decisions about their career choices for the future. These results can also be used to consider career pathways in these sub-sectors now or in the near future to respond to projected growth.

Table 7: Emergent Industry Sub-Sectors

Top Emergent Industry Sub-Sector	Numeric Change 2012-2022	Percent Change	Location Quotient
Residential Building Construction	5,050	88.3%	1.0
Foundation, Structure, and Building Exterior Contractors	9,460	82.6%	2.1
Management, Scientific, and Technical Consulting Services	6,470	69.3%	0.7
Hardware, Plumbing, Heating Equipment and Supplies Merchant Wholesalers	1,560	65.0%	1.5
Building Finishing Contractors	6,570	64.3%	1.5
Commercial, Industrial Machinery, Equipment Rental and Leasing	640	64.0%	0.9
Utility System Construction	2,570	62.7%	1.9
Electronic Shopping and Mail Order Houses	1,240	62.3%	0.7
Other Specialty Trade Contractors	3,610	61.2%	1.5
Outpatient Care Centers	2,910	59.3%	0.7

ii. Skills Analysis

In order to assist residents in developing the skills necessary for gainful employment in demand occupations, preparation and training are needed. The top 25 middle-skill, middle-wage or higher occupations[25] have been identified for the IERPU (Attachment III) and will be used as a guide in implementing workforce development activities to prepare customers for these jobs. Attachment III includes the listing of the 25 occupations, the total projected job openings through 2022, the Conference Board Help Wanted Online™ (HWOL) Data Series which is a 120-day period ending in June 2016, and the median annual wage as of the first quarter in 2016. Attachment IV details the skill requirements for the top

[25] Ibid.

25 middle-skill, middle-wage or higher occupations. The table lists technical skills as well as the workplace success personal attributes or "soft skills" that employers also require. Attachment V details the knowledge requirements for each of the 25 occupations.[26]

In addition to the skills and knowledge needed for the top 25 middle-skill and wage occupations (Attachment III), workforce characteristics that employers seek in job candidates were also identified by the IERPU. Business services teams from both counties, as well as the Inland Empire Regional Collaborative (IERC) responsible for developing and implementing the Inland Empire Job Driven Slingshot Initiative (SlingShot), have gathered employer input from multiple sources including business site visits, individual meetings, and surveys. Business service teams from both WDBs provide industry specific technical assistance related workforce development, provide LMI for making fact-based decisions, and provide business workshops on key topics including regulations related to human resources. These interactions with business provide opportunities for staff to gather input from businesses regarding their needs and requirements. This information brought to light the importance of workforce and personality characteristics or "soft skills" that employers need. In line with feedback gathered through these activities, the Inland Empire Quarterly Economic Report identified the following needs[27]:

- **Teamwork:** Employers described teamwork as the foundation of their organizational cultures and needed workers who were trained to work effectively in a team environment. They emphasized the importance of having experience in working in teams and not just team building training. Employers see a significant difference between employees who are trained in teams and those who have experience whether the experience comes from school assignments or from previous work experience. Employers also need employees who have experience and can demonstrate competency in meeting deadlines. Demonstrated leadership and innovation in a team environment was also desired.

- **Hands-on Experience:** Employers want to see education and training with project-based learning and real-world experience. Training programs need to be developed that incorporate hands-on experience into their curricula, including internships or other work-based learning opportunities. Employers expect graduates from these programs to be able to use the tools of their respective trade and not just have studied or learned about them.

- **Academic Training:** Job candidates that have worked on projects that teach the skills that are applicable in the workplace will have a competitive advantage over others. A business major, for example, should have project experience in flowcharting tasks and in using the software used by the firm where they are seeking employment.

- **Career Technical Education:** Employers expect that graduates of CTE have mastered the mathematical concepts needed in their respective occupations. They also need specific skills and hands-on experience on modern equipment and software. Training graduates should also understand the working conditions and organizational culture of the companies in their field.

- **Personal Goals:** Employers expect job candidates to articulate their career goal and the steps they have taken to achieve their goal. They should also be able to describe educational steps they have taken, as well as any previous employment that has helped move them towards their goal. They should also be able to describe the steps they will continue to take to achieve their goal. This information tells an employer that an individual is goal driven and works hard to achieve goals.

[26] *Occupational Information Network (O*Net).* US Department of Labor. www.onetonline.org.
[27] Husing, John E., PhD. Education & The Future Inland Empire Workforce. Inland Empire Quarterly Economic Report, Riverside & San Bernardino Counties. July 2016.

- **Personality Characteristics:** Employers look for specific personality traits that instructors can assist trainees in developing. These traits include basic friendliness, the foundation for customer service and relationship building with partners and vendors. Employers also want to see employees who will take the initiative to seek opportunities for advancement including seeking educational opportunities to continue developing their skills. Leadership and innovation skills are also desired in candidates that can be prepared for future management positions.

- **Higher Education:** While many employers placed value on Bachelor degrees or higher, many expressed a higher priority for workforce characteristics. For example, the ability to fit into the organization's culture and their willingness to work hard and learn on the job.

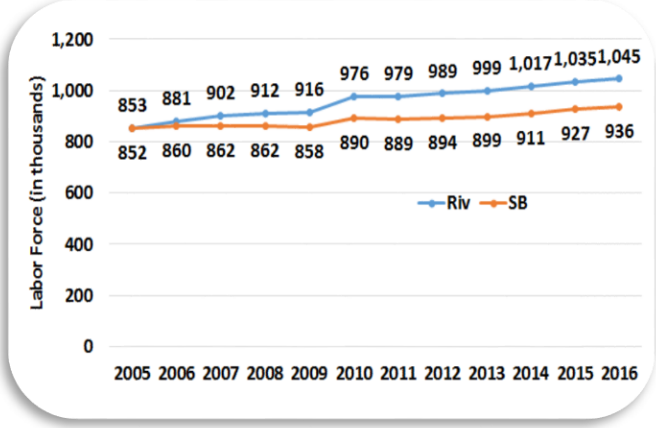
- **Certifications:** Employers expressed several concerns related to public and private education. Most executives shared their disappointment in the education system that is not creating the pipeline of qualified workers they need. They noted several positions unfilled due to the retiring baby boomers. Graduates from CTE as well as private training programs do not have the skills or workplace attributes that employers need. Employers recommended that educators meet with current industry experts and use them to advise on curricula development so that the training is relevant with hands-on experience needed to create the qualified workforce. They also noted that training needs to occur faster and not be bound to the semester or quarter system to meet their need to hire graduates as quickly as possible.

The results of these interviews provide the IERPU with direct customer input towards the development of future training and skills development programs that create the human capital that businesses need today and in the future. Most notably is the need for assisting individuals in developing the emotional intelligence that employers prioritize even over college degrees. These results were supported with the business input gathered from the Stakeholder Forums held throughout the region. Participating employers expressed their need for a qualified workforce pool to fill their current unfilled jobs, placing an emphasis on experience over education to meet the immediate need. Employers also emphasized the importance of the workforce characteristics or "soft skills" including the basics such as attendance, time management, ability to get along with others, and produce outcomes.

iii. Inland Empire Labor Force

Current Labor Force: The labor force in the IERPU has continued a steady increase since the recession. During the recession, the labor force declined as employees chose to retire instead of being laid off or simply left the area.[28] The labor force began to increase in 2010 and has continued to increase as economic recovery continues and more opportunities for employment become available. Together the two counties have a civilian workforce of nearly two million (Figure 16), demonstrating that the labor force has surpassed the numbers of pre-recession years (2005-2006).

Figure 16: IERPU Labor Force (Annual Averages)



[28] *Historical Civilian Labor Force.* Employment Development Department, Labor Market Information Division. November 18, 2016.

Unemployment: The unemployment rates history (Figure 3) shows that unemployment remained in the double digits even after the economic recovery officially began in 2011. The rates finally dropped below 10% in 2014 and have remained below this level to date.

The current unemployment rates (Figure 17) show that the rates have dropped below 6% in November 2016[29]; with Riv recording a 5.7% rate representing 60,400 unemployed residents and SB recording a 5.3% rate representing 50,400 unemployed residents for a total of 110,800 unemployed residents in the IERPU. The unemployment rates for IERPU remain higher than LA, CA and USA. Further, the rates have not dropped to pre-recession levels of 5.4% for Riv. and 5.2% for SB in 2005 (Figure 3).

The current unemployment rate trended with comparative data also provides insights to the region (Figure 18). The trend represents the monthly average for the Riv.-SB-Ontario Metropolitan Statistical Area (MSA) which aligns to the IERPU. The trend supports the steady decline in unemployment rates as well as the projected continued decline as the economic recovery in the region continues. The trend also shows the decline relative to the prior year (November, 2015) to an MSA average unemployment rate of 5.5%, further supporting the steady and projected continued decline.[30]

Employment & Skill Levels of IERPU Labor Force: The employed labor force trend (Figure 16) shows that the *annual averages* per year of employed residents have exceeded the number employed of pre-recession years[31]. This reflects the increase in labor participation (Figure 16) and the decline in unemployment rate (Figure 3).

Figure 17: IERPU Unemployment Rates (Nov 2016)

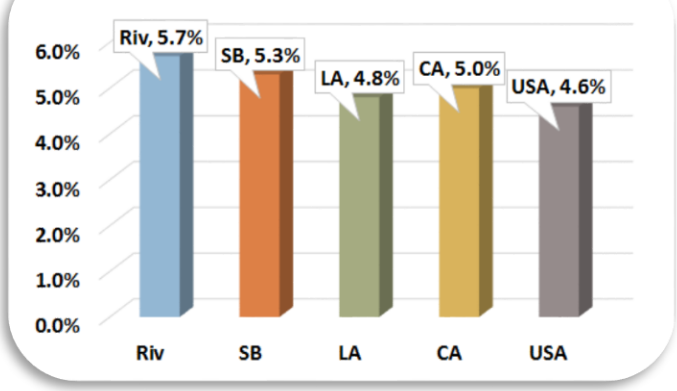


Figure 18: IERPU Unemployment Rates (Nov 2016)

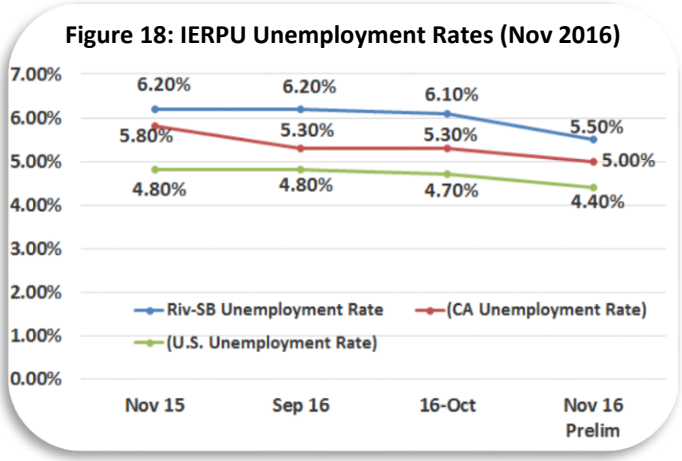
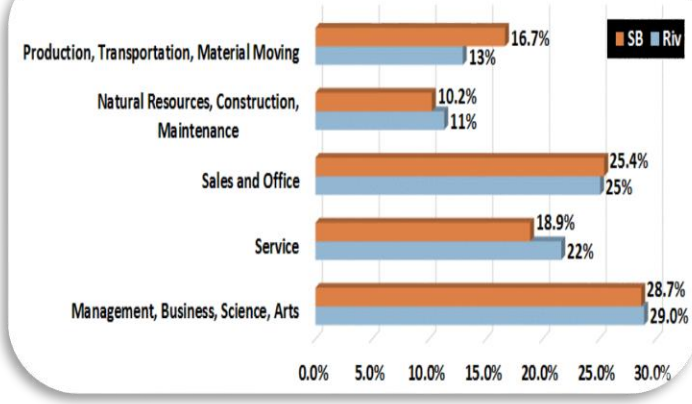


Figure 19: IERPU Occupation Clusters



[29] *Monthly Labor Force Data for Counties November 2016 – Preliminary Data Not Seasonally Adjusted.* Employment Development Department, Labor Market Information Division. November, 2016.

[30] *Riverside-San Bernardino-Ontario MSA (Riverside and San Bernardino Counties) Nonfarm Employment.* Employment Development Department, Labor Market Information Division.

[31] *Historical Civilian Labor Force*. Employment Development Department, Labor Market Information Division. November, 2016.

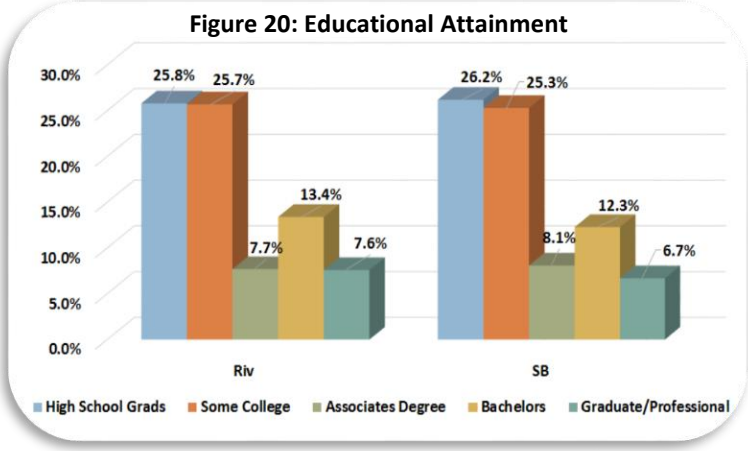
Major employers for each county in the IERPU are listed in Attachment VI and VII. While these companies are identified as employing the largest number of workers, workers may not necessarily be residents of the region. Some workers may live in the surrounding counties and commute to the IE for work.[32]

As of 2015, the IERPU labor force aged 16 years and over is concentrated within five sector clusters in five key sector occupations (Figure 19).[33] These occupations, however, span across all industries (Attachment VIII, IX) with the largest number of the IERPU labor force employed in occupations within the Educational, Health Care and Social Assistance industry (Riv. 20.6% and SB 22.5%) followed closely by the Retail Trade Industry (Riv. 13.1% and SB 13.3%).[34] These jobs, however, may not necessarily be located within the IERPU. These workers may be commuting outside of the IE for work.

Although the Construction Industry has the highest projected growth of 58% through 2022 (Table 5), it only employs 7.1% of Riv. labor force and 8.4 of the SB labor force. Similarly, Trade, Transportation and Utilities industry is projected to grow by 20.7% by 2022 but only employs 8% of SB and 5.5% of Riv. labor force.

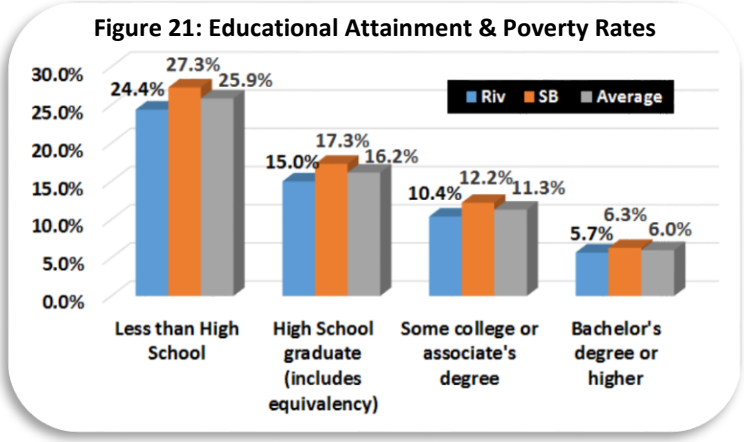
Educational Attainment: Educational attainment for adults that are 25 years and older (Figure 20) shows that an average 26% of IERPU residents have a high school diploma or equivalent and an average 25.5% have some college education. The data also show that an average 7.9% earned an Associate of Arts (AA) degree, an average 12.9% have a Bachelor's degree and an average 7.2% have a graduate degree or higher.[35]

Figure 20: Educational Attainment



The data also show that there is a direct correlation between educational attainment and poverty rates (Figure 21). The higher the level of education attained, the lower the poverty rate. As shown in Figure 20, the poverty rate for those 25 years of age or older, is twice as high even for those with some college or AA degree compared to those with a Bachelor's degree or higher.

Figure 21: Educational Attainment & Poverty Rates



Educational Attainment also has a direct correlation to median earnings. Table 8 shows the median earnings in the past 12 months (in 2015 inflation-adjusted dollars) for all (both males and females)

[32] Ibid.
[33] Ibid *Selected Economics Characteristics.*
[34] Ibid.
[35] *Educational Attainment, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

and then segmented by gender. As shown, those with some college or AA degree make approximately half the salary of those with a graduate or professional degree. Those with less than high school, earn less than half of those with Bachelor's degree.[36] Moreover, the median earnings show that males earn higher than their female counterparts regardless of education levels. With the goal of moving customers with multiple barriers into middle or higher wage jobs, educational attainment will be a key strategy in their service plans.

