

Riverside County Workforce Investment Board

STRATEGIC ACTION PLAN July 2008 through June 2011 Revised for the final year – 2010 thru 2011

*Developed by the Riverside Workforce Investment Board's Regional Strategic Planning Teams
Prepared by Strumpf Associates: Center for Strategic Change*

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INTRODUCTION

◆ *A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?'* Peter Senge

A new economy driven by knowledge and innovation has emerged in California and across the nation. It is reshaping our economic landscape, just as it is redefining the foundations of success for the state and its citizens. For California and this region to compete in this environment, we must improve the performance in our schools, and we must do everything possible to ensure that all of our citizens have opportunities to acquire the knowledge and skills they need throughout their lives. Population demographics are creating new demands for different approaches to service delivery strategies, education, and learning. The competition created by a global economy, the proliferation of computer technologies, and the growth of decentralized work organizations all increase the need for an educated workforce with higher levels of initial skills and greater ability for thinking analytically and continuous learning.

The changing demographics of the region and the new economy create both an opportunity and a set of challenges for the Riverside County Workforce Investment Board and our community. The opportunity is to thrive financially and to increase resources while enhancing the quality of the workforce. The challenge is to be anticipatory in our response to the needs of business and industry.

The WIB's leadership invited community members to join with us and the staff to think strategically. This collaboration between partner organizations, concerned individuals, and the WIB's staff was undertaken to create a strategic plan for the organization. The process and the outcome were designed to provide strategic directions for the next five years and a strategic action plan for the next three years. In our quest to create value for our customers' everyday through a system of quality workforce services and qualified workers, four Strategic Planning Teams were convened in the fall of 2007. The Strategic Planning Teams were charged with developing a strategic action plan meant to take the organization through 2011 and beyond. These Teams provided community level input to the WIB that resulted in this strategic plan.

The teams engaged in a deliberate and thoughtful process to develop the goals and strategies presented in this plan. We conducted a comprehensive environmental scan, talking to customers and stakeholders about where the WIB should be going over the next three years and beyond. We analyzed data related to education, families, workforce and economic reform efforts as well as data regarding the state of the economy and the demographics of the county and the State of California. The conversations within the teams, the conversations with the community, and the data led us to conclude that it was a strategic imperative for the organization to address two key issues over the next three years:

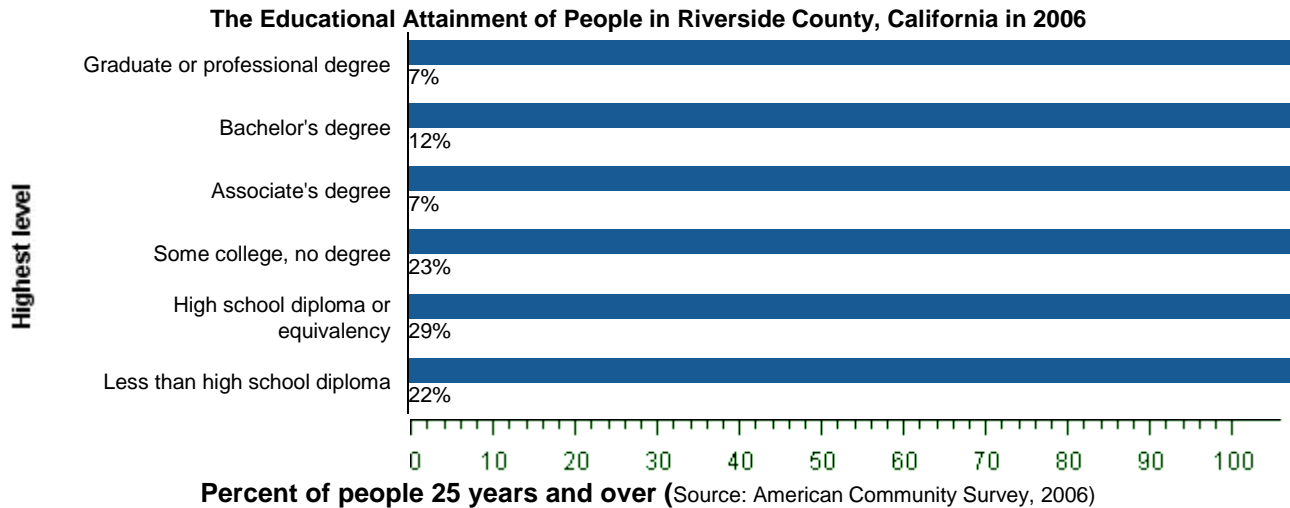
- Closing the skills gap
- Sustaining partnerships between business, economic development, and education.

