

## CAREER CENTERS

### **BROADWAY**

915 Broadway  
Sacramento, CA 95818  
(916) 324-6202

### **CITRUS HEIGHTS**

7011 Sylvan Rd, Suite A  
Citrus Heights, CA 95610  
(916) 676-2540

### **FRANKLIN**

7000 Franklin Blvd., Suite 540  
Sacramento, CA 95823  
(916) 262-3200

### **GALT**

1000 C Street, Suite 100  
Galt, CA 95632  
(209) 744-7702

### **GREATER SACRAMENTO URBAN LEAGUE**

3725 Marysville Blvd.  
Sacramento, CA 95838  
(916) 286-8600

### **HILLSDALE**

5655 Hillsdale Blvd., Suite 8  
Sacramento, CA 95842  
(916) 263-4100

### **LA FAMILIA**

5523 34th Street  
Sacramento, CA 95820  
(916) 452-3601

### **LEMON HILL**

5451 Lemon Hill Avenue  
Sacramento, CA 95824  
(916) 433-2620

### **MARK SANDERS**

2901 50th Street  
Sacramento, CA 95817  
(916) 227-1395

### **MATHER**

10638 Schirra Avenue  
Mather, CA 95655  
(916) 228-3127

### **RANCHO CORDOVA**

10381 Old Placerville Rd.,  
Suite 150  
Sacramento, CA 95827  
(916) 255-3255

### **SOUTH COUNTY**

8401 - A Gerber Road  
Sacramento, CA 95828  
(916) 525-4717

## Administrative Offices & Employer Services

925 Del Paso Blvd.  
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Website: <http://www.seta.net>



## **SACRAMENTO WORKS, INC. PLANNING/OVERSIGHT COMMITTEE**

**Date:** Tuesday, April 7, 2009

**Time:** 8:30 a.m.

**Location:** SETA Board Room  
925 Del Paso Blvd., Suite 100  
Sacramento, CA 95815

### **AGENDA**

1. Call to Order/Roll Call
2. **Action Item:** Approval of Minutes of the February 18, 2009 Meeting
3. **Action Item:** Review of Sacramento Works Goals 1 and 4 and strategies associated with these goals (see attached)
4. **Discussion/Action:** Response to LEED Position Paper on Role of Career Technical Education
5. **Process Discussion:** Recovery Act RFP evaluation process
6. Input from the public
7. Adjournment

**Committee Members:** Lynn Conner (Chair), Mike Dourgarian, Pat Godwin and Matt Kelly, Kathy Kossick, Jim Lambert, Frank Louie, James Pardun.

**DISTRIBUTION DATE: Wednesday, April 1, 2009**

**Sacramento Works, Inc.**  
**Planning/Oversight Committee**  
Minutes/Synopsis

SETA Board Room  
925 Del Paso Blvd., Suite 100  
Sacramento, CA 95815

Wednesday, February 18, 2009  
8:30 a.m.

1. **Call to Order/Roll Call:** Mr. Dourgarian called the meeting to order at 8:34 a.m.

**Members Present:** Lynn Conner, Mike Dourgarian, Pat Godwin, Matt Kelly, Jim Lambert, James Pardun.

**Members Absent:** Frank Louie, Kathy Kossick

**Others Present:** Robin Purdy, Christine Welsch

2. **Action Item:** Approval of Minutes of the January 21, 2009 Meeting

Moved/Pardun, second/Lambert, to approve the minutes.

Voice Vote: Unanimous approval.

3. **Discussion/Action Item:** LEED Position Paper on Role of Career Technical Education (CTE) in a Global Innovation Economy

Mr. Pat Godwin was introduced. Mr. Godwin is the primary author of the CTE paper. Mr. Kelly welcomed Mr. Godwin and stated that we could not have a better education representative on the board.

Mr. Godwin stated that the paper originally was a simple one page that CTE and academics do not need to be mutually exclusive. Through many committee meetings, the paper expanded. The paper tends to answer to too many masters. This is a call to action for school superintendents. There is a lot of accountability that makes some difference but not all the difference. He suggests revamping the counseling system so kids are not all told that they have to go to college. The critical element was overcoming 30 years of bias. CTE can be a scaffolding for higher academics including math and science.

There is a big drop out problem. We are not adapting classes to kids. This paper attempted to strike a balance between career technical education and going on to higher education.

Mr. Pardun asked that Mr. Godwin get input from people that have been working, raised families, bought houses, etc., and worked blue collar and ask them what they thought of the school system.

Mr. Lambert stated that while this paper advocates hands on-training, he would like to see more emphasis on blue collar jobs and training. Mr. Godwin replied that every course they offer has to support the core skills (solve problems, read

write, etc.); all CTE does this. Everyone should be able to solve math problems. Mr. Godwin stated that it is important to make sure the kids at both ends do not get 'shoehorned' into a certain track.

Ms. Conner expressed her appreciation for Mr. Godwin being present. When she read the paper what came out was putting English and math into the trade programs in a way that forced kids into college bound paths. What she is now hearing is that the people creating the programs are being charged with making sure the material kids need to know is already built into the training.

There was a discussion regarding the need for carpenters/welders/mechanics to know physics. Mr. Godwin stated that he would like to have a mechanic not only know how to use the correct brake pad, but know the physics behind braking, motion, etc.

Mr. Dourgarian feels that the school system is failing to engage large numbers of kids. There are kids that go through the schools and have no idea of what they will do with their lives. The system does not raise the bar high enough. The systems have not changed to recognize that they have control over the outcomes for kids. Mr. Godwin agrees that it has been difficult to adapt. There is also a societal investment in ensuring that kids are educated properly.