Table 8: Educational Attainment & Earnings

Educational Attainment	Median Earnings (Estimate)			
	All	Male	Female	M/F Difference
Total	$33,198	$39,265	$36,231	$ 3,033
Less than high school graduate	$20,924	$24,991	$22,958	$ 2,034
High school graduate	$29,438	$34,048	$31,743	$ 2,305
Some college or associate's degree	$35,794	$44,669	$40,231	$ 4,437
Bachelor's degree	$51,024	$59,162	$55,093	$ 4,069
Graduate or professional degree	$70,321	$79,930	$75,126	$ 4,805

Barriers: Based on the economic conditions (Section 2.1), barriers to employment identified for customers of the IERPU workforce development system are delineated in Table 9. Barriers identified by employers participating in the Regional Planning Stakeholder Forums included:

A. Lack of work and technical skills that match their job openings; and

B. Lack of workforce characteristics and "soft skills" such as: teamwork, hands-on experience, academic training, CTE, personal goals and ambition to achieve goals personality characteristics, higher education and certifications that teach the hands-on, real-world skills needed on the job.

Table 9: Customer Barriers to Employment Based on Economic Conditions

Economic Condition/Demographics	Related Figures	Barrier(s)
Poverty	Figures 4, 5	Low-Income
Homeless	Figures 7 Table 4	Homeless, Mental Health, Substance Abuse, Victims of Domestic Violence, Unaccompanied Youth, Parenting Youth
Educational Attainment	Figures 9, 10	No Diploma or Equivalent, Less than 9th Grade Education, Literacy & Numeracy
Speak English Less than Very Well	Figure 8	Limited English Speaking
People with Disabilities	Figure 12	Disabilities
Disconnected Youth	Figures 13, 14	Idleness

In addition to the customer barriers identified through the analysis of economic conditions (Table 9), other barriers were identified through the Regional Planning Customer Focus Groups as follows:

- ***Age:*** Customers stated they needed to be prepared for overcoming the stereotypes that employers have of people over 40. Millennials expressed the needed assistance in trying to overcome stereotypes about youth and their lack of work history.

[36] *Median Earning in the Past 12 Months (in 2015 inflation-adjusted dollars) by Sex by Educational Attainment for the Population 25 Years and Over - Universe: Population 25 years and over with earnings, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

- ***Updated Job Seeking Skills:*** Customers identified the challenge in keeping up to date on job seeking skills which now include submitting applications and resumes online and conducting interviews virtually. Most challenging was the Behavioral Event Interviews (BEI) which questions are difficult to answer in a manner that ensures a competitive advantage. These questions determine "fit" with the organizational culture as opposed to skills or experience.

- ***Appearance:*** Both adults and youth identified the challenge of having the "look" that was appealing to employers whether it was a blue-collar worker wanting to look professional or an older worker trying to look experienced but not "close to retirement" age. Youth also expressed concern about needing clothes not just for interviews but for work to hide tattoos and look professional yet age appropriate.

- ***Impact of Parental Issues:*** Youth discussed how the barriers that their parents face affects them and create barriers for them. For example, while they may not have substance abuse issues, their parents might and that barrier can affect their own well-being, creating a barrier for them as well.

The Basic Career and Individualized Services as well as Training Services available through the AJCCs located throughout the region, are designed to address the barriers to employment that may impede customer success. The AJCC partners rely on co-enrollment across programs to provide services, including supportive services, through job placement and retention to ensure barriers are addressed.

iii. Workforce Development Activities

Workforce development partners in the IERPU, including assigned, mandated and other key partners, have joined forces to create a regional approach to responding to the needs of adult job seekers, youth and business customers. Partners recognize that a regional approach to service delivery is an effective customer-centered approach to meet the full spectrum of customer needs that can impact success. Business customers voiced their need for a seamless integrated approach to meet their hiring needs and a single point of contact in the process. Based on the customer feedback provided in the Stakeholder Forums, a regional approach to coordinate referrals and other services is essential to address these needs.

Regional approaches are not new to the IERPU. The two counties have historically collaborated to serve business customers in meeting hiring needs as well as Rapid Response services to those who are downsizing. Career pathways established by local community colleges also create opportunities for training regardless of where the students reside. This history and experience is used by the IERPU partners to further develop regional approaches and achieve the WDBs' vision.

The regional Stakeholder Forums held to solicit input towards this plan, included conducting an assessment of the current workforce development activities. Strengths and weaknesses were identified through the Stakeholder Forums by assessing the Regional Planning Elements which aligned to the State Plan Priorities (Table 2) and included workforce development activities. The assessments included the identification of opportunities for improvement (OFI) to address customer needs or to increase opportunities for regional approaches. Based on the OFIs, some ideas for solutions were identified to address the gaps. Partners were able to participate in multiple roundtables during a single session and then were able to participate in multiple sessions for additional input.

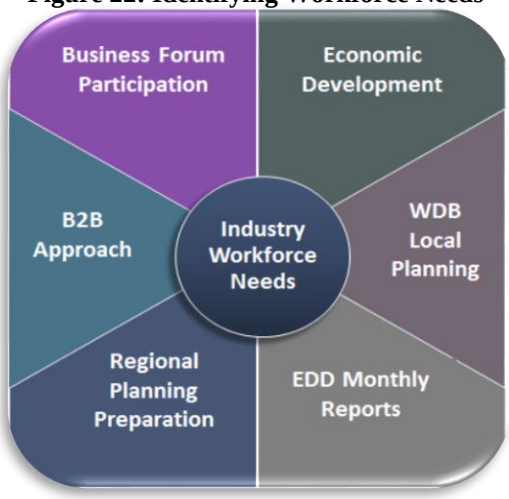
Attachment X is a matrix that summarizes the results of the assessments including: the Regional Planning Element or workforce development activity being assessed, the strength or accomplishment identified, and the OFI and/or solution proposed for consideration. Results were used to develop the Regional Activities to Reach Regional Goals (Attachment XVI) and the Regional Goals for Training and Education (XVII). These Activities and Goals will advance regional efforts towards its vision, enhance services and improve the overall customer experience. Moreover, the Activities and Goals, developed with customer input,

address the barriers to employment that job seekers face as well as employer needs for developing a competitive workforce. For example, with 629,409 IE residents (over the age of five) reporting that they speak English "less than very well,"[37] there is a significant need for ESL services. The strength identified by the partners in linking adult education and literacy to workforce development was the efforts from AEBG partners in expanding access to ESL throughout the region. Therefore, the solution proposed is to increase coordination with AEBG partners to co-enroll customers into these ESL courses.

C. Regional Sector Pathways

i. Assessing Industry Workforce Needs

Figure 22: Identifying Workforce Needs



Planning partners assessed industry workforce needs using a process that included assessments and data through multiple sources (Figure 22) as follows:

1. ***Economic Development Planning:*** Both WDBs in the IERPU operate their career services under Economic Development Agencies of their respective counties. Therefore, the workforce development systems are integrated into the annual economic development planning activities, which include an assessment of the economic landscape of their respective county as well as the region.

   This assessment includes a comprehensive evaluation of the growing and declining industries using county data, US Census, Chmura Economics and Analytics, US Department of Labor (DOL) and its Bureau of Labor Statistics (BLS), as well as EDD's Labor Market Information Division (LMID) data. These data sets are also used to determine growing and declining occupations within the industries to establish a profile of workforce needs.

   Current and projected outlooks for the industries and occupations are examined to establish the labor market intelligence for creating short- and long-term economic development plans. Long-term economic development plans are established for five years; however, annual Comprehensive Economic Development Strategies (CEDS) are developed to address current needs. External expertise from Chmura Economics and Analytics is commissioned to provide the environmental scan for planning purposes.

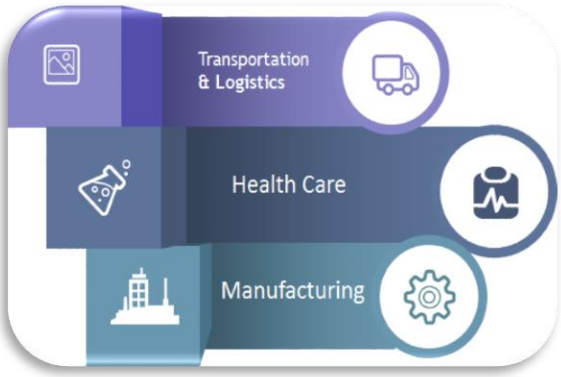
2. ***WDB Strategic Planning:*** Both WDBs use the economic development plans as a foundation for local planning, focusing on the workforce development system responding to business and community needs. The WDBs rely on the LMI and occupational outlook for the most current data sources on workforce needs. Occupational outlook cross-referenced with O*Net for educational, experience, skills requirements, and entry-level wage information are used in identifying workforce needs. This information is also used to determine the target industries that the WDBs will prioritize as they plan and implement the local workforce development system.

   As regional partners, the SBCWDB and the RCWDB have chosen three target industries in order to facilitate a regional approach to preparing a competitive workforce for mid-level jobs, as well as serving

[37] Ibid. *Selected Characteristics in the United States.*

business. Based on the economic development and local planning activities including the labor market intelligence (Tables 5 through 7, Figure 20, Attachments II through X), the WDBs selected the following target industries for the region: Transportation & Logistics, Health Care, and Manufacturing (Figure 23).

Figure 23: IERPU Target Industries



3. ***EDD Monthly Reporting:*** EDD partners share monthly reports generated by the LMID. The data provided in these reports include: labor force, employed labor force, unemployment rates by county and city, employment by industry with month-over-month percent changes as well as annual percent changes, and recent job ads report (Attachment XIV). This monthly report keeps partners updated on labor force and industry changes to assist with fact-based decision making relative to program and service development or continuation.

4. ***Regional Planning Preparation:*** Local and regional planning preparation also provides an opportunity for the WDBs, partners and stakeholders to receive an update on the economic environment, demographhics and LMI. This information sets the foundation for planning activities and is used as the basis for assessment and strategy development.

5. ***B2B Approach:*** The Business to Business approach is increasing in the IERPU. Both WDBs conduct business visits and learn directly from businesses about hiring needs as well as any challenges in sustainability or growth that they may be facing. Members and staff of the SBCWDB have teamed with Chambers of Commerce to expand outreach even further with a business to business approach. The SlingShot Initiative is an example of a successful approach in the region because of its dependence on employer engagement; involvement of businesses has been expanded because of relationships employers have with other employers. Gathering information from a variety of sources allows for real-time customer information regarding industry workforce needs.

6. ***Business Participation in Forums:*** Businesses participated in the Stakeholder Forums representing their firms throughout the region. This afforded business with the opportunity to provide information on their workforce needs as well as provide input towards the customization of services to meet their needs and direct input into the development of the local and regional plans. Industry leaders engaged in this process are listed in Attachment XI.

   Slingshot is another example of business participation. The IERC is comprised of representatives from both WDBs, six Industry Champions from Manufacturing and four from the Health Care industry. The IERC conducted a comprehensive assessment of job openings including those that are hard to fill, skill requirements and workforce characteristics. Skill requirements and certifications were defined and used to design and develop curriculum for training in Health Care and Manufacturing, building off the immediate feedback from Industry Champions; the first career pathway launched in January, 2017. This unique opportunity to directly access detailed information from business demonstrates the innovative approach that SlingShot has created in the region

Convening Activities: Regional and Local Planning Stakeholder Forums were held throughout the region as public meetings with invitations to partners and stakeholders to provide input into the plans and assist with assessing the workforce development system at the local and regional levels. Public posting of meetings allowed for public comment at any of the Forums. Twelve Stakeholder Forums were held (Table

10). Forums spanned from two to four hours, depending on the planned activities. Multiple forums ensured maximum participation as demonstrated through the list of 210 attendees in Attachment XII. A summary of results is detailed in Attachment X, as part of the Assessment of Workforce Development Activities.

Customer Focus Groups (FG) were held with adult job seekers and youth customers to gather their input towards the plans as well. These sessions ranged from one to two hours in duration depending on the size of the group. Attendee list could not be provided due to confidentiality of customers; however, the list of cities represented is available in Attachment XIII. While Stakeholder Forums were public meetings, the FGs were not open to the public to preserve confidentiality and integrity of the input gathered. A total of 87 customers participated in the total seven FGs.

Table 10: Regional and Local Planning Convening Activities

Partner & Business Stakeholder Forums				Youth FG	Adult FG	
09/07/2016	10/12/2016	10/12/2016	11/09/2016	10/12/2016	10/28/2016	11/08/016
09/14/2016	10/12/2016	10/18/2016	11/14/2016	10/27/2016	10/28/2016	
10/05/2016	10/12/2016	10/19/2016	11/16/2016	10/27/2016	11/08/2016	

ii. Assessment of Existing Training & Education Programs

Analysis of Existing Programs: Regional partners, including assigned partners, mandated and other key partners, industry leaders, and customers participated in the series of Regional and Local Stakeholder Forums or the FGs (Table 10). The forums consisted of roundtable discussions and assessment of the current workforce development activities and Regional Planning Elements, identifying OFIs as well as potential solutions (Attachment X). Solutions identified to address key OFIs found through the assessment were used to develop regional goals and strategies.

Planning Elements (Table 2) that were used to assess existing training and education programs during the Regional and Local Stakeholder Forums included: Industry Sector Strategies, Customized Training for Business, Upskilling and Industry-Valued Credentials, and Career Pathways, among others. This allowed Forum participants to identify existing training and education programs in the region (Section C iii, Career Pathways), funded and operated through various sources including WIOA and CTE. Business customers participating in the Forums provided feedback on the training programs they used to recruit and hire employees. Employers identified the need for more extensive training in "soft skills" including project management, work values, and business acumen to understand overall leadership vision and strategies. The need for "soft skills" identified in the Forums is consistent with the results of the Inland Empire Quarterly Economic Report (Section B ii, Skills Analysis).

Based on the assessment of the Planning Elements related to existing training and education programs, Forum participants recommended that partners conduct an asset mapping and develop a complete list of all programs that exist or are under development throughout the region. The asset mapping should include an assessment of training-related placements, whether credentials earned are indeed industry-valued, the extent that they create a career pathway beyond initial job placement, and their effectiveness in meeting employer needs. These recommendations are integrated into the Regional Activities (Attachment XVI) and Goals (Attachment XVII).

The IERPU partners, including WDBs; assigned, mandated and other key partners, are dedicated to continue working together to achieve the regional goals that address customer needs as a unified system. A summary of the activities and goals resulting from the assessments are listed in Attachment XVI and Attachment XVII. The partners will continue to work together at the regional level to explore how they will measure progress against the goals and reporting back to the Local Boards. A Strategy Tool has been

developed (Attachment XVII) which currently delineates the Regional Goals and CWDB Strategies and overall alignment to CWDB's seven Policy Strategies. Columns will be added to define performance indicators and measures. The tool will serve as a matrix to guide implementation of workforce activities and track progress towards strategy achievement. The tool will be reviewed and updated annually or as needed throughout plan implementation.

iii. Career Pathways

Several career pathways throughout the IERPU were identified through the Stakeholder Forums that were at varying levels of implementation. The extent of business engagement also varied from participation in the design of the program, serving on an advisory committee, or providing input. Some career pathways identified through the Stakeholder Forums were as follows:

1. ***SlingShot:*** The IERC has collaborated with employers to align business needs with training to create a model whereby employer engagement is integrated in curriculum design and skills training. The machine operator occupation was determined to be the career pathway to implement first based on direct feedback from the Manufacturing industry. The Industry Champions identified the occupational skills requirements, including added components of soft skills, to design and develop a curriculum for the occupation. The Industry Champions also participated in the review of proposals before selecting the provider. A vendor list was established through a procurement process in order for the IERC to select providers when needed as it continues to develop new pathways in these sectors. Along with machine operator, the IERC is looking at pathways for electrical/mechanical positions, community health workers, and medical records/IT

   Specific soft skills were incorporated into the curricula being requested to ensure graduates successfully integrate into the Manufacturing and Health Care environment. For example, competencies added for Manufacturing training through the SlingShot Initiative include ethics/good citizenship, critical thinking, problem solving and customer service. Technical skills include AutoCAD, basic mechanist, 3D printing/laser, and ISO 9000. Certificates that will be earned by graduates include: AutoCAD, Forklift, and OSHA 10 and the industry developed National Center for Construction Education and Research (NCCER) credential. Machine operators can be hired with salaries ranging from $15 to $25 per hour.

   Compiled feedback from employers and customers along with monitoring and evaluation of the pilot, will provide valuable data and knowledge that IERC can use to expand and replicate the model for Health Care and other industries.

2. ***Strong Workforce Initiative / Doing What Matters:*** The Strong Workforce Initiative, in partnership with WIOA, leads the renewable energy career pathways training developed to meet industry needs. Not to oversaturate the market, the three community colleges in the region providing the training include: College of the Desert, Mt. San Jacinto and Chaffey. The classroom training is aligned with North American Board of Certified Electrical Practitioners (NABCEP) learning objectives and is combined with hands-on experience provided through the non-profit, GRID Alternatives. WIOA funding covers eligible participant's tuition and a possible OJT of up to 600 hours upon completion of the class. The criteria in this model is set to meet the industry's need for employees that have: immediate ability to actually conduct installations, real experience with installations, and the ability to learn the employer's way of doing business. The intent of the model is not only to train an individual to be an installer but provide the graduate opportunities for upward mobility within the solar firm.