Preparation for the Future: Work and Education

◆ *How can you do new math with an old math mind?* Charlie Brown /Peanuts

In 2006, 78 percent of people 25 years and over had at least graduated from high school and 19 percent had a bachelor's degree or higher. Twenty-two percent were dropouts; they were not enrolled in school and had not graduated from high school.

The total school enrollment in Riverside County was 562,000 in 2006. Nursery school and kindergarten enrollment was 55,000 and elementary or high school enrollment was 381,000 children. College or graduate school enrollment was 125,000.



College-going rates are calculated by dividing the number of entering freshmen aged 19 and younger from public high schools in the county by the total number of graduates from public high schools in the county. In 2006, the college going rate for Riverside County was 37.6%, compared to the state average of 46.7% and Los Angeles County at 52.6%.

The 50 fastest growing occupations are all expected to grow at an annual rate of 3.6 percent or more. Occupations requiring 1-12 months on-the-job training or less make up 20 of the 50 listed but 78% of the fastest job openings. The higher paying jobs are found in the other 30 listed which require an AA or better but only make up 22% of the fastest job totals.

According to the Conference Board, companies find more than half of new high school graduates deficient in oral and written communications, professionalism, work ethic, critical thinking and problem solving. The skills gap -- the inability of employers to find a fully qualified workforce -- has serious consequences for employers and employees. Companies in our region are failing to achieve the levels of productivity that would make them profitable. Workers, lacking needed education and training, never reach their full potential. It is critical to ensure that all workers receive the education and training that will allow them full and continuing participation in a thriving economy.

We also know that education pays. The level of educational achievement by an individual is directly related to their wage level and earnings over their lifetime. Also, the level of education an individual achieves is directly related to their employability. The WIB is committed to enhancing the economic well-being of

individuals by increasing their skills. Increasing individuals' skills contributes to economic development initiatives in the region by enhancing the quality and attractiveness of the labor pool.

To meet the challenge of preparing young people for the jobs of tomorrow and today, career and technical education programs must be designed to support students in the acquisition of rigorous core knowledge, skills, and competencies required for post-secondary education and a high performance workplace; engage students in career-related learning experiences that help them make good career choices; and prepare students with the skills and knowledge valued in the marketplace.

Building Community

◆ *No problem can be solved by the same consciousness that created it. We need to see the world anew.*
Albert Einstein

There are many definitions of economic development. Two that resonate with us:

- The process of developing and maintaining suitable economic, social and political environments, in which balanced growth may be realized, increasing the wealth of the community.
- Economic development is the development of the economic wealth of regions for the well-being of their inhabitants. Economic development is a sustainable increase in living standards that implies increased per capita income, better education and health as well as environmental protection.

We believe that economic development does not happen in a vacuum. The economic, political and social aspects of life interact in complex ways. Economic development organizations must constantly monitor all aspects of the environment in order to develop strategies, goals and objectives that will achieve the desired results for their community or region.

Community development is a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities. Community development seeks to empower individuals and groups of people by providing these groups with the skills they need to effect change in their own communities.¹

We are committed to being relevant in the arena of community and economic development on behalf of our customers. We will promote community economic development approaches that provide economic opportunities and improve social conditions in a sustainable way. We will contribute to the blending of social and economic development to foster the economic, social, and cultural well-being of our community. We will position ourselves as a relevant voice to help solve complex problems facing communities, unemployment, poverty, job loss and loss of regional control, in a holistic and participatory way.

Our Opportunities and Our Commitment

◆ *It always seems impossible until it's done.* Nelson Mandela

The region's future depends on anticipating business needs, matching talent to meet current needs, growing talent to meet future needs, and ensuring that workforce policy in the area is forward thinking and linked to economic development and education. We have developed these strategic initiatives for the purpose of positioning the WIB to meet the strategic challenges that our organization and our region face over the next three years. We are committed to making this investment in our collective future.

¹ Wikipedia
Three Year Strategic Plan
May 2008 Final Revised May 2010

LOCAL DATA SNAPSHOTS

The Workforce Investment Board’s Strategic Planning Teams conducted an environmental scan by analyzing strategic challenges through the lens of the current state of demographics, education and economic issues. From these challenges evolved the strategic goals that set our direction over the next three years. Below are data “snapshots” from the comprehensive data the teams used to identify trends and challenges.