There was discussion of what action the Committee wanted to take. Ultimately Mr. Godwin and the LEED board would like an endorsement from the Sacramento Works board. One option would be to make a recommendation here to be forwarded to the Sacramento Works board.

Mr. Pardun stated that with all ambiguities the paper has, it will not do a lot of good for the whole WIB board. There will be too many questions. He suggested that the paper should be revised. Ms. Purdy stated that if the Committee wants to move forward, she and staff could synthesize the conversations and find areas that need work, areas that are in agreement. She believes there are points regarding counselors/teachers to make CTE relevant.

Mr. Pardun does not support the paper as it stands as it is too ambiguous and there are too many areas that need clarification. He would like to see the revised paper and send it on to the Sacramento Works board with comments.

Mr. Dourgarian stated that Mr. Godwin had hoped to get an affirmation from this committee; right now there is not enough support from this committee to give that recommendation to the board. Ms. Conner suggested showing the areas that we agree on and areas where there are issues. There are definitely significant areas of the paper that we do agree with but definitely areas where we do not agree. In addition, just because this committee has issues with the paper does not mean that the board would not have issues.

It was suggested bring this to the full board as a discussion, not action, item.

Mr. Lambert supports the concept but takes exception to certain portions of the paper. Mr. Kelly stated that it is important to recognize the work that has been done.

Moved/Conner, second/Kelly, to direct staff to encapsulate the Planning/Oversight Committee's thoughts on the paper and return the modified paper back to the committee for review. After approval by the Planning/Oversight Committee in March, it will be sent for action before the full board.

Voice Vote: Motion passed with one abstention (Lambert)

4. **Information Item:** March 3 Board Retreat Update

Ms. Purdy reported that the retreat facilitator will be Larry Bianeti, a professor at CSUS in Business Administration Department. He is donating his time to do this. He has given us an agenda that he would like us to follow. He was told that we want to get a greater commitment from the board; engage them on our goals and strategies. He says he can do this in a one-day session. Dr. Bianeti will be bringing four graduate students to work with the board and assist in the action planning as well as sector initiatives, clean energy, health care and stimulus funding.

Ms. Conner asked what if the goals do not fall completely between committee lines? What happens then? Ms. Purdy stated that the Executive Committee will review the current structure of board committees to make sure one committee is not overburdened. At the end of the retreat it is expected that goals will be assigned to each committee.

5. Input from the public: No comments.

6. Adjournment: Meeting adjourned at 10:03 a.m.

## **Sacramento Works, Inc. Strategic Planning Session**

### 1.0 **Vision Statement:**

*Building a dynamic workforce for the Sacramento Region*

### 2.0 **Mission Statement:**

*Sacramento Works partners with the workforce community to serve regional employment needs.*

### 3.0 **Expectations** going forward in this year's plan

- More involvement by the board at a strategic level
- Measured outcomes, follow-up, and quarterly review of goals and strategies
- Focus on the mission, with attention to the goals of the stimulus
- Continue efforts to align to green jobs and clean energy technology

### 4.0 **Goals and Strategies**

#### **Goal 1 (Planning/Oversight Committee)**

**Prepare workers for high wage, high demand, critical occupational clusters that provide:**

- self-sufficiency wages
- employer paid benefits
- career advancement/career ladders

#### Strategies:

1. Update workforce intelligence and labor market information and revisit critical occupational clusters
2. Identify impact of recession on region and plan economic stimulus investments
3. Provide oversight for economic stimulus investments
4. Ensure services and activities are available for all levels of workers
5. Implement coaching strategies for identifying and marketing job seeker's transferable skills
6. Ensure training dollars target diverse population groups and people with multiple barriers to employment

#### Metrics

1. -75% of all training dollars go to critical occupational clusters (**example of metric**)
2. Develop Return on Investment policy (wages, benefits, official AID, official SSI) to measure and publicize success of recovery/stimulus investment. (**example of metric**)

#### **Goal 2 (Employer Outreach Committee)**

**Engage and Support Regional Employers**

#### Strategies:

1. Continuously improve and enhance marketing efforts to regional employers

2. Create marketing strategies to promote economic recovery opportunities
3. Develop and deliver a menu of value added services to employers
4. Survey employers to assess their employment needs and to identify levels of satisfaction with the system and the workforce
5. Integrate diversity and inclusion in outreach to employers

**Goal #3 (Youth Council)**

**Prepare youth to succeed and thrive in the regional workforce**

Strategies:

1. Enhance employability and academic retention by focusing on soft skills and leadership skills.
2. Engage academia as a partner to make education relevant to youth and provide career prep as early as possible.
3. Engage employers to
  - o Hire youth
  - o Attain and increase youth development
  - o Attain and increase cultural & diversity competencies
4. Increase awareness of high growth, high wage jobs in the regions and pathways available for these jobs.
5. Attract and prepare youth for jobs, including jobs in critical occupations.
6. Target services to youth with multiple barriers and/or disenfranchised youth to ensure their success.

Metrics:

1. Provide 1,000 youth with summer youth employment opportunities in 2009

**Goal #4 (Planning/Oversight Committee)**

**Continuously improve the One-Stop Career Center system.**

Strategies:

1. Integrate diversity and inclusion in outreach to employers and job seekers
2. Continuously improve the one-stop career system service delivery
3. Regularly assess employer needs and satisfaction
4. Regularly assess employer for job seekers
5. Provide best practice tools for one-stop centers
6. Maximize leverage of partners

Metrics:

Employer and Job Seeker Customer Satisfaction reports – quarterly  
 Quarterly activity and demographic reports  
 Quarterly reports on employment, retention and wage reports  
 Annual One-Stop Share of Cost agreement updates