3. ***Other Pathways:*** Some of the other pathways (non-WIOA) that partners have implemented were identified in the Forums as follows:
   a. Transportation and Logistics: Truck driving and automotive

b. Health Care: Nursing
c. Manufacturing: Computer Numerical Control (CNC) Machinist
d. Renewable Energy - Solar Installation

These pathways will need further assessment and asset mapping (Section C ii) to determine feasibility and a process for extending the pathways to the regional level.

iv. Developing Future Career Pathways

Figure 24: Developing Future Pathways

Based on the assessment conducted in the Stakeholder Forums, developing career pathways is a key regional goal. The following steps were identified for IERPU partners in developing future pathways (Figure 24):

- Conduct asset mapping to identify all pathways that currently exist in the region.
- Assess pathways to determine effectiveness and identify those that align with target industries.
- Conduct skills mapping to establish entry, middle, top level occupations within current and priority pathways.

The SBCWDB and RCWDB agreed that in order to ensure the success of SlingShot as well as any other future career pathways, dedicated staff is needed with industry expertise. As such, the two WDBs procured Industry Sector Consultants (Consultants) for the Manufacturing and Health Care industries. The Consultants are regional subject matter experts in the industry that each represents. Their primary function is to establish a pipeline of educated and skilled workers that will meet the immediate and future hiring needs of employers and support growth in the Manufacturing and Health Care industries throughout the IERPU. Other responsibilities include:

- Serve as the primary liaison for employers, industry councils, regional WDBs, staff, education/training providers, economic development agencies and the Inland Empire Regional Collaborative (IERC) Steering Committee for the assigned industry sector.
- Consult with business partners to create tailored development approach suited for specific industry needs and provide technical support to the IERC SlingShot project.
- Conduct industry and occupation analysis and supplement quantitative data with business visits throughout the IERPU with SlingShot and WDB engagement.
- Engage businesses within the industry sector to identify talent gaps and challenges. Lead industry stakeholder teams to address identified gaps and industry challenges.
- Work in collaboration with industry-specific training, education and employment placement programs, businesses, industry associations and other industry specific stakeholders to design and implement strategies and programs that meet industry specified occupational needs.
- Convene industry stakeholders to develop and implement strategies that promote talent development opportunities within the specified industry including strategies to train incumbent workers.

D. Industry-Valued Post-Secondary Credential Attainment

i. Process to Determine Industry-Valued Credentials

The IERPU goals include improving Education, Upskilling, Industry-Valued Credentials and Apprenticeships by engaging industry in curriculum design and training to ensure credential earned is valued by employers. Using the SlingShot strategy as a model [Section 3.1(1)], the process being used to determine industry-valued credentials begins with establishing a partnership with industry representatives and assessing their overall human capital needs, both current and future. The WDBs will coordinate and convene the employer(s) as well as partners that can assist with assessment or service provision. These partners may include EDD, community colleges, WDB members from the same industry, and economic development partners that can offer other business services and referrals. The use of the Consultants to facilitate meetings, ensures that identification of needs as well as the design of training and credentials is led by the industry representatives. During the convening, employment needs will be identified and segmented for further analysis and establishing a service plan:

1. ***New Hires:*** Identify the need for new hires and which positions can be filled with the existing pool available through the AJCCs. Identify the skills needed for the positions and whether they are entry level or advanced positions. Conduct a skills mapping that includes both technical and soft skills for successful employment and retention. Research will be conducted to determine if current training providers have a program or curriculum that will meet the needs of the employers. Development of curricula will be requested by the local community colleges or other training providers selected by the employers based on experience or existing valued credentials. The training providers will design curriculum based on the input and requests of the employers. If a curriculum already exists, it will be evaluated by the employers and changes will be made to incorporate any feedback. This ensures that the curriculum and the credential developed will meet the needs of the employers.

2. ***Incumbent Workers:*** The same process for needs assessment is used as well as skills mapping and curriculum development to ensure the credential earned meets the needs of the employers. Other partners may be added to assist in developing a service and program plan including AEBG if workers need ESL or literacy/numeracy improvement, or Employment Training Planning (ETP) as a potential funding source.

ii. Current Industry-Valued Credentials

Understanding that credentials benchmark skill attainment, the IERPU partners are dedicated to documenting competency achievement from work readiness through technical proficiency whether they are credit or non-credit programs, and use multi-modalities beyond the classroom to develop competencies. For example, work readiness topics are available online through WDBs' websites and CalJOBS. As such, partners continue to develop verification of skill attainment including certificates, degrees, diplomas, credentials and other documents. Further, partners continue to develop contextual learning incorporating competencies including work readiness, literacy and numeracy, and ESL in career pathway curricula. This strategy increases the value of credentials earned from career pathways while creating a well-rounded skilled workforce.

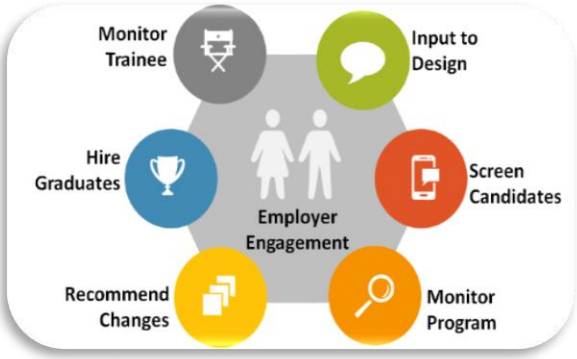
Contextual curricula increase accessibility to credentials for the most vulnerable because they allow customers with barriers to enter career pathways and address their needs while training for employment. Incorporating literacy, numeracy and ESL into curricula increases equity for all learners including, ELL and TANF/CalWORKs recipients to train in credentialed programs connected to a job or and educational pathway.

Throughout the region, industry is engaged to develop industry valued credentials in each of the three target industries. Feedback is gathered from employers through business surveys, industry councils, WDB meetings, visitations and focus groups to develop and validate credentials in the future. An example of strengthening industry-valued credentials in the region is the SlingShot Initiative. As described in Section 3.1(1), Industry Champions identified the occupational requirements that were used to develop the curriculum for machine operator. They were also involved in selecting the training provider and reviewing the certificates/credentials to be earned. This process will be used as a model for developing future career pathways and ensure that industry valued credentials are earned in each of the three target industry sectors.

iii. Process to Validate Credentials

Using the customer-centered *Process to Determine Industry-Valued Credentials* (Section 4.1) will help facilitate the curriculum design with the input of employers and ensure the credentials developed meet the employers' need. Employer engagement continues to ensure validation (Figure 25). Employers may participate in initial interviews of candidates before they are enrolled, monitor the program and recommend modifications to ensure skill acquisition, hire the candidates and monitor on-the-job demonstrating of skills to ensure expectations are met. The final validation for the value of the credential is when training graduates are able to demonstrate skill acquisition on the job, and are able to retain employment as demonstrated through results tracking and/or employer feedback.

Figure 25: Employer Validation Process



iv. Training & Education Providers

The IE benefits from its many leading public, non-profit and private educational and training providers located throughout the region with state-of-the-art technology and innovative programs. Multiple training providers have been identified through a Request for Qualifications for Manufacturing and Health Care under SlingShot that can develop curriculum quickly in response to industry. Training providers can also be identified through employer feedback, business surveys, and the Eligible Training Provider List (ETPL). Training providers are evaluated based on customer feedback, employer feedback, training related placements, student retention, and responsiveness. Training providers can include local community colleges, colleges and universities, private providers, labor unions, community based organizations (CBO) and industry councils. These training providers are typically established by a group or consortium of employers who need new employees, or to upskill current employees.

v. Regional Goals for Industry-Valued Credentials

Credentials can be acquired through a variety of means, including: employer-based training, industry-based certifications, apprenticeships, post-secondary certificates and associate's degrees. Working towards the CWDB's goal of one million industry-valued and recognized postsecondary credentials, the WDBs will establish regional goals for industry recognized credentials including training and placement goals. Goals will be based on employer input and requirements set forth by the funding source. Employers will remain engaged throughout the implementation of training programs to provide continuous input and ensure skill acquisition is meeting needs.

Tracking attainment of industry recognized credentials will rely on input from partners and training providers and close collaboration between the WDBs. Through local and regional partner meetings, WDB meetings and sub-committee meetings, emphasis will be placed on sharing and tracking credential

attainment. Training-related employment will be determined through the use of identifiers or codes including the North American Industry Classified System (NAICS). Because partners use different tracking and information systems, WDBs will rely on partner reporting for tracking training-related employment. However, using specific identifiers established for target industries and their career pathways will assist in providing a level of uniformity and accuracy in determining the effectiveness of the programs in meeting the needs of employers, as well as to validate industry-value of the credentials earned.

E. Accessibility & Inclusivity

i. Stakeholder Participation

Mandated partners and key stakeholders serve on the WDBs, standing and ad hoc committees, or participate in partner meetings at the operational level. Those partners that serve on the WDB or committees were personally invited and encouraged to participate in the Stakeholder Forums by the WDB Chairs. Partners participating in operational level meetings were invited and informed of the importance of their participation and input into the regional and local plans. Multiple and continuous outreach occurred to ensure maximum participation (Table 11).

Table 11: Outreach Strategies to Partners & Stakeholders

Outreach Method		Strategy
	Public Postings	Each Stakeholder Forum was held as a public meeting and announcements followed the Brown Act requirement of public postings. Flyers and invitations were posted on websites and public offices and ads were placed in local papers to announce meetings.
	Meeting Announcements	Flyers were distributed at each meeting held where partners and stakeholders attended including WDB committees and subcommittee meetings, partner meetings held at the operational level, meetings with business, and any other meeting that included participants
	Personal Invitations	As needed, key partners were called to ensure their attendance, including those community organizations that serve special populations. BSR/BSC called their business customers and extended personal invitations to ensure their attendance. Case Managers called their job seeker and youth customers to participate in the focus groups.

Table 12: Partners Representing Special Populations

Special Population	Stakeholder Forum Participant
IWD	DOR, RC, Autism Society Inland Empire, Goodwill, State Council of Developmental Disabilities (SCDD)
OSY / Foster Youth	Operation New Hope, Goodwill, Reach Out, Career Institute, CA Conservation Corp, Job Corp, Youth Action Project, CA Family Life Youth Opportunity Center (YOC)
Low Income	Department of Public Social Services (DPSS), San Bernardino County Human Services System (SBCHSS), Goodwill, Reach Out, El Sol Neighborhood Education Center, SB County Transitional Assistance Department (TAD), Housing and Urban Development (HUD), Community Services Block Grant (CSBG), Tribal TANF
ELL / Literacy / Numeracy	AEBG, El Sol Neighborhood Education Center, Center for Employment Training (CET), Asian American Resource Center
Migrant Seasonal Workers	CET
Ex-Offenders	Chaffey Adult School
Older Worker	Riverside County Office on Aging, San Bernardino County Department of Aging and Adult Services
Veterans	EDD, Community Action Partnership (CAP)

As a result of the outreach efforts, a total of 210 partners and stakeholders attended the various Stakeholder Forums, most attending more than one and many attending all of the sessions. Partners representing special populations who participated in the Forums are listed in Table 12.

ii. AEBG Participation

Local K-12 school districts are recipients of AEBG funds through Maintenance of Effort (MOE) and are members of AEBG Consortia, as are their school districts, and local community colleges. Each of the nine AEBG consortia located in the IERPU (Table 1) were invited to participate in the Stakeholder Forums. AEBG attendees included representation from the consortia including: Victor Valley, Morongo Basin, Desert, San Bernardino, Southwest Riverside, Riverside About Students and West End Corridor. (Attachment XII).

The AEBG representatives participated in the assessment of the workforce development system, identifying strengths as well as OFIs. As noted in the assessment results (Attachment X), several opportunities to increase the role and integration of AEBG in workforce were identified.

- The participants highlighted the partnership with AEBG as a strength for the IERPU in developing education, upskilling, industry-valued credentials and apprenticeships.

- AEBG continues to increase access to its ESL, literacy, numeracy classes to the community. These are recognized as essential services in the IERPU considering its ELL population with more than 500,000 residents identifying that they speak English "less than very well." Participants also noted that increase in coordination with AEBG was needed to address these barriers.

- Participants also identified the need for greater connection between regional efforts such as the renewed partnerships developed through AEBG participation in the AJCC System MOU development with each WDB and other AJCC partners.

iii. Need for Basic Skills

The need for Basic Skills is estimated using the demographic data (Section 2.1) that indicate the number of residents that may need the service. Educational Attainment for residents completing high school with a diploma or equivalent (Figure 9) shows 80.1% attainment rate for Riv and 78.6% for SB, both of which are below the state and national rates. This also indicates that 20% or more students have not graduated and may need Basic Skills as well as diploma or HSEE preparation.

A significant number of adults who are 25 years or older do not have a high school diploma or equivalent (Figure 10). Those with less than 9th grade education are prime candidates for Basic Skills and comprise 263,650 residents in the region. Those who have attended high school but did not earn a diploma or equivalent total 297,276 and may also represent potential candidates for Basic Skills.

The IERPU also has a significant number of residents that are foreign born (Figure 8) and speak languages other than English. As presented in Section 2.1, 951,508 residents are foreign born with a total of 629,409 reporting that they speak English "less than very well," with 82% of these being Spanish speaking. These data also indicate the number of potential candidates for ESL and Basic Skills education. With a direct link demonstrated between educational attainment and median earnings (Figure 21; Table 8), the IERPU WDBs will need to address this gap in order to assist unemployed residents in obtaining gainful employment and moving employed workers into mid-skilled and mid-level wages, breaking the cycles of poverty and increasing the potential for economic equity across the region.

The IERPU partners have traditionally relied on referrals to the adult schools located throughout the communities to provide ESL and Basic Skills. These services are now made available through the AEBG funds and Consortia. Addressing the OFI identified in the assessment (Attachment X) to increase coordination and integration of AEBG with workforce development will be essential in addressing the need for ESL and Basic Skills. While not all ELL and residents without diplomas or equivalent are unemployed, their need to address these gaps can still be addressed.

iv. Integration of Basic Skills

Development of career pathways will include the integration of contextual ESL and Basic Skills in each curriculum to ensure student success. Contextual learning allows students to directly relate the Basic Skills to their career training and is directed to their occupation. Career pathways require a level of Basic Skills attainment in order to successfully complete the training and enter employment, as well as a level of attainment before entering training.

All candidates for each career pathway will be assessed for competencies and the need for Basic Skills. If candidates score below the level needed for entry into training, contextual/vocation ESL (VESL) and Basic Skills will be offered to increase competency level and be ready to enter the pathway. Continued remediation will occur with the contextual Basic Skills offered through the career pathway curriculum. This strategy also offers further opportunity to integrate AEBG with sector pathways implemented throughout the region.

v. Regional Efforts to Coordinate Intake

Several efforts have taken place to coordinate intake at the AJCC level. The co-located partners at the AJCCs are organized into Integrated Service Delivery (ISD) Teams which facilitate the intake and the initial assessment or triage process that directs customers to the services they need, regardless of the partner that provides the service. The intake process is maintained as a seamless strategy to expedite the enrollment of participants in the program(s) that will meet their needs or career and educational goals.

The first step in the intake process is to register all customers in CalJOBS for tracking purposes as well as to introduce them to the services available in the system including assessments, career exploration, and job search. Once customers create an account, it is easier to move them through programs and view participation in WIOA and Wagner-Peyser. Partners meet monthly at the local level to coordinate services including intake. Both WDBs are exploring expanding access to CalJOBS by other partners including DOR, SBCHSS and DPSS. While partners are required to use their own tracking system, the ability to access information about customers that may facilitate the intake process as well as case management, is a recognized benefit by the partners. Partners identified the most integrated intake process was Wagner-Peyser and WIOA Title I where both use CalJOBS and have greater access to customer information that are co-enrolled.

The intake process for the regional career pathways will be coordinated by the case managers. Recruitment events for career pathways will be held jointly with partners and on-site intake will be made available for candidates to be processed immediately and begin receiving services such as ESL, Basic Skills and other intervention services needed prior to enrolling in the career pathway program.

vi. Accessibility for Individuals with Disabilities

Increased accessibility for IWDs is a priority and a goal for the WDBs and partners. SBCWDB has established a WDB Standing Committee that focuses on accessibilities and creating programs, including career pathways that increase employment for this underserved population. Services for IWD are also a focus of the RCWDB Regional Committees which include accessibility and co-enrollment strategies in

each meeting agenda. IERPU WDB and partner staff participated in Windmills training that focuses on serving IWDs and will continue providing training to build internal expertise. Business customers identified the need for training on successful integration of IWD in their work environments. As such, the IERPU partners will explore trainings such as Windmills to address this employer need.