About the Area: Quick Facts

As of 2006, Riverside had an estimated population of 305,255. Riverside is the 61st-largest city in the United States, and the largest city in California's Inland Empire region, the 14th-largest metropolitan area in the nation and part of the 2nd largest Combined Statistical Area in the country. Riverside County added more residents than 41 states between 2000 and 2005. It is projected that the population change from 2006-2020 is to increase by nearly 35%.

Area of the County of Riverside... 7,303 square miles

Number of cities24

Number of residents in the County of Riverside.....2 million

Race/ethnic breakdown. In 2006, for people reporting one race alone:

- 64 percent White
- 6 percent Black
- 1 percent American Indian and Alaska Native
- 5 percent Asian
- Less than 0.5 percent Native Hawaiian and Other Pacific Islander
- 23 percent Other Race
- 4 percent Two or More Races
- 42 percent Hispanic.

Number of households in Riverside County in 2006.....643,000 with an average household size of 3.1 people.

Homeownership rate.....68.5 percent*

*Riverside-San Bernardino-Ontario MSA

Median household income.\$52,253

Per capita income.\$23,478

Poverty rate.12 percent

Median age of the population.....32.2 years

Number of people in the Civilian Workforce.860,200

Educational attainment:

- 78.4 percent of the people 25 years and over have at least a high school diploma
- 20.3 percent have a bachelor’s degree or higher

Mean commute time.31.6 minutes

Number of school districts in the county.24

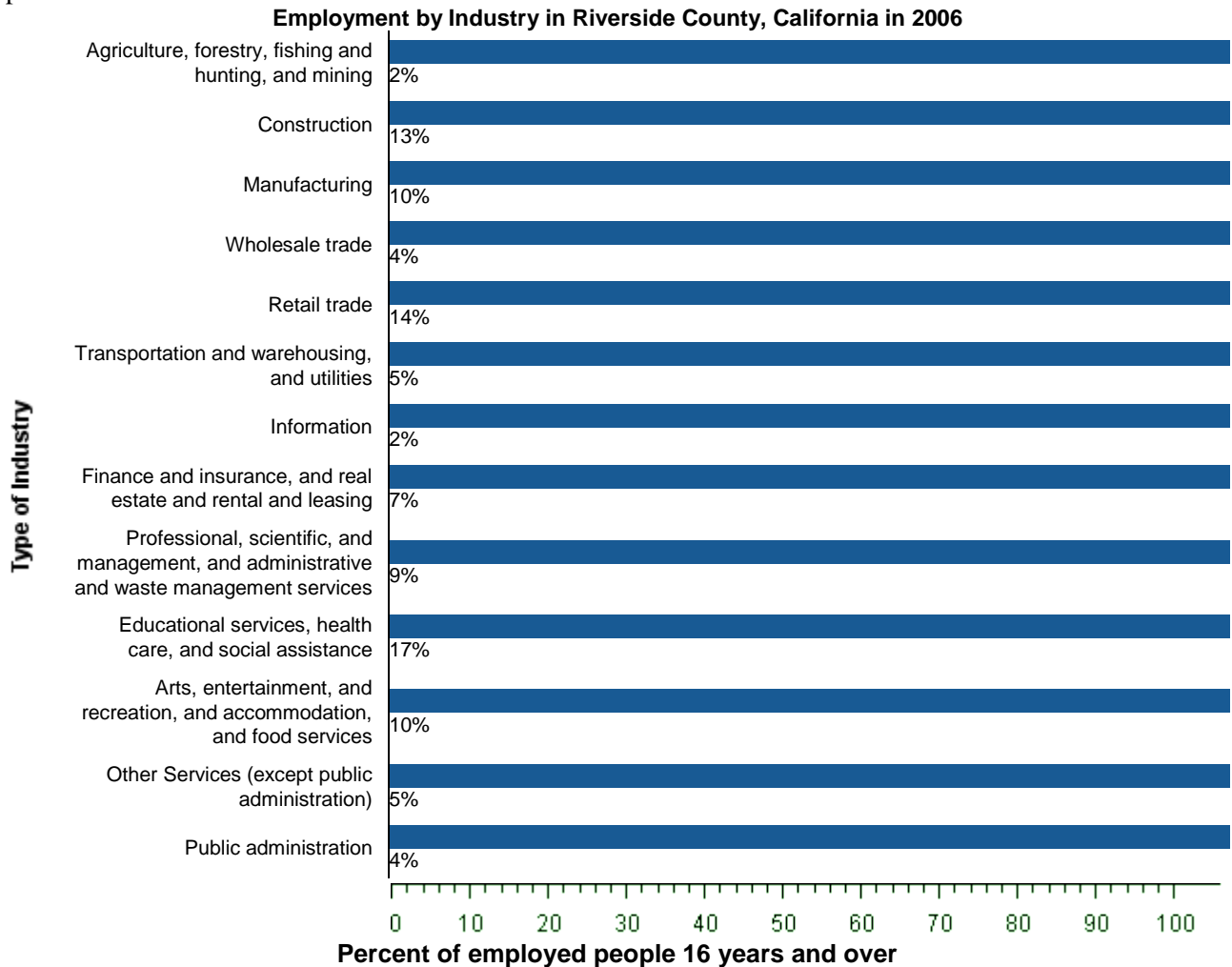
Number of Persons per square mile.261.71 (estimated.)