Several partners participate at the local and regional level to assist with reinventing the workforce development system and increase access for IWD (Table 12; Attachment XII). While facilities are evaluated on an annual basis, at a minimum, to ensure physical accessibility, the partnership focuses on increasing accessible programs and services that develops IWD and integrates them into the labor force. Partner services that can facilitate this inclusion and integration include:

- Individual tutors and aides to provide support during training,
- Assistive technology to facilitate accommodations,
- Job coaches to assist with transition to the workplace,
- Supportive services, and
- Employer training and coaching to ensure successful placement and retention.

Co-enrollments occur at the local WDB level and will continue. Both IRC and DOR now have employment goals to meet, increasing the need for joining forces for co-case management and job placement. Career pathways are ideal for serving IWD because employers are engaged throughout the process and can observe first-hand the abilities of these trainees to excel in a training and work environment.

vii. Enrolling TANF/CalWORKs in regional sector pathways

Both WDBs have strong partnerships with DPSS and SBCHSS, and have established a system for co-enrollment and case management of TANF/CalWORKs participants. Because career services for both WDBs are administered and operated by their respective Counties, which also operate DPSS/HSS, any barriers to integration of these two programs are reduced or eliminated because they share the same governance system. This co-enrollment and co-case management will continue with regional sector pathways.

WDB staff will serve as a central coordinating point for each pathway and can assist with identifying TANF/CalWORKs participants who need to be co-enrolled and then facilitate the referral or connection. Staff will work with partners to coordinate outreach and referrals to the career pathway program in the planning phase to ensure that the specific referral process is agreed upon prior to referrals occurring. Consultants will track and report enrollments for pathways and share this information during partner meetings to assist with identification of potential co-enrollments of all special populations.

viii. Regional Approach for Supportive Services

Supportive services are essential for addressing customers' multiple barriers and ensuring their program retention as well as employment and job retention. The benefit of extensive partnerships as reflected by the more than 200 attendees in Stakeholder Forums (Attachment XII), is the variety of supportive services available to participants. Almost every need that a participant has during their enrollment can be addressed by at least one partner. Regional partnerships increase the availability of supportive services, in particular those who will enroll in career pathways and will most likely be co-enrolled with at least two partners. Supportive services often needed by customers in the IERPU include: transportation; training tools, books, supplies; uniforms; interview clothing; childcare; basic healthcare and hygiene such as toiletries. With

431,175 people in the region living below the poverty level (Figure 4), and only 371,830[38] receiving public assistance (Supplemental Security Income, cash public assistance or Food Stamps), customers entering the AJCCs for assistance will most likely need supportive services.

The need for supportive services is identified during the assessment process and/or development of the service plan, depending on the partner. All customers will require an assessment and identification of barriers as well as supportive services needs prior to enrollment into programs. At the time that supportive services needs are identified, partners research the available supportive services if not listed in the WIOA MOU Phase I document. Partners reach out to other partners to coordinate supportive services as needed. These needs are often discussed during partner meetings to find the appropriate service and partner. While supportive services list exists in documents such as MOU, they are continuously changing due to increases and decreases in funding. Coordination during partner meetings ensures the real-time information relative to available supportive services.

ix. Role of CBOs

Both WDBs have a long history of partnering with organizations, including community based organizations (CBO) to serve special populations including low income, ex-offenders, foster youth, disconnected youth, ELL, and IWD. The WDBs have extended this partnership to participation in regional strategy and planning of the workforce development system (Table 12) as well as program development and co-enrollment of shared customers.

Partnerships will continue to be developed to reach and serve special populations throughout the region. IERPU partners rely on IRC and DOR for connections and referrals to IWD living in Independent Living Centers (ILC). IRC and DOR case manage and provide services to IWD including those residing in ILCs and other independent living facilities in the Inland Empire. Co-enrollment of special populations with CBOs allows for additional services to be provided including supportive services, mental health services, Health Care, training, counseling, child care, among others as needed to ensure customer success.

IERPU partners, including CBOs, will participate in the implementation of Regional Activities (Attachment XVI) and Goals (Attachment XVII) including the design and development of career pathways. This approach not only capitalizes on the expertise of these community organizations but also ensures that the needs of their customers are met. CBOs assist the WDBs in reaching customers in need including those living in remote areas who have limited access to information and transportation. Working together, IERPU partners can continuously increase accessibility for target customers.

x. Retention in Career Pathways

The WDBs convened partners through the Stakeholder Forums to assess workforce development activities and identify strengths, weaknesses, improvements needed and ideas for solutions. Assessment included reviewing current career pathways and the strategies for developing new ones. More than 200 individuals representing partners and stakeholders participated in the assessment completed in the Stakeholder Forums. This assessment is the first step in reinventing the workforce development system at the regional level as well as the local level to ensure the most effective customer-centered services that result in employment of the most vulnerable residents in the IERPU. Partnerships are also strengthened through AJCC System MOUs in each county which delineate roles, responsibilities, referral process and protocols to facilitate coordination of services.

[38] *Receipt of Supplemental Security Income (SSI), Cash Public Assistance Income, or Food Stamps/SNAP in the Past 12 Months by Household Type for Children Under 18 Years in Households, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

Key to ensuring this success is in establishing robust programs with intensive case management to address any barrier or challenge that a participant faces during the enrollment process. Barriers are identified at the time of assessment prior to enrollment into training; however, barriers also evolve during and after the enrollment, jeopardizing competency achievement, skill acquisition, and overall program success. Intensive case management consistently tracks progress to immediately address emerging issues that may impede progress.

As identified in the Forum assessment results (Attachment X) close coordination across partners is needed in order to support customers during the enrollment process and ensure success. The local partner meetings held on a monthly basis, are key to addressing customer issues in a group setting and accessing supportive services that may be available throughout the region. These coordinated efforts will continue through enrollments in career pathways to provide the support that customers need in challenging training programs with rigorous curriculum to ensure skill acquisition.

Career pathways are often short-term to meet the needs of employers; therefore, the partners with enrolled participants may meet on a weekly basis to ensure immediate intervention and response. To further ensure that issues are immediately identified, progress will be monitored during enrollment. Staff will visit classes to ensure employer expectations are met and coordinate visits with hiring employers. This will provide opportunity for customers and instructors to identify any issues and connect with case managers for intervention. Staff will track and report progress to the partners providing additional opportunities to interface with case managers and ensure they are kept abreast of customer issues occurring in the classroom.

F. Job Quality Considerations

i. Projected Earnings

Projected earnings are listed in Attachment XV for occupations in the three target industries, Health Care, Manufacturing and. Data are based on Occupational Employment Projections for Riverside-San Bernardino-Ontario MSA report from the EDD LMID, with earnings from the first quarter in 2014.[39] The list shows the Standard Occupational Classification (SOC) code for each occupation within the industry, the occupational title, the first quarter reported wages for 2014 and the education and training levels required for the occupation. A spectrum of occupations is listed in Attachment XV for the three target industries. The IERPU partners will target specific occupations for career pathways; however, the skills attained in a pathway often qualify the graduates for multiple occupations. This also allows the partners to address an industry's needs instead of one specific employer for one specific occupation.

The goal is to work with multiple employers with similar hiring needs to increase the employment opportunities for graduates. If a match is not made with one employer, graduates will have other options to secure employment. In addition, trainings are offered in entry, middle and high level positions, which strategically place the participant on a career pathway towards higher skill and wage levels with stackable credentials.

ii. Comparison of Wages to Median Wage

Median hourly and annual wages for the occupations within the three target industries are delineated in Attachment XV. Although some annual earnings are below the median income of $55,018 for the IERPU

[39] *Employment Projections for Riverside-San Bernardino-Ontario MSA, 2012 Occupational Employment Projections.* Employment Development Department, Labor Market Information Division. December 2014.

($56,603 for Riv and $53,433 for SB), occupations are entry level into a career pathway that will move them into the median income or higher. For example, Home Health Aides annual earning is $22,299; however, this entry level position introduces participants to Health Care occupations, allows students to earn and learn, and leads to nursing or technician positions that can surpass the median wage.

The comparison summary in Table 13 shows the three industries and sectors. Sectors for Health Care are split between technical occupations and support occupations. The number of occupations under each sector or subsector for the three industries are also listed. For example, there are 18 occupations listed in Attachment XV for the Healthcare Technical Occupations. The salary range for each sector is listed showing the potential for meeting or exceeding the IERPU median with career pathways in these occupations, even if entry level salaries are significantly below. All hourly wages are above the minimum wage of $10 per hour and only seven of the occupations listed in Attachment XV are below $13 per hour. Considering the population targeted for service, these occupations offer a competitive entry level wage with opportunities for advancement.

Table 13: Comparison Summary

Industry	Sector	# Occupations	Salary Range
Health Care	Healthcare Technical Occupations	18	$23,846 - $91,550
Health Care	Healthcare Support Occupations	14	$22,299 - $66,858
Manufacturing	Production Occupations	26	$26,041 - $70,450
Transportation & Logistics	Transportation and Material Moving Occupations	13	$23,221 – $55,710

iii. Local Boards Prioritization for Employers

Each Local Board has a strong business services team that prioritizes serving employers. Many businesses throughout the region offer good jobs with good wages and ongoing support for employees. Both WDB business services teams are well versed on the many benefits of businesses partnering with IERPU and convey the message well. IERPU business services teams have established relationships with businesses throughout the region including those with a history of hiring historically disadvantaged populations. The trust gained from building these relationships lends itself to businesses being more open about specific training needs and skill gaps that may go beyond those identified through the course of assessments and/or screening of candidates for referral. An important step in the ongoing employer engagement is continual assessment and improvement of training or processes, based on employer feedback loop for continuous improvement particularly with the three target industries. As the IERPU reinvents the system, the business services teams will work with an even greater number of businesses that enhance the region's economic prosperity.

The two Local Boards reviewed several data sets from EDD LMID to determine whether changes were needed in the three target industries. Data included projections of the occupations with the most job openings, fastest growing occupations across all industries, overall industry projections showing growth and declines, and the current industry employment and labor force showing month-over-month changes as well as annual percent change.

Reviewing the multiple data sets, provides a profile to determine the industries and occupations projected to have the most growth and the fastest growth. This information is then used to support the selected target industries. In reviewing these data sets, the boards discussed priority considerations for targeting industries and occupations and the related employers to ensure job quality. Employers who meet all or most of the

considerations will be prioritized for investment of resources towards development of sector and career pathways:

- ***Self-Sustaining Wages:*** Understanding that IERPU customers have multiple barriers to employment including lack of work experience or work history, IWD or ex-offender, entry level wages may be significantly below the median wage. However, the WDBs will prioritize occupations with self-sustaining wages offered at entry level.

  The partners consider the Lower Living Standard Income Level (LLSIL) and poverty guidelines as a baseline to measure self-sustaining wages. Using LLSIL as a baseline, occupational entry level wages are evaluated against the baseline to determine the difference. Wages that exceed the baseline are considered and those with higher exceedance rates are prioritized.

  Table 14 shows the 70 percent LLSIL and the poverty guidelines for the IE's MSA. In addition, the table includes the 100 percent LLSIL that establishes the DOL minimum self-sufficiency levels. The last column in each table shows the amount to be added to the figure for a family of six for each additional family member.[40]

Table 14: Los Angeles/Riverside/Orange County Metropolitan Statistical Area

	Family Size						
	1	**2**	**3**	**4**	**5**	**6**	Each Add'l add
70% LLSIL							
Annual	$10,622	$17,406	$23,898	$29,502	$34,813	$40,719	$5,906
6 Months	$5,311	$8,703	$11,949	$14,751	$17,407	$20,360	$2,953
100%	$15,174	$24,866	$34,140	$42,146	$49,734	$58,170	$8,436
Poverty Guidelines							
Annual	$11,880	$16,020	$20,160	$24,300	$28,440	$32,580	$4,160
6 Months	$5,940	$8,010		$12,150	$14,220	$16,290	$2,080

Table 15: PY 2016-17 Proposed Performance Goals

		Adults	**Dislocated Workers**	**Youth**	
Riverside	Median Earnings 2nd Quarter After Exit	$4,500	$5,500	BASELINE	Median Earnings
San Bernardino	Median Earnings 2nd Quarter After Exit	4,600	5,650	BASELINE	Median Earnings
PY 2017-18 Proposed Performance Goals					
Riverside	Median Earnings 2nd Quarter After Exit	$4,600	$5,715	BASELINE	Median Earnings
San Bernardino	Median Earnings 2nd Quarter After Exit	4,750	5,850	BASELINE	Median Earnings

While the LLSIL sets the standard for self-sufficiency at the federal level, it is used as a baseline for determining employment competitive wage levels at the regional level. The goal is to *significantly exceed* these baseline LLSIL levels. Further consideration is the State negotiated performance goals for

[40] *70 Percent LLSIL and Poverty Guidelines for 2016, WSD 16-02.* State of CA Employment Development Department. July 2016.

the two WDB's Table 15 summarizes the median earnings for program years 2016-2017 and 2017-2018. Median earnings are measured at the end of the second quarter after program exit. Median earnings performance goals are negotiated for each segment, Adults, Dislocated Workers and Youth. Youth median earnings are set at "Baseline" because this is a new measure that needs to be established and will be negotiated and set after a year of performance. Therefore, when prioritizing employers for career pathways, wages that will assist the WDBs in meeting their performance goals will be considered favorably.

- ***Opportunity for Advancement:*** Employers that offer opportunities for advancement and promote from within will be targeted. Employers who provide the ongoing training or coaching to assist employees in advancement will receive additional consideration.

- ***Required Skills at Hire:*** A review of the required skills needed to enter employment will be conducted to determine the extent of training needed by participants. Participants cannot afford to be in training for extensive period of time even if receiving unemployment benefits. Short-term training, of less than one year will be needed for participants to be able to complete. The longer the training, the less chance that participants will be able to complete the training. Priority will be considered for those occupations that do not require extensive training or experience in order to enter and retain employment. Occupations identified in Attachment XV show the education, years of experience, and On-the-Job (OJT) required. As shown in the matrices, all occupations require no more than an AA degree for entry level employment, with most requiring a high school diploma only. Most occupations do not require any experience and only a few require long-term OJT.

- ***Engagement and Commitment to Hire:*** Priority will also be given to those employers who commit to leading the design of the program and being engaged throughout implementation of the program to ensure employer requirements are met. Commitment to hire graduates, including special populations, is also required.

- ***Job Openings:*** The number of job openings will also be considered. While individual employers may have single job openings, the overall number of openings by participating employers will be considered to justify the investment in developing and implementing a career pathway and ensure the participants will be hired upon graduation.

Table 16: Health Insurance Coverage in IERPU

Health Insurance Coverage	Riv	SB	IERPU Total
With Insurance	1,891,569	1,712,581	3,604,150
With Coverage	1,281,751	1,115,713	2,397,464
Public Coverage	796,866	731,057	1,527,923
No Coverage	383,957	337,526	721,483

- ***Benefits Offered:*** Benefits offered will also be considered and the WDBs will target those employers who offer full package of benefits, including Health Care. Table 16 shows the number of IERPU residents who have health insurance and those who do not[41]. As shown, more than 1.5 million residents have public health coverage and more than 700,000 have no insurance at all. The need to move residents into jobs with benefits, in particular, health insurance, will prioritize employers who offer these benefits to employees.

[41] Ibid. *Selected Economic Characteristics.*

iv. Local Boards & Incumbent Worker Training

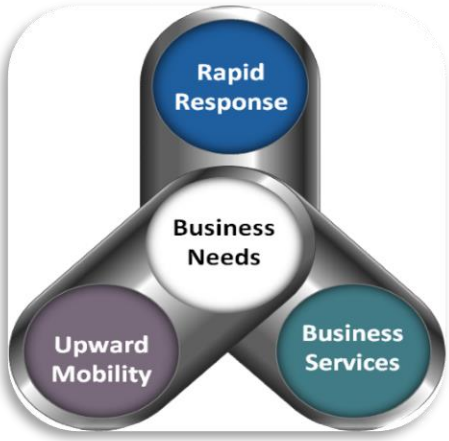
The two WDBs will follow their local process for incumbent worker training; however, each will raise the project to the regional level as needed or as an overall strategy for business assistance. There are multiple approaches to business services that could identify the need for incumbent worker training services. The service strategy will depend on the purpose and overall goal for the services: layoff aversion, business expansion, or continued upskilling for upward mobility. The overall process (Figure 26) to incumbent worker training is as follows:

1. ***Identification of Need:*** The need for incumbent worker training (Figure 26) is typically identified through a business needs assessment as a result of Rapid Response, business visitations, and the daily interface with business from the business services teams.

    a) ***Rapid Response:*** Whether the potential layoff has been identified through the Worker Adjustment and Retraining Notification Act (WARN), or through other means, the first step is to complete a needs assessment and determine whether the layoff can be averted. If aversion is a possibility, then an assessment of needs is completed to determine the resources and services needed including incumbent worker training.

    b) ***Business Services:*** Business visits are increasing as a method for WDBs to determine overall needs, hiring projections and any potential areas of concern that may require intervention. Business Services Team members interface with business daily to identify hiring needs, collect job orders, and offer services. Through these visits, they can also assess needs for other resources including early warning intervention services and incumbent worker training.