Population’s age distribution.

- Under 1828.9
- 18 to 2410.1
- 25 to 4429.8
- 45 to 6419.9
- 65 and over11.3

(Sources: The California Departments of Finance, Employment Development: Labor Market Information Division and U.S. Census Bureau’s 2006 American Community Survey and Housing Vacancies and Homeownership (CPS/HVS) Annual Statistics 2005, State of Workforce Development, Riverside County 2006.)

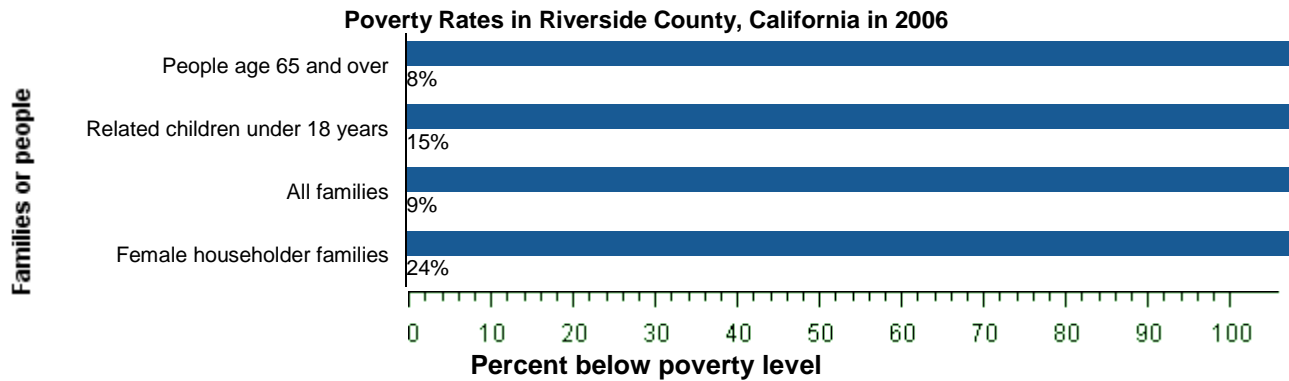
INDUSTRIES: In 2006, for the employed population 16 years and older, the leading industries in Riverside County were Educational services, and health care, and social assistance, 17 percent, and Retail trade, 14 percent.



Source: American Community Survey, 2006

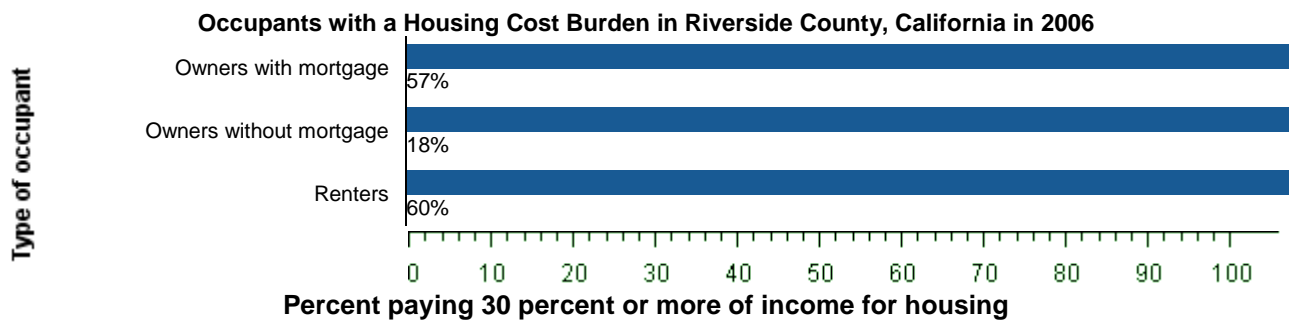
OCCUPATIONS AND TYPE OF EMPLOYER: Among the most common occupations were: Sales and office occupations, 27 percent; Management, professional, and related occupations, 27 percent; Service occupations, 18 percent; Construction, extraction, maintenance and repair occupations, 14 percent; and Production, transportation, and material moving occupations, 13 percent. Seventy-eight percent of the people employed were Private wage and salary workers; 13 percent was Federal, state, or local government workers; and 8 percent was Self-employed in own not incorporated business workers.

POVERTY AND PARTICIPATION IN GOVERNMENT PROGRAMS: In 2006, 12 percent of people were in poverty. Fifteen percent of related children under 18 were below the poverty level, compared with 8 percent of people 65 years old and over. Nine percent of all families and 24 percent of families with a female householder and no husband present had incomes below the poverty level.



Source: American Community Survey, 2006

HOUSING COSTS: The median monthly housing costs for mortgaged owners was \$2,012, non-mortgaged owners \$421, and renters \$1,015. Fifty-seven percent of owners with mortgages, 18 percent of owners without mortgages, and 60 percent of renters in Riverside County spent 30 percent or more of household income on housing.



Source: American Community Survey, 2006

ORGANIZATIONAL OVERVIEW VISION, MISSION AND VALUES

- VISION:** Infinite Opportunity, Lasting Prosperity
- MISSION:** We provide leadership to the workforce development system in Riverside County by supporting economic development and talent management.
- CUSTOMERS:** Our primary external customers are businesses and current and future jobseekers.
- Our workforce partners and staff are our internal customers.
- ROLE:** The WIB will play several roles in furtherance of our vision and mission:
- We endeavor to **catalyze change** in the community to build effective partnerships.
 - We will be a **community facilitator and convener** to identify issues and act collectively with partners to address them.
 - We will act as an **intermediary/broker** between the supply and demand sides of the workforce system about current and future skill needs to ensure mutually beneficial relationships and outcomes.
 - We will **strategically invest** in program innovation.
 - We will be an **advocate** and take political action on workforce development issues at the local, state and national level.

**ORGANIZATIONAL
CORE VALUES**

Our Common Values:

We believe in the following shared principles, beliefs and priorities....

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

STRATEGIC GOALS

Goal One: Provide leadership to develop sustainable strategies and partnerships that close the skills gap for businesses and workers

Key Strategies:

- 1.1 Create a 21st Century supply chain of qualified workers by ensuring access to attainment of industry based credentials and academic degrees.
- 1.2 Develop skill sets in four areas as defined by the current and future demand; technical skills, people skills/customer service skills, soft skills, critical thinking and problem solving skills
- 1.3 Continue the Regional Partnership with San Bernardino to identify two regional industry clusters and to develop sector based strategies to develop the skills required within each cluster.
- 1.4 Work directly with employers to provide training and education that help people move up a career trajectory designed to advance the company's productivity
- 1.5 Engage businesses in new approaches to connect with education (e.g., sponsor work-based learning; adopt a school, curriculum review committees, career academies, etc.)
- 1.6 Create a continuum from elementary, middle and high school of career awareness, career exploration and career choice activities to help students understand the world of work. Work with education to align curriculum to the skill needs of the current and future workplace

Goal Two: Sustain partnerships between business, education, workers, and economic development to address workforce issues.

Key Strategies:

- 2.1 Create an intermediary that serves as the broker between business and the K12 system.
- 2.2 Build organizational relevance, through products and services, to industry sector and economic development associations and educational institutions².
- 2.3 Increase connections to academic institutions that provide education and training to ensure alignment to current and future knowledge and skill needs.
- 2.4 Become an active participant in the community wide economic development process.
- 2.5 Build awareness with key economic development community "players" about the role the WDC and the workforce system can play in making the economic development "deal"
- 2.6 Work with economic development to understand projections in demand based on their prospects to create a communication loop through the skills gap strategies identified in Goal 1.