Figure 26: Incumbent Worker Training Identification of Needs



    c) ***Upward Mobility:*** Incumbent worker training will also be used as a strategy for continuous education and training of career pathway graduates as well as other career training graduates. Services no longer conclude when participants attain employment and meet 12-month retention. Instead, services will continue to ensure employees continue skill building. Incumbent worker training will prepare employees to qualify for available promotional opportunities as well as to ensure skills remain relevant through changing technology in the industry. This approach also ensures that employers can ensure their workforce will remain competitive regardless of any industry changes that may occur.

2. ***Identification of Resources:*** Once the initial assessment is conducted and the need for incumbent worker training is identified, the funding source or program is identified:

    a) Layoff Aversion Strategy: If the purpose of incumbent worker training is to avert layoff for workers, then the service may be part of an overall Rapid Response strategy. To use Rapid Response funds, workers must be trained in a different position that will ensure their layoff is averted and continued employment is secured.[42]

[42] *Rapid Response and Layoff Aversion Activities WSD 16-4*. Employment Development Department, State of CA Workforce Services. July 22, 2016.

b) Workforce Upskilling: If the incumbent worker training is not part of a layoff aversion strategy but the workforce requires upskilling due to a new technology, product line acquisition, or other organizational change. By upskilling incumbent workers for advancement, entry level opportunities are created. WIOA allows up to 20% of Adult and Dislocated Worker Formula allocations for incumbent worker training.[43] Non-WIOA funding sources will be explored as well including CTE, ETP and AEBG for any ESL or Basic Skills that may be needed as part of the overall upskilling strategy.

3. Convene Partners: Once the needs and potential funding sources or programs are identified, partners are convened as necessary, with the employer to begin planning and coordination. Partners can also include representatives from the other IERPU WDB, SBDC and Manufacturing Extension Partnership (MEP) which in CA is the California Manufacturing Technology Consulting (CMTC).

4. Design and Coordinate Training: The WDB facilitates the design of incumbent worker training by the employer and the training provider developing the curriculum accordingly or modifies an existing one. Incumbent worker training design is specific to one employer in order to avert layoff or upskill to meet specific needs. Implementation includes partner meetings to ensure coordination, co-enrollment and overall success.

5. Coordinate Recruitment: As entry level positions become available, staff will work together to recruit candidates and design any sector pathways needed to prepare participants for the job openings. A regional strategy for recruitment and intake will be used (Section 5.5) to ensure appropriate candidates for job placement whether it is direct upon screening and interviewing or after preparation and training.

G. Regional Content on Regional Assessment

i. Tracking Employment

The regional partners, including the WDBs have assessed the tracking and reporting systems and are establishing a process for tracking and reporting all activities within the workforce development system including training-related placements (Attachment X). Based on the assessment, the following solutions have been implemented:

- EDD and WDBs are already using CalJOBS. The WDBs are exploring the possibility of expanding the tracking to other programs for reporting purposes and for access to customer information to increase service coordination. Partners should be able to upload outcomes into the selected system for overall tracking and reporting.

- Partners will track outcomes individually, until a system is available for uploading outcomes including job placements.

- Identifiers or codes will be used such as NAICS to track training-related employment. This will assist the IERPU partners in assessing effectiveness of career pathways in creating the pipeline of qualified workers for the target industries. This approach will also assist in validating industry-valued credentials earned through the career pathways by generating training-related employment.

[43] Ibid.

Both WDBs will track training related outcomes in CalJOBS at the AJCC level and report outcomes to their respective Boards. The challenge will be in collecting the partner training-related outcomes that are not a regional or local career pathway. The IERPU will collaborate with partner agencies to gather the data to report regional outcomes. Expanding the use of CalJOBS to track non-WIOA programs as well as the use of identifiers such as NAICS, will also assist in a regional approach for tracking and reporting outcomes.

H. Meeting Federal Regional Plan Requirements

i. Federal RPU Requirements

All federal requirements for regional planning are met. Processes and approaches are in place to meet all A – H requirements and the regional assessment (Attachment X) provides information on improvements or expansion. For example, the WDBs have historically tracked training-related employment and currently accomplish this through CalJOBS. These results are reported to the Local WDB by staff. The tracking process will be expanded to include all regional partners, regardless of what system is used. Further, the Consultants have been added to facilitate this process for sector pathways.

The RCWDB and SBCWDB have a long history of coordination and collaboration and both have strong relationships with assigned, mandated and other key partners. The overwhelming participation and input to the regional plan continues as the IERPU works together to implement the plan. The plan will serve as the guide and framework to the development, design and integration of services that meet the needs of our most vulnerable populations, set them on the path toward middle-skill jobs or higher, while creating the qualified workforce that employers need for sustainability and overall success. The IERPU will keep the vision at the forefront to make a significant difference for the people and businesses in the region.

Attachment I: GDP by MSA Personal Income

Description	2015
Income by place of residence	
Personal income (thousands of dollars)	$159,428,883
Population (persons)	$4,489,159
Per capita personal income (dollars)	$35,514
Derivation of personal income	
Earnings by place of work	$94,676,124
Less: Contributions for government social insurance	$10,303,389
Employee and self-employed contributions for government social insurance	$5,512,461
Employer contributions for government social insurance	$4,790,928
Plus: Adjustment for residence	$17,066,904
Equals: Net earnings by place of residence	$101,439,639
Plus: Dividends, interest, and rent	$24,468,380
Plus: Personal current transfer receipts	$33,520,864
Earnings by place of work	
Components of earnings	
Wages and salaries	$65,148,692
Supplements to wages and salaries	$18,859,587
Employer contributions for employee pension and insurance funds	$14,068,659
Employer contributions for government social insurance	$4,790,928
Proprietors' income	$10,667,845
Farm proprietors' income	$216,106
Nonfarm proprietors' income	$10,451,739

Census Bureau midyear population estimates. Estimates for 2010-2015 reflect county population estimates available as of March 2016. Employer contributions for government social insurance are included in earnings by industry and earnings by place of work, but they are excluded from net earnings by place of residence and personal income. Employee and self-employed contributions are subtractions in the calculation of net earnings by place of residence and all of the income measures. Rental income of persons includes the capital consumption adjustment. Supplements to wages and salaries include actual employer contributions and actuarially imputed employer contributions to reflect benefits accrued by defined benefit pension plan participants through service to employers in the current period. Proprietors' income includes the inventory valuation adjustment and capital consumption adjustment.

Attachment II: GDP by MSA Earnings by Industry & NAICS

Description	2015
Earnings by industry	
Farm earnings	**$ 461,606**
Nonfarm earnings	**$ 94,214,518**
Private nonfarm earnings	$ 71,181,951
Mining, quarrying, and oil and gas extraction	$ 259,391
Utilities	$ 755,377
Construction	$ 7,787,142
Manufacturing	$ 6,895,196
Durable goods manufacturing	$ 4,575,366
Nondurable goods manufacturing	$ 2,319,830
Wholesale trade	$ 5,867,095
Retail trade	$ 7,553,058
Transportation and warehousing	$ 6,445,560
Information	$ 1,133,254
Finance and insurance	$ 2,370,524
Real estate and rental and leasing	$ 1,807,404
Professional, scientific, and technical services	$ 3,803,218
Management of companies and enterprises	$ 872,806
Administrative and support and waste management and remediation services	$ 4,193,176
Educational services	$ 933,176
Health care and social assistance	$ 10,950,667
Arts, entertainment, and recreation	$ 769,944
Accommodation and food services	$ 3,707,639
Other services (except public administration)	$ 4,810,436
Government and government enterprises	**$ 23,032,567**
Federal, civilian	$ 2,118,424
Military	$ 1,482,106
State and local	$ 19,432,037

Under the 2007 NAICS, internet publishing and broadcasting was reclassified to other information services. Note-- All dollar estimates are in current dollars (not adjusted for inflation). Last updated: November 17, 2016; new estimates for 2015; revised estimates for 2001-2014.

Attachment III: Top 25 Middle-Skill/Wage Occupations

Top 25 Middle-Skill, Middle-Wage or Higher Occupations	Total Projected Job Openings 2012-2022	HWOL Job Ads	Median Annual Wage 2016 1st Quarter
Heavy and Tractor-Trailer Truck Drivers	10,046	3,219	$47,312
Registered Nurses	8,375	4,276	$95,467
Teacher Assistants	4,479	734	$30,708
Nursing Assistants	3,303	253	$28,299
Licensed Practical and Licensed Vocational Nurses	3,014	800	$47,131
Medical Assistants	2,932	476	$28,786
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,851	272	$47,717
Dental Assistants	1,739	421	$32,964
Preschool Teachers, Except Special Education	1,549	370	$29,235
Computer User Support Specialists	1,039	746	$52,515
Firefighters	987	21	$53,743
First-Line Supervisors of Production and Operating Workers	860	879	$51,979
Emergency Medical Technicians and Paramedics	833	67	$32,010
Medical Records and Health Information Technicians	762	250	$42,739
Dental Hygienists	759	59	$91,019
Library Technicians	618	32	$38,002
Phlebotomists	579	90	$37,388
Paralegals and Legal Assistants	564	118	$55,455
Massage Therapists	518	83	$36,233
Telecommunications Equipment Installers and Repairers, Except Line Installers	515	122	$58,940
Audio and Video Equipment Technicians	474	44	$30,365
Medical and Clinical Laboratory Technicians	440	48	$42,527
Respiratory Therapists	423	79	$71,519
Radiologic Technologists	379	134	$65,948
Aircraft Mechanics and Service Technicians	321	29	$64,323

Attachment IV: Skill Requirements for Top 25 Occupations

Occupations	Skills																						
	Active Learning	Active Listening	Complex Problem Solving	Coordination	Critical Thinking	Equipment Maintenance	Installation	Instructing	Judgment and Decision Making	Learning Strategies	Management of Personnel Resources	Monitoring	Operation and Control	Operation Monitoring	Quality Control Analysis	Reading Comprehension	Repairing	Science	Service Orientation	Social Perceptiveness	Speaking	Time Management	Troubleshooting	Writing
Heavy and Tractor-Trailer Truck Drivers		●	●		●	●						●	●	●		●					●	●		
Registered Nurses	●	●		●	●			●				●				●			●	●	●			
Teacher Assistants		●		●	●			●		●		●				●			●	●	●			
Nursing Assistants	●	●		●	●							●				●			●	●	●			●
Licensed Practical and Licensed Vocational Nurses		●		●	●				●			●				●			●	●	●	●		
Medical Assistants	●	●		●	●							●				●			●	●	●			●
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*		●		●	●	●	●						●		●	●	●						●	
Dental Assistants	●	●			●			●				●				●			●	●	●			●
Preschool Teachers, Except Special Education		●		●	●					●		●				●			●	●	●	●		
Computer User Support Specialists	●	●		●	●			●				●				●			●		●			●
Firefighters*		●		●	●				●			●		●		●			●	●	●			
First-Line Supervisors of Production and Operating Workers		●	●	●	●						●					●				●	●	●		●
Emergency Medical Technicians and Paramedics	●	●		●	●				●			●				●			●	●	●			
Medical Records and Health Information Technicians		●	●		●				●	●		●				●					●	●		●
Dental Hygienists	●	●	●	●	●							●				●			●		●			●
Library Technicians	●	●		●	●			●				●				●			●		●			●
Phlebotomists	●	●		●	●			●				●				●			●	●	●			
Paralegals and Legal Assistants	●	●		●	●							●				●				●	●	●		●
Massage Therapists	●	●			●				●			●				●			●	●	●			●
Telecommunications Equipment Installers and Repairers, Except Line Installers	●	●	●		●							●		●	●	●	●						●	
Audio and Video Equipment Technicians	●	●		●	●			●				●		●		●					●			●
Medical and Clinical Laboratory Technicians	●	●	●	●	●					●		●				●		●			●			
Respiratory Therapists	●	●			●				●			●				●		●	●	●	●			
Radiologic Technologists	●	●		●	●							●				●				●	●	●		●
Aircraft Mechanics and Service Technicians		●	●		●	●			●					●	●	●	●						●	

Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.
* Skills listed for the occupation represent a specialty occupation.

Attachment V: Knowledge Requirements for Top 25 Occupations

Occupations	Knowledge																											
	Administration and Management	Biology	Building and Construction	Chemistry	Clerical	Communications and Media	Computers and Electronics	Customer and Personal Service	Design	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Geography	Law and Government	Mathematics	Mechanical	Medicine and Dentistry	Personnel and Human Resources	Philosophy and Theology	Physics	Production and Processing	Psychology	Public Safety and Security	Sales and Marketing	Sociology and Anthropology	Telecommunications	Therapy and Counseling	Transportation
Heavy and Tractor-Trailer Truck Drivers	●							●			●		●	●	●	●	●							●					●
Registered Nurses		●			●			●			●		●			●		●					●			●		●	
Teacher Assistants					●		●	●			●		●	●		●							●			●		●	
Nursing Assistants					●		●	●			●		●					●	●				●	●				●	
Licensed Practical and Licensed Vocational Nurses				●	●			●			●		●			●		●		●			●					●	
Medical Assistants	●				●		●	●			●		●					●					●	●				●	
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*			●	●			●	●	●			●	●			●	●				●								
Dental Assistants				●	●		●	●			●		●					●				●	●		●				
Preschool Teachers, Except Special Education	●							●			●		●	●						●			●	●		●		●	
Computer User Support Specialists	●				●	●	●	●			●	●	●			●											●		
Firefighters*	●		●	●				●			●		●		●		●				●			●					
First-Line Supervisors of Production and Operating Workers	●				●		●		●		●	●				●	●		●			●							
Emergency Medical Technicians and Paramedics				●				●			●		●			●		●					●	●				●	●
Medical Records and Health Information Technicians	●				●	●	●	●			●		●		●	●								●					
Dental Hygienists		●		●	●		●	●			●		●					●					●		●				
Library Technicians	●				●	●	●	●		●	●		●		●	●													
Phlebotomists				●	●		●	●			●		●					●		●			●	●					
Paralegals and Legal Assistants	●				●	●	●	●			●		●		●	●							●						
Massage Therapists	●	●			●			●			●		●					●					●		●			●	
Telecommunications Equipment Installers and Repairers, Except Line Installers					●		●	●			●	●	●			●	●							●			●		
Audio and Video Equipment Technicians						●	●	●	●		●	●	●				●					●					●		
Medical and Clinical Laboratory Technicians		●		●	●		●	●					●			●		●				●		●					
Respiratory Therapists		●		●			●	●			●		●			●		●					●					●	
Radiologic Technologists		●			●		●	●			●		●			●		●			●		●						
Aircraft Mechanics and Service Technicians				●				●	●			●	●			●	●				●	●		●					●

Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.
* Skills listed for the occupation represent a specialty occupation.

Attachment VI: Major Employers in Riverside County

Employer Name	Location	Industry
Riverside		
Amazon Fulfillment Ctr.	Moreno Valley	Distribution Centers (whls)
Boston Scientific Corp	Temecula	Physicians & Surgeons Equip & Supplies Whls
Corrections Dept.	Norco	Government Offices State
Desert Regional Medical Ctr.	Palm Springs	Hospitals
Eisenhower Medical Ctr.	Rancho Mirage	Hospitals
Fantasy Springs Resort Casino	Indio	Casinos
Handsome Rewards	Perris	Internet & Catalog Shopping
Hemet Valley Medical Ctr.	Hemet	Hospitals
Hotel at Fantasy Springs	Indio	Casinos
Inland Valley Medical Ctr.	Wildomar	Hospitals
J W Marriott Desert Springs Resort	Palm Desert	Hotels & Motels
La Quinta Golf Course	La Quinta	Golf Courses
La Quinta Resort & Resort	La Quinta	Resorts
Morongo Casino Resort & Spa	Cabazon	Casinos
Morongo Tribal Gaming Ent	Banning	Business Management Consultants
Pechanga Resort Casino Showroom	Temecula	Casinos
Riverside Community Hospital	Riverside	Hospitals
Riverside University Health	Moreno Valley	Hospitals
Robertson's Ready Mix	Corona	Concrete Ready Mixed
Southwest Healthcare System	Murrieta	Hospitals
Starcrest of California	Perris	Internet & Catalog Shopping
Starcrest Products	Perris	Gift Shops
Sun World Intl LLC	Coachella	Fruits & Vegetables Wholesale
Universal Protection Svc	Palm Desert	Security Guard & Patrol Service
US Air Force Dept.	March AFB	Military Bases

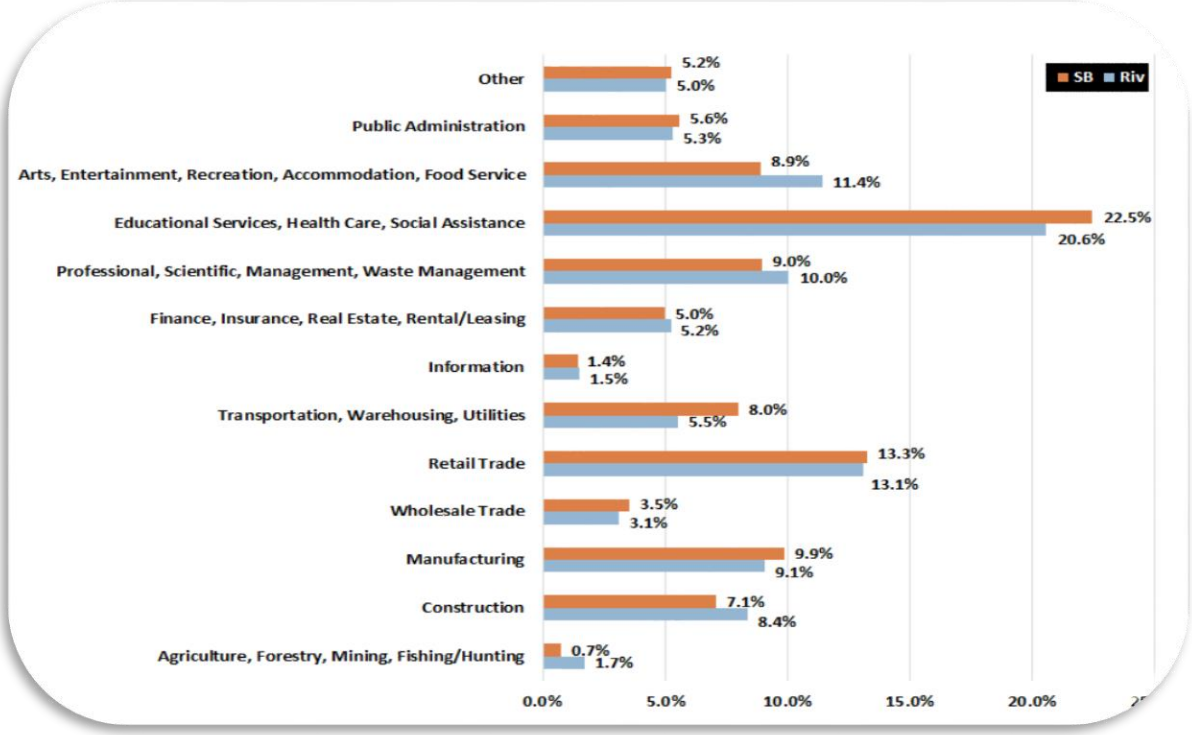
EDD, Labor Market Information Division http://www.labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html
This list of major employers was extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2017 1st Edition. Employer information is provided by Infogroup, Omaha, NE ©2016. All Rights Reserved.

Attachment VII: Major Employers in San Bernardino County

San Bernardino		
Amazon Fulfillment Ctr.	Redlands	Distribution Centers (whls)
Amazon Fulfillment Ctr.	San Bernardino	Distribution Centers (whls)
Arrowhead Regional Medical Ctr.	Colton	Hospitals
BNSF Railway Co.	San Bernardino	Railroads
California State San Bernardino	San Bernardino	Schools Universities & Colleges Academic
Colton Joint Unified School District	Colton	Schools
Environmental Systems Research	Redlands	Geographic Information Systems
Fedex Ground	Bloomington	Delivery Service
Kaiser Permanente Fontana Med	Fontana	Hospitals
Loma Linda Un Adventist Health	Loma Linda	Health Care Management
Loma Linda University Medical Ctr.	Loma Linda	Hospitals
NAVAL Air Warfare Ctr.	Ridgecrest	Military Bases
Ontario International Airport	Ontario	Airports
Patton State Hospital	Patton	Hospitals
San Antonio Community Hospital	Upland	Hospitals
San Bernardino County School Supt	San Bernardino	Schools
San Bernardino County Sheriff	San Bernardino	County Government General Offices
San Manuel Indian Bingo & Casino	Highland	Casinos
St Bernardine Medical Ctr.	San Bernardino	Hospitals
St Mary Medical Ctr.	Apple Valley	Hospitals
Transportation Department	San Bernardino	Government Offices State
US Department of the Navy	Ridgecrest	Business Services NEC
US Navy Public Affairs Office	Ridgecrest	Government Offices Us
US Veterans Medical Ctr.	Loma Linda	Hospitals
YRC Freight	Bloomington	Trucking Motor Freight

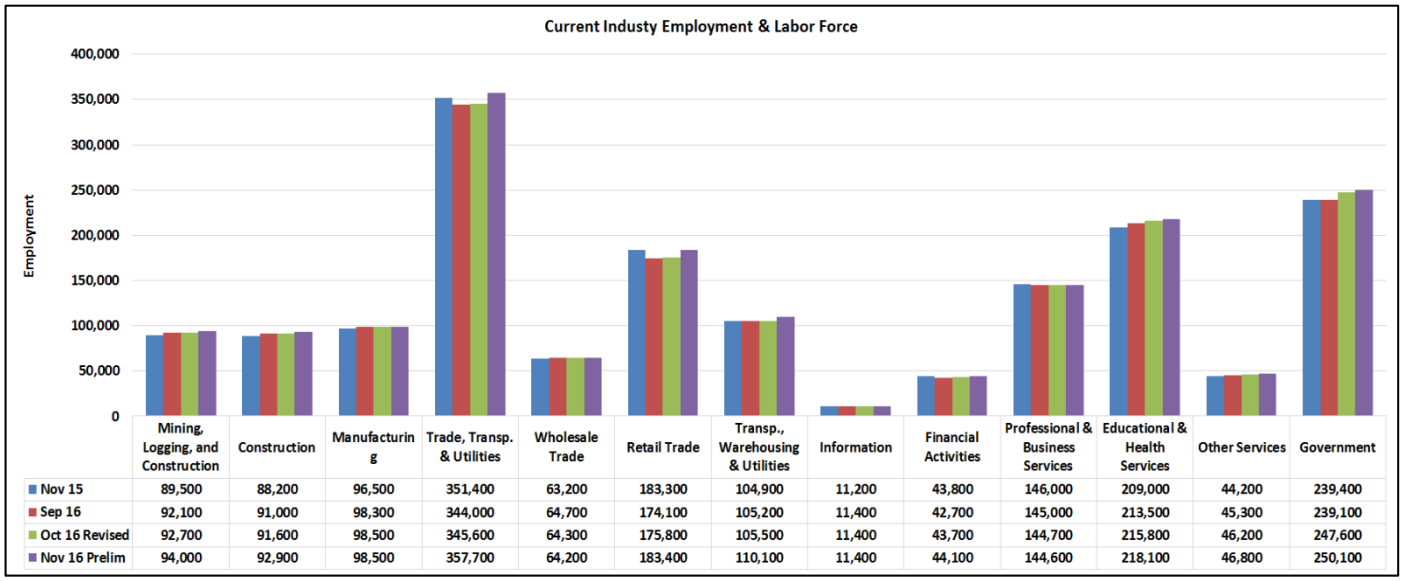
EDD, Labor Market Information Division http://www.labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html
This list of major employers was extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2017 1st Edition. Employer information is provided by Infogroup, Omaha, NE ©2016. All Rights Reserved.

Attachment VIII: Resident Occupations by Industry



Selected Economic Characteristics. 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau.

Attachment IX: Current Industry Employment & Labor Force



	Mining, Logging, and Construction	Construction	Manufacturing	Trade, Transp. & Utilities	Wholesale Trade	Retail Trade	Transp., Warehousing & Utilities	Information	Financial Activities	Professional & Business Services	Educational & Health Services	Other Services	Government
Nov 15	89,500	88,200	96,500	351,400	63,200	183,300	104,900	11,200	43,800	146,000	209,000	44,200	239,400
Sep 16	92,100	91,000	98,300	344,000	64,700	174,100	105,200	11,400	42,700	145,000	213,500	45,300	239,100
Oct 16 Revised	92,700	91,600	98,500	345,600	64,300	175,800	105,500	11,400	43,700	144,700	215,800	46,200	247,600
Nov 16 Prelim	94,000	92,900	98,500	357,700	64,200	183,400	110,100	11,400	44,100	144,600	218,100	46,800	250,100

Riverside - San Bernardino - Ontario MSA (Riverside and San Bernardino Counties) Nonfarm Employment. Employment Development Department, Labor Market Information Division.

Attachment X: Assessment of Workforce Development Activities

Planning Element or Activity	Strengths	OFIs and/or Solutions
Accessibility & Inclusion	▪ Multiple access points ▪ Community partner engagement (strong representation from both counties in regional planning forums) ▪ Leveraging of staff: BSRs Vet Reps, advisors ▪ Key players, key partners at the table ▪ BSRs and Vet Reps are properly trained to identify needs of clients served ▪ Inclusive of all EEO population ▪ Creates a true one-stop service ▪ Services that identify and address barriers to employment	▪ Strengthen services for ex-offenders ▪ Expand access points ▪ Establish regional outreach committee ▪ Regional marketing effort to employers ▪ Stronger voice and more business representatives ▪ Use career pathways to continuing education or training ▪ Create MOUs for linking other agencies with each other; create new partnerships ▪ Offer certificates for employers for competency /training on working with people/IWD ▪ Need cross-training of staff
Access to Youth Services	▪ Credit recovery programs & case management ▪ Diploma and equivalency preparation ▪ SB cradle to career approach to provide services	▪ Use Loma Linda University Medical Center Gateway College program as a model ▪ Access data and research from Centers of Excellence ▪ Focus youth on the occupations that are entry level
AJCC as Training Hub	▪ MOUs Part I signed that specify roles; Phase II is beginning ▪ Mandated and other key partners and stakeholders are already working with WIOA to support AJCC as training hub	▪ Create more stackable credentials for dislocated workers (DW) ▪ Create "intake center" for training at
Business Services & Job Quality	▪ BSRs and Regional Industry Sector Consultants in place ▪ Partners included in regional efforts ▪ Strong representation from both counties ▪ Business partners utilizing services of workforce: Chambers	▪ Bring together business partners ▪ Establish HR hotline ▪ Regional marketing needed targeted to employers ▪ Need for common language ▪ Collect data on regional activities: map what everyone is doing and resources ▪ Need higher level engagement from business ▪ Expand slingshot type initiatives ▪ Greater connection between regional efforts including AEBG and IEEP ▪ Need entry level prep and ongoing training to advance even to supervisory and management positions ▪ Common metrics based on definitions, pathways, proactive ▪ Leverage existing resources to upskill – Quickly! Expedite responsiveness, pooling of resources including ETP ▪ Establish regional industry based groups
Career Exploration	▪ Online career exploration opportunities: O*Net ▪ Wide variety of WEX opportunities	▪ Expand career exploration to include experiential learning: job shadowing internships
Career Pathways	▪ SlingShot ▪ CTE Pathways: welding, truck driving, machinist, construction, automotive	▪ Use slingshot and other CTE career pathways as models to expand ▪ Target pathways for 18-24 year olds who want a career change

Planning Element or Activity	Strengths	OFIs and/or Solutions
	▪ Curricula for pathways using employer input already exist at community college, college and university level throughout region ▪ Create pathways for each target industry for region ▪ Closing the gap on education and placement	▪ Create pathways with stackable certificates ▪ Use National Center for Construction Education and Research (NCCER) to develop additional training in construction industry ▪ Create regional pathway using curricula for CLA/CLT (Logistics) ▪ Conduct asset mapping and identify duplication of programs: know who is doing what ▪ Establish cybersecurity regional program; CSUSB ▪ Skills mapping needed to establish pathways (entry, middle, top) ▪ Create pipeline team with business reps and staff ▪ Sustain SlingShot ▪ Include ED resources when assisting business with human capital needs ▪ Add ROPs as connector feeder ▪ Connect to business attraction initiatives ▪ Link to incumbent worker training to support pathways to middle class
Co-Enrolling Special Populations	▪ MOUs exist at local level with key partners: DOR, IRC ▪ DOR and Riv. have developed flowchart/rubric for services ▪ Workability/Transition Partners Program (TPP) ▪ We Can Work Program; Work Incentive Planning & Assistance (WIPA); CAL Promise Program partnerships ▪ All systems focused on competitive integrated employment at minimum wage or higher for IWD. ▪ DOR and IRC meet with vendors monthly ▪ DOR no longer providing training wages for under 24 years for sub-minimum wage jobs ▪ Pre-Employment Transition Services training with schools ▪ DOR offers weekly soft skills trainings; can provide OJT and training for employers ▪ DOR already co-enrolls with WIOA, RC	▪ Pair family advocates: mental health to OJT ▪ Expand co-enrollment with other agencies and for other special populations ▪ Need common language with clear definitions ▪ Expand monthly meetings with IRC and DOR to include other workforce development partners and focus on services to IWD
Common Intake & Case Management	▪ Occurring in limited number of programs: Wagner Peyser/Title I ▪ Co-enrollments occur and coordination occurs	▪ Continue to improve handoff of participants between providers ▪ Use mobile unit to provide services to customers in remote areas on a regular schedule ▪ Improve initial and comprehensive assessment to understand client needs ▪ Explore common assessment tools ▪ Strengthen comprehensive assessments and continue to integrate to avoid duplication
Customized Training	▪ Local colleges grant funded customized training for business can provide layoff aversion; upskills of	▪ Use contract education for corporate training ▪ Need to assess and ensure we are responding to business needs

Planning Element or Activity	Strengths	OFIs and/or Solutions
	incumbent workers (Strong Workforce) ▪ Connection with local regional schools ▪ Effective strategy for incumbent worker training; retains skilled workforce ▪ Frist time systems are sharing data	▪ Assess job seeker and business satisfaction
Earn & Learn: OJT, WEX	▪ Variety of opportunities available ▪ Can be customized to meet needs of job seekers, youth and business	▪ Provide WEX opportunities in County depts. ▪ Expand opportunities that are: career-focused, work place internships, job shadowing, WEX ▪ Expand opportunities for work-based learning ▪ Expand opportunities as a strategy to serve special populations
Education, Upskilling, Industry Valued Credentials, Apprenticeships	▪ Local colleges collaborate with programs, business, community partners ▪ Partnerships with Adult Schools, ROP, AEBG	▪ Need to promote entrepreneurial training ▪ Job is not the only goal: lifelong learning, life goals, family goals, civic engagement ▪ Need articulation agreements to accept credit for prior learning ▪ Industry valued credentials should be based on direct feedback from industry; needed and recognized in IE ▪ Need to increase partnership with libraries ▪ Expand concurrent enrollment ▪ Evaluation of non-traditional curriculum (Job Corp and CA Conservation Corp) ▪ Direct feedback can come from existing regional advisory committees ▪ Expand Vocational English as a Second Language (VESL)
Industry Sector Strategies	▪ Industry specialists hired for the region ▪ Manufacturer's Council of the Inland Empire (MCIE) ▪ Use data to accurately identify demand sectors ▪ Strong relationship with training providers ▪ SlingShot ▪ In Tech Center	▪ Continue to create industry partners ▪ Need regional marketing/branding approach specific to business/industry to promote services and benefits ▪ Continue identifying industries that offer growth for employees ▪ Develop strategy for use of business groups and councils ▪ Need advocacy for business issues ▪ Need regional facilitator to pull partnership together (dedicated) person for both counts to connect the dots ▪ Include community college Deputy Sector Consultants ▪ Regional templates for all partners to use ▪ Include key business decision makers in efforts ▪ Establish listening methods for businesses and aggregate feedback regionally
Job Services for AD, DW, Youth, Special Populations	▪ BSR visit business; educate employers ▪ EDD expertise in job service ▪ Well coordinating services for employer recruitment	▪ Need to expand services for underemployed ▪ Expand regional approach to job service and role of BSR ▪ Fill the jobs in IE and meet global market ▪ Continue expanding and improving regional job services to be seamless and systematic
Linking Adult Education (AE) &	▪ CalJOBS can be used for searching "free training"	▪ Each agency does own outreach