² Educational institutions include K-12 and post secondary.

FOCUS AREAS FOR JULY 2010 THRU JUNE 2011

Goal One: Provide leadership to develop sustainable strategies and partnerships that close the skills gap for businesses and workers

Key Strategies:

- 1.5 Engage businesses in new approaches to connect with education (e.g., sponsor work-based learning; adopt a school, curriculum review committees, career academies, etc.)
- 1.6 Create a continuum from elementary, middle and high school of career awareness, career exploration and career choice activities to help students understand the world of work. Work with education to align curriculum to the skill needs of the current and future workplace

Specific activities to focus on:

- Define the skills gap with focus on the targeted industries.
- Create strategies for lifelong learning, K to Gray transitions.
- Include Labor in the partnerships.
- Examine successful partnership models around the country to benchmark against.
- Align with Inland Empire WIBS.
- Increase the number of businesses involved with the WIB, not necessarily by putting them on the WIB but engaging them in partnerships around specific activities.

Goal Two: Sustain partnerships between business, education, workers, and economic development to address workforce issues.

Key Strategies:

- 2.2 Build organizational relevance, through products and services, to industry sector and economic development associations and educational institutions³.
- 2.5 Build awareness with key economic development community “players” about the role the WDC and the workforce system can play in making the economic development “deal”

Specific activities to focus on:

- Increase awareness and get the word out about the WIB thru increased marketing and communication strategies.
- Support each board member as a champion of the WIB and of workforce development.
- Train and retrain board members on regular and ongoing basis

³ Educational institutions include K-12 and post secondary.
Three Year Strategic Plan
May 2008 Final Revised May 2010

OPERATING PRINCIPLES

The following principles define the way the WIB operates with regard to the goals and strategies identified. The core processes employed by the organization to accomplish the goals will operate in the following fashion.

- Strategies are developed that make services accessible to people with all levels of ability, geographic location, income, age and life circumstances and are used to strengthen organizational effectiveness and to build capacity.
- Continuous Quality Process Improvement strategies are used to ensure our strategies meet changing expectations of our customers and the market place.
- The CQI principle of data-driven decision-making is used in the operational end of all systems and processes.
- We seek to collaborate and to build strategic alliances around all of the goals, strategies and tasks we are engaged in.

DESIRED OUTCOMES OF THE STRATEGIC ACTION PLAN

As a result of Goals 1 and 2, at the end of three years the WDC will:

Measure: Increase customer satisfaction

- **Indicator:** 90% of each customer group reports being satisfied with the WIBs services, compared against the baseline
- **Data Collection Method:** Annual customer satisfaction survey with each customer group.

Measure: Increase the graduation rate of those graduating with a standard diplomas and/or with secondary credential

- **Indicator:** X% graduate with a degree or credential
- **Data Collection Method:** School records

Measure: Increase the percent of those entering post secondary education

- **Indicator:** The number of individuals entering some type of post secondary education increases by X%
- **Data Collection Method:** Program/school records

Measure: Decrease turnover that is due to lack of skills (hard and soft skills)

- **Indicator:** Turnover rate within the first six months of hire decreases by X%
- **Data Collection Method:** Employer annual satisfaction survey

Measure: Increase the number of companies that report that the workforce has the required skills to expand and recruit from the region

- **Indicator:** X% of employers report that there is no skills gap
- **Data Collection Method:** Employer annual satisfaction survey

Measure: Enhanced linkages with workforce and economic development partners and initiatives and participation in various policy and advocacy committees related to workforce and economic development. Demonstrate effectiveness in contributing to the community's economic development initiatives.

■**Indicator:** Economic development partners rate the WIB's contribution to economic development in the area as significant.

■**Data Collection Method:** Survey of economic development partners regarding the WIB's effectiveness in contributing to economic development initiatives

Measure: Increase the number of new jobs that pay a living wage/high wage

■**Indicator:** Economic development efforts demonstrate success in attracting living wage jobs.

■**Data Collection Method:** Track the number of new jobs created over the period and the annual wages (including benefits).

Measure: Increase recognition of the WDC's leadership role around workforce issues

■**Indicator:** The WDC is recognized for providing leadership around workforce issues

■**Data Collection Method:** Survey of various community groups