Planning Element or Activity	Strengths	OFIs and/or Solutions
Literacy to Workforce Development	▪ AEBG has created leveraging of resources with AE, Community Colleges, Joint Powers Agreements (JPA), Regional Occupational Programs (ROP) ▪ Regional planning and services are underway in college system (AEBG, Strong Workforce) that include WIOA and partners ▪ AEBG has increased access to ESL to address ELL	▪ Need better knowledge of other programs: online matrix; in-service training for leaders and frontline ▪ Increase info on financial aid ▪ Improve transitions from 1 program to another ▪ Capitalize on efforts already underway in education system ▪ Identify services that already exist ▪ Increase coordination with AEBG to address the need for ESL
Link to Economic Development, Business Retention, Attraction	▪ Each county WIOA program is housed under economic development; facilitates integration ▪ Partner in business retention and attraction using WIOA services as benefits to business ▪ Work together to strengthen business and support growth ▪ City of Ontario business retention strategy though business visits with Chambers ▪ WDB assistance in removing obstacles for business ▪ Business events; roundtables held throughout the year ▪ Economic forecasts held	▪ Use economic development partners to measure effectiveness of system; determine if business needs are being addressed ▪ Continue to identify growing job sectors ▪ Use City of Ontario services as a model for expansion of business services ▪ Develop new business events ▪ Create regional marketing strategy: one voice; PR plan from 20/20 ▪ Create career pathways that can support economic development efforts in business attraction/retention and use WDBs as hub ▪ Provide business concierge services to connect business to resource & incentives; link to California Business Incentives Gateway (CBIG) portal; new business orientation; concept maps
Outreach to OSY	▪ Mobile unit available for service provision	▪ Expand use to target OSY ▪ Expand opportunities to co-enroll young adults in WIOA Adult program
Rapid Response	▪ Regional response has occurred for many years ▪ Joint PR firm	▪ Need early warning system that includes all partner effort ▪ Consider establishing old red team approach bringing together: WDB, BSR, Education, Business, Chamber, Labor/ Management, County, City, SBA/SBDC, Economic Development ▪ Find out why employers are leaving: government regulations/stipulations; BSR need to get additional information from employers ▪ Share best practices ▪ Early intervention relationship building with local businesses ▪ Utilize economic view for warning indicators ▪ Bring down the regional walls ▪ Establish share message from Directors
Regional Assessment & Oversight	▪ The right players are at the table ▪ History of working together as a region	▪ Continue to assess system and identify duplication of services to streamline ▪ Regional approach to sustainability is needed ▪ Assess retention effectiveness ▪ Continue accessing feedback from business, employees, stakeholders ▪ Establish critical performance measures: programmatic (K12, Post, AJCC, Career ▪ Continue focus groups and forums for community and customer input

Planning Element or Activity	Strengths	OFIs and/or Solutions
		▪ Establish cohort based performance measures and meaningful employer follow up ▪ Evaluate existing regional councils and advisories and establish regional steering committee with sector champions such as Society for Manufacturing Engineers (SME); recurring from business services processes ▪ Establish quarterly regional Board meetings ▪ Build relationships with regional sectors ▪ Regional plan follow through; monitor the strategy ▪ Diversify / inclusion ▪ Address getting the right people/organizations ▪ Need regional spreadsheet online that specifies all partners and services and linkages to access information or enrollment ▪ Annual meeting with all partner to assess progress ▪ Annual celebrations of successes! ▪ Overall: the whole process needs transparency ▪ Dashboard performance paid through WIOA
Supportive Services	▪ Key partners at the table with resources and services available	▪ Need services to address needs of entire family ▪ Need to asset map all services and resources ▪ Streamline access to services and create seamless strategy for all customers including students and parents.
Staff Professional Development	▪ Cross-trainings have occurred at the AJCC level ▪ Some regional trainings have occurred: Windmills for serving people with disabilities	▪ Increase opportunities for cross-regional training ▪ Not all partner staff have been trained on WIOA ▪ Trainings needed: Dynamic Works, Career Advisor Certificate (UCSD), Leadership (Chaffey College), LADDERS (DOR), Pathways to Success/STEPS (Pacific Institute) ▪ Conduct skills assessment
Tracking & Reporting of Services	▪ Some partners are using CalJOBS for tracking (EDD/WIOA) ▪ Can access real-time information from CalJOBS ▪ Community college system is collaborating on grant tracking software	▪ Expand sharing of information/data ▪ Improve data collection process ▪ No common system exists to gather data; each agency has their own ▪ Create system for agencies to upload data; results can be sorted for more accurate info ▪ Expand access to all partners to CalJOBS ▪ Track outcomes and identify and share best practices
Transitioning Students from High School	▪ School counselors are trying to fill the gap ▪ Greater interest from partners to work together to address issue and avoid creating disconnected youth	▪ Improve transition of students to community college, college/university, career training ▪ Establish a system to track students after graduation ▪ Youth suggestion: implement College Guidance & Success Specialist that can assist high schoolers in staying in school, graduating and then transitioning to college or next career steps
Workplace Readiness	▪ Currently provided by several partners ▪ Youth programs design trainings to be work prep such as customer service training	▪ Assessment needed to determine extent of workplace readiness services provided; curriculum comparison ▪ Identify methods to streamline to avoid duplication but maximize services to customers where possible

Attachment XI: Stakeholder Forum Participation - Business

	Last Name	First Name	Organization
1	Arthur	Layne	Balfour Beatty Construction
2	Boshart	Ken	Boshart Engineering Inc.
3	Congdon	Stephani	Capital Core
4	Corona	Robert	Global Trade & Logistics
5	Cothran	Phil	State Farm
6	Dada	Jamil	Provident Bank
7	De Lara	Juan	Federated Insurance
8	Farooq	Angelov	Omnius Group
9	Ferguson	Jim	Camino West Coast Services, Inc
10	Hazlett	Peggi	Ontario Chamber
11	Hubbard	Peter	AMR
12	Keyes	Barry	IMS Consulting
13	Klenske	Terry	Dalton Trucking Inc.
14	Lamb	Dave	Sign a Rama
15	Lamb	Mariana	Sign a Rama
16	LeDoux Hernandez	Francisca	Riverside Medical Clinic
17	Marquez	Jennifer	Kaiser
18	Massa	Steve	TechHire
19	Myrell	Tony	Premier Medical Transportation and Equip
20	Novack	Jon	Patton Sales Corp.
21	Patel	Anand	Metroll
22	Patterson	B.J.	PacificMountain Logistics, LLC
23	Pellagrini	Stefano	CXI
24	Petersen	Lea	SoCal Gas
25	Seivright	Suzanne	Cal Construction Industrial Materials Association
26	Shneider	Frank	Omnia Leather
27	Sterling	William	Sterling Synergy Systems
28	Strand	Diane	JDS Video & Media Productions
29	Tuckerman	Anita	Stirling Development
30	Webb	Hassan	Bank of America
31	Wetton	Darlene	Temecula Valley Hospital
32	Zolferino	Peter	Omnia Leather

Attachment XII: Stakeholder Forum Participation - Partners

Last Name	First Name	Organization
Albaugh	Carol	Reach Out
Jauregui	Alfredo	County of San Bernardino DBH Employment
Allen	Ann Marie	GIA / IEEEP
Alvarenga	Chris	Lake Elsinore
Amienta	Dulce	Hemet
Andrews	John	City of Ontario
Anderson-McDade	Meriel	Norco College
Bautista	Karen	Inland Career Education Center
Bellanca	Todd	WDC Staff
Beltran	Gina	San Bernardino County WDD
Best	Russell	California Employment Development Department
Bogdis-Johnson	Michelle	Department of Public Social Services
Bingh	Shanchell	Lake Elsinore
Boner	Antonanela	Copper Mountain Community College District
Bossieux	Andie	San Bernardino County DBH
Braggins	Alan	San Bernardino Community College District
Burckel	Georgia	Career Institute
Burks	Fred	San Bernardino County WDD
Burries	Enjoli	California EDD/Labor Market Information Division
Burt	Beth	Autism Society Inland Empire
Caffery	Jon	College of the Desert
Callen	Alex	Riverside
Cannon	Andi	San Bernardino County Economic Development Agency
Carr	Preston	Chino Valley Unified School District
Chase	Valerie	Alta Vista Educational Program
Cleveland	Grace	San Bernardino County WDD
Cody	Reymundo	Riverside
Colmenarez	Benjamin	Coachella
Congdon	Stephanie	Autism Society Inland Empire
Cox	Garrett	Inland Empire Healthcare Training Institute (IEHTI)
Critchley	Jeff	California Employment Development Department
Cuellar	Ray	Chaffey College
Dansby	Shellie	Learn4Life
Darby	Thomas	Department of Rehabilitation
De La Torre	Celeste	Workforce Development Board
De La Mora	Julie	UEI College
Degnan	Russell	Operation New Hope
Deras	Wendy	Reach Center
Diaz	Emma	San Bernardino AEBG Consortium
DiMemmo	Kristine	Riverside Community College
Dowdy	Brenda	San Bernardino County Superintendent of Schools
Duffy	Sharon	UC Riverside
Dunn	Leslie	SB County Department of Aging and Adult Services
Dutton	Kathy	Chaffey College

Last Name	First Name	Organization
Eaves	Ken	Chaffey College
Edgerson	Isaiah	La Quinta
Edney	Dora	Baldy View Regional Occupation Program
Ekpo	Cathy	Department of Rehabilitation
Elmore	Rebecca	Chaffey College
Elshof	Christy	City of Colton
Emey	Alisa	Department of Public Social Services
Enriquez	Cristal	Learn4Life
Esquivel	Marissa	Reach Out
Farooq	Angelov	Omnius Group
Fazekus	Douglas	San Bernardino County DBH Employment
Fears Hackett	Lisa	Baldy View Regional Occupation Program
Figueroa	Emerson	CA Employment Development Dept./Wagner-Peyser
Foley	Kimberly	Department of Public Social Services-CalWORKs
Frederick	Wendy	Riverside County EDA/WD – AJCC, Indio
Froman	Don	California Employment Development Department
G	Denise	Moreno Valley
Gibbs	Chantal	San Bernardino County WDD
Gibbs	Erika	Hesperia Unified School District
Gils	Bernie	ResCare Workforce Services
Gines	Frances	CA Employment Development Dept./Wagner-Peyser
Gleason	Cindy	Fontana Unified School District
Gray	Calvin	Goodwill Southern California - Youth
Gomez	Aldo	Career Institute
Gonzales	Cathy	California Conservation Corps
Gotierez	Jovany	Perris
Greenlee	Cheri	CA Employment Development Dept./Wagner-Peyser
Gutierrez	Maribel	San Bernardino County DBH
Haag	Todd	Chaffey Adult School
Hampton	Carl	Chino Valley United School District
Harmon	Carrie	Riverside County EDA/WD – Riverside WDB
Harmsen	Sandy	San Bernardino County WDD
Henkels	Charles	Norco College
Her	Mine	CSUSM
Hernandez	Victor	Res Care-Youth Opportunity Center
Hoggarth	Rebecca	Community Action Partnership of SB County
Houston	Stephanie	Colton-Redlands-Yucaipa Regional Occupation Program
Howison	Barbara	Riverside County WDB, RCLS/LS&S
Jacobs	Rilla	Riverside County EDA/WD – AJCC, WDB Staff
Jauregui	Alfredo	San Bernardino County
Javier	Reg	San Bernardino County WDD & EDA
Jimenez	Clarissa	San Bernardino County WDD
Johnson	James	San Bernardino County WDD
Johnson	Joyce	Mt. San Jacinto College
Kantor	Sandy	Riverside County EDA/WD – AJCC, Admin Staff
Killinsbeck	Dylan	Perris

Last Name	First Name	Organization
Killion	Dennis	Apple Valley Unified School District
Kimball	Arthur	Desert Edge School
King	Lowell	Goodwill Southern California
Kiplinger Kennedy	Lisa	Victor Valley College
Krehbiel	Deanna	San Bernardino Community College District
Lane	Briana	Youth Action Project
Levesque	Robert	San Bernardino Community College District
Limon	Joseph	Riverside
Lizarraga	Kristal	Coachella
Locurto	James	SB County Transitional Assistance Department
Loeun	Robert	Department of Rehabilitation
Lopez	Claudia	Inland Empire Job Corps
Lopez	Jesse	Norco College
Lucio	Lisa	Grants & More
MacDonald	Debi	Department of Public Social Services
Mammoth	Alex	Moreno Valley
Marquez	Isela	Rubidoux
Marquez	Mercey	Dept. of Public Social Services Workforce Connection
Marsac	Deirdre	San Bernardino Community College District
Marsden	Dale	San Bernardino City Unified School District
Marshall	Heidi	Riverside County EDA/WD – Riverside WDB
Matthews	Audry	Workforce Development Board Committees
McClain	Adele	Apple Valley Unified School District
McCoy	Vincent	Inland Empire Small Business Development
McDade	Meriel	Riverside City College
McLaughlin	Larry	College of the Desert
McNulty	Kim	Coachella Valley Economic Partnership
McQueen	Miguel	San Bernardino County WDD
Meehan	Shannon	SCDD
Meggo	Eddie	Lake Elsinore
Mejia	Marina	Reach Out
Mendez	Martha	Victor Valley AEBG Consortium
Meza	JC	
Meza	Yesenia	El Sol Neighborhood Education Center
Miller	Paula	San Bernardino Public Library
Mitchell	Elisa	California Employment Development Department
Moran	Rob	Riverside County EDA/WD – AJCC, Riverside
Mortenson	Sandy	Colton Redlands Yucaipa Regional Occupation Program
Murillo	Stephanie	San Bernardino County WDD
Myers	Morris	Mt. San Jacinto College, Riverside WDB
Nelson	Resy	UCR Extension
Nickel	Henry	City Council
Nievas	Ariel	First Institute Training & Management
Norton	David	Copper Mountain Community College District
Obichang	Dengelci	Hemet
Olivares Lambert	Deana	The 20/20 network

Last Name	First Name	Organization
Orr	Ken	Southern California Laborer's Apprenticeship
Page	Andy	San Bernardino County Economic Development Agency
Paleo	Jenica	ResCare Workforce Services
Pattison	Lynnae	Colton-Redlands-Yucaipa Regional Occupation Program
Pekhonen	Julie	Region 9 Desert Consortium
Peraza	Sheila	Hemet
Perez	Gloria	Riverside County EDA/WD – AJCC, Riverside
Perry	Shonie	San Bernardino County Superintendent of Schools
Petrus	Emily	San Bernardino County WDD
Pham	Thi	Riverside County EDA/WD – Riverside WDB Staff
Pina	Pauline	Department of Rehabilitation
Prentiss	Cara	Yucaipa Calimesa Joint United School District
Priest	Becky	Office on Aging
Putz	Beatrice	Riverside County EDA/WD – AJCC, Indio
Ramirez	Mary Jo	CA Family Life Youth Opportunity Center
Reyfeld	Angela	UC Riverside Extension
Reyna	Carolyn	California Employment Development Department
Riley	Israel	Inland Empire Healthcare Training Institute
Rivera	Marissa	San Bernardino County Economic Development Agency
Robbins	Gloria	First Institute Training & Management, Inc. - Youth
Roberts	Juli	University of La Verne (Victorville)
Robles	Eduardo	Center for Employment Training
Roddy	Aye	Hemet
Rodriguez	Jessica	Goodwill Southern California
Rodriguez	Joseph	Inland Empire Healthcare Training Institute
Rodriguez	Vanessa	Perris Center - Hemet
Rosa	Analisa	Lake Elsinore
Ruffolo	Mariann	San Bernardino County WDD
Rutherford	Eric	San Bernardino County DBH
Salgleiro	Sergio	Indio
Salzman	Nancy	Brandman University
Sandefur	Ken	Department of Public Social Services
Sauve	Renee	Department of Public Social Services
Serrano	Fernando	Alta Vista Educational Program
Shelby	Cheryl	San Bernardino County WDD
Sims	Loren	Riverside County EDA/WD – Admin Staff
Sinclair	Maureen	Norco College
Singh	Jacquelyn	Riverside County EDA/WD – AJCC, Riverside
Sisco	Sandra	Mt. San Antonio College
Slaughton	Amanda	4 Year Private
Smith	Debbie	Chaffey College
Sosa	Beverly	Moreno Valley
Stalnaker	Laurie	American Federation of Labor and Congress of Industrial Organizations
Stone	Terrance	Young Visionaries Youth Leadership Academy
Swanson	Tyler	Goodwill Southern California

Last Name	First Name	Organization
Takano	Judy	Career Institute
Taylor	Teresa	Career Institute
Thomas	Deidre	Cal State San Bernardino
Toms	Vince	Inland Regional Center
Toole	Cathy	Chino Valley Unified School District
Tsushima	Carol	Colton-Redlands-Yucaipa Regional Occupation Program
Van Wagenen	Jeffery	Riverside County Economic Development Agency
Valdivia	Diane	County of San Bernardino DBH Employment
Varela	Eva	Career Ambassador Institute
Vargas	Nidia	San Bernardino County WDD
Vela	Jesse	Res Care-Indio WIN Center
Villalobos	Yvonne	Riverside County EDA/WD – AJCC, Indio
Von der Heide	Werner	Hesperia Unified School District, Mojave High School
Wack	Mikey	Lake Elsinore
Wade	Toussaint	WDB, Department of Rehabilitation
Walker	Charles	City of Temecula
Walker	Kim	Hesperia Unified School District
Walker	Wendy	Transition Habitat Conservancy
Weck	Sylvia	Riverside County Library System
Wells	Mathew	Snowline SUDS
Weldy	Jonathan	DSUSD
White	Jacqueline	Careermark Edu
Wilson	Kasey	UCR Extension
Wolke	Rhonda	SB County, Transitional Assistance Department
Woods	Dominic	Goodwill Southern California
Yamamoto	June	Crafton Hills College
Yang	See	Asian American Resource Center
Zinn	Wendy	San Bernardino Community College District

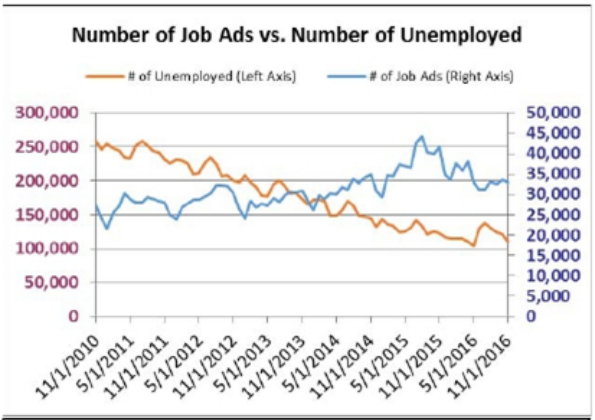
Attachment XIII: Customer Focus Group Attendance

Adult Job Seeker and Youth Attendees: Customer Focus Groups

City of Residence
▪ **Adelanto**
▪ **Apple Valley**
▪ **Barstow**
▪ **Cathedral City**
▪ **Coachella**
▪ **Hemet**
▪ **Hesperia**
▪ **Indio**
▪ **Jurupa Valley**
▪ **La Quinta**
▪ **Lake Elsinore**
▪ **Moreno Valley**
▪ **Oak Hills**
▪ **Palm Desert**
▪ **Perris**
▪ **Phelan**
▪ **Phelan**
▪ **Pinon Hills**
▪ **Rancho Mirage**
▪ **Ridgecrest**
▪ **Rubidoux**
▪ **San Jacinto**
▪ **Victorville**

Attachment XIV: Recent Job Ads Report

Recent Job Ads for Riverside San Bernardino Ontario MSA
Not Seasonally Adjusted - November 2016



Occupations with Most Job Ads

Registered Nurses - 2143
Retail Salespersons - 1203
Heavy and Tractor-Trailer Truck Drivers - 1105

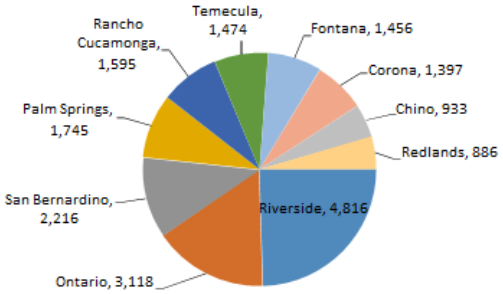
First-Line Supervisors of Retail Sales Workers - 895
Customer Service Representatives - 668
First-Line Supervisors of Food Preparation & Serving Workers - 601
Security Guards - 570
First-Line Supervisors of Office and Administrative Support - 505

Laborers and Freight, Stock, and Material Movers, Hand - 464
Licensed Practical and Licensed Vocational Nurses - 456

Employers with Most Job Ads

University of California, Riverside - 508
Target Corporation - 507
AppleOne - 417
Kaiser Permanente - 277
Maxim Healthcare - 277
Loma Linda University - 268
Robert Half International - 257
Riverside County Superintendent Of Schools - 236
Riverside Health System - 228
ESRI - 201

Cities with Most Job Ads



Note: The data provided does not suggest that the occupations of the unemployed directly align with the occupations of the advertised vacancies.
Sources: Employment Development Department, Labor Market Information Division; Help Wanted Online from The Conference Board and WANTED Technologies

Attachment XV: Occupations & Projected Earnings

Target Industry: Health Care

SOC Code	Occupational Title	2014 First Quarter Wages		Education and Training Levels		
		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
29-0000	**Healthcare Practitioners and Technical Occupations**	**$36.28**	**$75,454**			
29-1141	Registered Nurses	$42.39	$88,181	4	None	None
29-2012	Medical and Clinical Laboratory Technicians	$18.27	$38,010	4	None	None
29-2021	Dental Hygienists	$44.02	$91,550	4	None	None
29-2031	Cardiovascular Technologists and Technicians	$23.17	$48,188	4	None	None
29-2032	Diagnostic Medical Sonographers	$33.50	$69,677	4	None	None
29-2034	Radiologic Technologists	$29.92	$62,231	4	None	None
29-2035	Magnetic Resonance Imaging Technologists	$36.17	$75,221	4	<5 years	None
29-2041	Emergency Medical Technicians and Paramedics	$11.46	$23,846	5	None	None
29-2051	Dietetic Technicians	$13.19	$27,438	4	None	None
29-2052	Pharmacy Technicians	$16.27	$33,842	7	None	MT OJT
29-2053	Psychiatric Technicians	$28.00	$58,255	5	None	ST OJT
29-2055	Surgical Technologists	$24.29	$50,535	5	None	None
29-2056	Veterinary Technologists and Technicians	$14.60	$30,362	4	None	None
29-2057	Ophthalmic Medical Technicians	$18.44	$38,354	5	None	None
29-2061	Licensed Practical and Licensed Vocational Nurses	$22.17	$46,104	5	None	None
29-2071	Medical Records and Health Information Technicians	$19.00	$39,507	5	None	None
29-2081	Opticians, Dispensing	$17.47	$36,341	7	None	LT OJT
29-2099	Health Technologists and Technicians, All Other	$19.13	$39,781	7	None	None
31-0000	**Healthcare Support Occupations**	**$13.63**	**$28,355**			
31-1011	Home Health Aides	$10.72	$22,299	8	None	ST OJT
31-1013	Psychiatric Aides	$13.82	$28,758	7	None	ST OJT
31-1014	Nursing Assistants	$12.66	$26,330	5	None	None
31-1015	Orderlies	$14.16	$29,454	7	None	ST OJT
31-2011	Occupational Therapy Assistants	$32.14	$66,858	4	None	None
31-2021	Physical Therapist Assistants	$31.48	$65,487	4	None	None
31-2022	Physical Therapist Aides	$13.17	$27,398	7	None	ST OJT
31-9011	Massage Therapists	$17.97	$37,364	5	None	None
31-9091	Dental Assistants	$16.18	$33,666	5	None	None
31-9092	Medical Assistants	$13.01	$27,045	5	None	None
31-9093	Medical Equipment Preparers	$18.88	$39,278	7	None	MT OJT
31-9094	Medical Transcriptionists	$22.42	$46,634	5	None	None
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	$14.26	$29,665	7	None	ST OJT
31-9097	Phlebotomists	$16.84	$35,026	5	None	None

- The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
- Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.
- Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.
- The Bureau of Labor Statistics develops and assigns education and training categories to each occupation.

Entry Level Education
4- Associate's degree
5- Postsecondary non-degree award
6- Some college, no degree
7- High school diploma or equivalent
8- Less than high school

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Work Experience Codes	
≥5 years	5 years or more experience in a related occupation or field is common.
<5 years	Less than 5 years experience in a related occupation or field is common.
None	No work experience is typically required.

Target Industry: Manufacturing & Production

SOC Code	Occupational Title	2014 First Quarter Wages		Education and Training Levels		
		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
51-0000	**Production Occupations**	**$13.51**	**$28,095**			
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	$17.38	$36,155	7	None	MT OJT
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	$25.85	$53,760	7	None	LT OJT
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	$14.66	$30,483	7	None	MT OJT
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	$15.12	$31,459	7	None	MT OJT
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	$13.81	$28,745	7	None	MT OJT
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	$13.39	$27,841	7	None	MT OJT
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	$16.74	$34,824	7	None	MT OJT
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	$15.15	$31,500	7	None	MT OJT
51-4041	Machinists	$15.22	$31,642	7	None	LT OJT
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	$12.52	$26,041	7	None	MT OJT
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	$14.32	$29,792	7	None	MT OJT
51-4111	Tool and Die Makers	$25.24	$52,500	7	None	LT OJT
51-4121	Welders, Cutters, Solderers, and Brazers	$17.30	$35,982	7	None	MT OJT
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	$15.77	$32,791	7	None	MT OJT
51-4193	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	$14.76	$30,707	7	None	MT OJT
51-4199	Metal Workers and Plastic Workers, All Other	$13.67	$28,430	7	None	MT OJT
51-8013	Power Plant Operators	$33.87	$70,450	7	None	LT OJT
51-8021	Stationary Engineers and Boiler Operators	$31.56	$65,653	7	None	LT OJT
51-8031	Water and Wastewater Treatment Plant and System Operators	$29.01	$60,326	7	None	LT OJT
51-8099	Plant and System Operators, All Other	$25.85	$53,750	7	None	LT OJT
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	$16.09	$33,462	7	None	MT OJT
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	$18.04	$37,538	7	None	MT OJT
51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	$14.61	$30,372	7	None	MT OJT
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	$16.25	$33,797	7	None	MT OJT
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	$15.27	$31,754	7	None	MT OJT
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	$13.15	$27,363	7	None	LT OJT
51-9196	Paper Goods Machine Setters, Operators, and Tenders	$13.16	$27,373	7	None	MT OJT

Target Industry: Transportation & Logistics

SOC Code	Occupational Title	2014 First Quarter Wages		Education and Training Levels		
		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
53-0000	**Transportation and Material Moving Occupations**	**$14.84**	**$30,853**			
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	$23.88	$49,674	7	<5 years	None
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	$24.79	$51,554	7	<5 years	None
53-3021	Bus Drivers, Transit and Intercity	$20.21	$42,032	7	None	MT OJT
53-3022	Bus Drivers, School or Special Client	$17.11	$35,599	7	None	ST OJT
53-3031	Driver/Sales Workers	$11.54	$24,014	7	None	ST OJT
53-3032	Heavy and Tractor-Trailer Truck Drivers	$20.39	$42,398	5	None	ST OJT
53-3033	Light Truck or Delivery Services Drivers	$15.74	$32,733	7	None	ST OJT
53-3041	Taxi Drivers and Chauffeurs	$11.17	$23,221	8	None	ST OJT
53-6051	Transportation Inspectors	$26.78	$55,710	7	None	MT OJT
53-7011	Conveyor Operators and Tenders	$16.48	$34,298	8	None	ST OJT
53-7051	Industrial Truck and Tractor Operators	$15.22	$31,656	8	None	ST OJT
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	$11.89	$24,735	8	None	ST OJT
53-7063	Machine Feeders and Offbearers	$19.25	$40,040	8	None	ST OJT

Attachment XVI: IERPU Summary of Regional Activities to Reach Regional Goals

#	Regional Activities
1.	Assess current education and training programs, including career pathways, through the use of asset mapping.
2.	Explore opportunities for incorporating soft skills, workforce characteristics, personality characteristics development in work readiness preparation services.
3.	Explore future pathways in nursing, CNC machinist, and Logistics. SlingShot will be used as a model ensuring business engagement and process for verifying industry-valued credential. Make certain each pathway has specific goals including enrollment, placement and self-sufficient wages.
4.	Continue to monitor implementation of machine operator career pathway to incorporate further employer feedback and ensure successful outcomes.
5.	Increase coordination with AEBG to continue expanding access to adult education including ESL and Basic Skills.
6.	Include contextual ESL and Basic Skills as needed in career pathways curricula.
7.	Expand co-enrollment strategies with DOR and IRC to increase access to IWD.
8.	Explore expanding access to CalJOBS for other IERPU partners to facilitate co-enrollments and co-case management.
9.	Explore tracking and reporting system and protocols to monitor progress of workforce development system.
10.	Create a regional branding strategy with a single voice to outreach to business and continue to increasing engagement.
11.	Explore using the SlingShot model to develop incumbent worker training and apprenticeships including the participation of industry in designing the curriculum and overall training programs to ensure credential earned is valued by hiring employers.
12.	Establish regular meetings (or integrate into current meetings as appropriate) to assess accomplishments and effectiveness of regional plan.

Attachment XVII: Regional Goals & Strategies Tool

#	***Regional Goals for Training & Education***	***CWDB Policy Strategies***
1	***Accessibility & Inclusion:*** Expand access points as well as services for special populations using career pathways as an effective strategy for developing the skills of customers with multiple barriers. Connections with regional partners will also continue to be expanded through formal and informal agreements to ensure accessibility for all customers.	▪ Career Pathways ▪ Integrating Services & Braiding Resources
2	***Business Services & Job Quality:*** Create a regional branding strategy with a single voice to outreach to business and continue to increasing engagement. Use current models such as SlingShot, to create career pathways, customized training to upskill incumbent workers, and create the pipeline of qualified workers that employers need.	▪ Career pathways ▪ Sector Strategies ▪ Organize Regionally
3	***Career Pathways:*** Cross-train regional partners on available career pathways and establish a system for co-enrollment. Several successful models exist throughout the region but not all are coordinated efforts between partners. Expand career pathways to add stackable credentials that can move the workforce from entry-level positions to mid-level skilled/wages positions and higher.	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources ▪ Building Cross-System Capacity
4	***Co-Enrolling Special Populations:*** Increase co-enrollments to benefit all customers, in particular IWD, OSY, ex-offender, low income and ELL. Regional partners will seek to expand current monthly meetings attended by IRC and DOR to establish a systematic co-enrollment process that involves all strategic partners serving mutual customers.	▪ Career Pathways ▪ Organize Regionally ▪ Supportive Services ▪ Integrating Services and Braiding Resources ▪ Building Cross-System Capacity
5	***Education, Upskilling, Industry-Valued Credentials and Apprenticeships:*** Ensure the participation of industry in designing the curriculum and overall training programs to ensure credential earned is valued by hiring employers.	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources
6	***Industry Sector Strategies:*** Continue using industry specialists hired for the region to identify growth industries and workforce needs using current best practices, such as SlingShot, and focusing on engaging business leaders in key businesses.	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources
7	***Regional Assessment & Oversight:*** Establish regular IERPU partner meetings and integrate into current meetings, as appropriate, to assess accomplishments and effectiveness of regional plan.	▪ Organize Regionally ▪ Integrating Services and Braiding Resources ▪ Building Cross-System Capacity
#	***Target Industries***	***CWDB Policy Strategies***
1	Health Care	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources
2	Manufacturing	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources
3	Transportation & Logistics	▪ Career Pathways ▪ Sector Strategies ▪ Organize Regionally ▪ Integrating Services and Braiding Resources

Attachment XVIII: IERPU Agreements

The IERPU's collaborative agreements are attached here. The Job-Driven SlingShot contract can also be viewed through this link and Job-Driven National Emergency Grant contract available through this link.

Attachment XIX: AEBG & Strong Workforce Plans

The AEBG and Strong Workforce Plans are attached herein.

The compiled AEBG Plans for the Inland Empire is also available through this link.

The Region 9 Workforce Development Proposal (Strong Workforce Plan) is also available through this link.

Attachment XX: Summary of Public Comments Received

Title 20 Code of Regulation, Section 679.510(2) requires the Local Boards to publish the Regional plan for public comment. Workforce Development Boards should include with their plan submittals, all comments that have been received that disagree with the plan, how the Boards considered that input and its impact on the narrative in the plan.

Please provide these comments in the following format:

Regional Plan Section	**Comment/Response**
Section: 2Bi	**Comment:** Your demographics appear to reflect conditions without providing a picture of the conditions among residential subgroups. For instance, what is the unemployment rate among white, Hispanic/Latino, Black/African American, Am Indian/Alaskan Native, Asian, Hawaiian/Pacific Islander or Other groups. The same question can be repeated regarding poverty levels and comparisons, homeless and barriers, foreign born, educational attainment, veteran, disabled and youth. In other words, how will this plan measure the benefit this plan will have for each of these categories of residents? How does the plan monitor equity among subgroups to insure (sic) that the various populations are being served in relationship with their needs?
	IERPU Response: No change was made to the Regional Plan in response to this comment. However, with the increase in coordination of services throughout the Inland Empire, there will be more opportunity to monitor the equity of workforce services among various populations. The IERPU will seek to include segmented demographics with performance results in order to demonstrate equal access to services for all learners and job seekers.
Section:	Comment:
	Local Board Response:

Attachment XXI: Program Administration Designee and Plan Signatures

PROGRAM ADMINISTRATION DESIGNEE AND PLAN SIGNATURES

This regional plan represents the Riverside County and San Bernardino County Workforce Development Boards' efforts to maximize and coordinate resources available under Title I of the *Workforce Innovation and Opportunity Act (WIOA).*

The WIOA 4 Year Regional Planning Unit Plan is submitted for the period of July 1, 2017 through June 30, 2020 in accordance with the provisions of WIOA.

Riverside County Workforce Development Board

Local Workforce Development Board Chair	**Chief Elected Official**
Signature	*Signature*
Jamil Dada *Name*	John Tavaglione *Name*
Chairperson *Title*	Chairman of Board of Supervisors *Title*
Date	*Date*

San Bernardino County Workforce Development Board

Local Workforce Development Board Chair	**Chief Elected Official**
Signature	*Signature*
Tony Myrell	Robert Lovingood
Name	*Name*
Chair	Chairman, County Board of Supervisors
Title	*Title*
Date	*Date*