



**SPECIAL MEETING OF THE  
SETA GOVERNING BOARD**

**GOVERNING BOARD**

**LARRY CARR**  
Councilmember  
City of Sacramento

**PATRICK KENNEDY**  
Board of Supervisors  
County of Sacramento

**DON NOTTOLI**  
Board of Supervisors  
County of Sacramento

**JAY SCHENIRER**  
Councilmember  
City of Sacramento

**SOPHIA SCHERMAN**  
Public Representative

**KATHY KOSSICK**  
Executive Director

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Sacramento, CA 95815

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Website: <http://www.seta.net>

**DATE:** Wednesday, September 18, 2019

**TIME:** 10:00 a.m.

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

While the SETA Governing Board welcomes and encourages participation in the Governing Board meetings, it would be appreciated if you would limit your comments to five minutes so that everyone may be heard. Matters under jurisdiction of the SETA Governing Board and not on the posted agenda or any off-agenda matters may be addressed by the general public following completion of the regular agenda. The SETA Governing Board limits testimony on matters not on the agenda to five minutes per person and not more than fifteen minutes for a particular subject. Meeting facilities are accessible to persons with disabilities. Requests for Assisted Listening Devices or other considerations should be made through the Clerk's office at (916) 263-3827. This document and other Board meeting information may be accessed through the Internet by accessing the SETA home page: <http://www.seta.net/board-operations/board-agendas/>

**REVISED  
A G E N D A**

**PAGE NUMBER**

**I. Call to Order/Roll Call/Pledge of Allegiance**

- **Recognition of long-term employees** (both 20 years):
- **LaRee LaRose**, Workforce Development Professional III
  - **Shondell Williams**, Family Services Worker III

**II. Consent Items**

- |    |   |       |
|----|---|-------|
| A. | Approval of Minutes of the August 1, 2019 Regular Board Meeting                                       | 1-7   |
| B. | Approval of Claims and Warrants   | 8     |
| C. | Approval of Designation of Public Official to Serve on the Community Action Board (Julie Davis-Jaffe) | 9     |
| D. | Approval of Amended SETA Travel Policies and Procedures (D'et Saurbourne)                             | 10-19 |

E.	Approval of Retiree Medical Subsidy for Calendar Year 2020 (D'et Saurbourne)	20-21
F.	<b><i>Approval to Extend the Agreement with Community Link Capital Region for the 2-1-1 Sacramento Human Services Database</i></b>	
III.	<b><u>Action Items</u></b>	
A.	<b>GENERAL ADMINISTRATION/SETA</b>	
1.	<b><u>TIMED ITEM: 10:00 A.M. AND PUBLIC HEARING:</u></b> Approval of Revisions to the Job Specifications for Workforce Development Professional II & III and Workforce Development Analyst (Allison Noren)	22-35
B.	<b>WORKFORCE DEVELOPMENT DEPARTMENT</b> <u>One Stop Services:</u> None. <u>Community Services Block Grant:</u> None.  <u>Refugee Services</u>	
1.	Approval of Funding Extension Recommendations for Refugee Support Services (RSS) and RSS Set-Aside Programs, Program Year (PY) 2019-20 (Michelle O'Camb)	36-44
C.	<b>CHILDREN AND FAMILY SERVICES</b>	
1.	Approval to Submit a Request to Carry Over Program Year 2018-2019 Head Start Funds (Denise Lee)	45-46
2.	<b><i>Approval to Submit an Application for Relinquished Funds for Fiscal 2019-20 to the California Department of Education</i></b>	
IV.	<b><u>Information Items</u></b>	
A.	Sacramento <u>Bee</u> Article on SETA Success Story	47-48
B.	The Future of Work: Valley Vision Article (Roy Kim)	49-55
C.	Fiscal Monitoring Reports (D'et Saurbourne) <ul style="list-style-type: none"> <li>• Asian Resources, Inc.</li> <li>• Bach Viet Association, Inc.</li> <li>• Goodwill Industries, Inc.</li> <li>• Wind Youth Services</li> <li>• World Relief Corporation - Sacramento</li> </ul>	56-67

D.	Employer Success Stories and Activity Report (William Walker)	68-69
E.	Dislocated Worker Update (William Walker)	70-71
F.	Unemployment Update/Press Release from the Employment Development Department (Roy Kim)	72-77
G.	Head Start Reports (Denise Lee)	78-93
<b>V.</b>	<b><u>Reports to the Board</u></b>	94
A.	Chair	
B.	Executive Director	
C.	Deputy Directors	
D.	Counsel	
E.	Members of the Board	
F.	Public	

**VI. Adjournment**

**DISTRIBUTION DATE: TUESDAY, SEPTEMBER 10, 2019**

**REVISED AGENDA DISTRIBUTION DATE: FRIDAY, SEPTEMBER 13, 2019**

**SECOND REVISION DISTRIBUTION DATE: FRIDAY, SEPTEMBER 13, 2019, 12:20 P.M.**

## ITEM II-F - CONSENT

### APPROVAL TO EXTEND THE AGREEMENT WITH COMMUNITY LINK CAPITAL REGION FOR THE 2-1-1 SACRAMENTO HUMAN SERVICES DATABASE

#### BACKGROUND:

SETA partners with the County of Sacramento Departments of Human Assistance and Health and Human Services to fund the 2-1-1 Sacramento Human Services Database, the central resources database administered by the Community Link Capital Region. Each department or agency pays a portion of the Community Link cost for the database through a master contract held by the County of Sacramento. SETA has shared the cost of maintaining the database with the County for over 20 years.

The 2-1-1 Sacramento Human Services Database is an important information resource for Sacramento County service providers and residents. Community Link maintains a searchable, comprehensive, human services database of more than 2,400 non-profit and public health and human services organizations. It is the information resource used extensively by SETA for developing the required plans for the Community Service assessment data for grant applications. The information also helps to:

- Connect residents with community resources
- Highlight gaps in services
- Plan emergency services
- Assist with outreach efforts
- Develop neighborhood profiles

Under the master agreement, the amount of \$150,601.00 is shared among the three benefiting agencies or departments at an allocation of 25% from SETA, 25% from the County Department of Health and Human Services, and 50% from the County Department of Human Assistance. SETA's share would be \$37,650 for fiscal year 2019-2020.

Approval is requested to provide Community Link \$37,650, through the County of Sacramento Master Contract, as SETA's share of the cost of maintaining the 2-1-1 Sacramento Human Services Database for the 2019-2020 fiscal year.

#### RECOMMENDATION:

Approve \$37,650 for Community Link to update and maintain the 2-1-1 Sacramento Human Services Database for fiscal year 2019-2020. The funding will be administered through the County of Sacramento Master Agreement.

PRESENTER: Julie Davis-Jaffe

ITEM III-A – 1 - ACTION

**TIMED ITEM 10:00 A.M. AND PUBLIC HEARING: APPROVAL OF REVISIONS TO THE JOB SPECIFICATIONS FOR WORKFORCE DEVELOPMENT PROFESSIONAL II & III AND WORKFORCE DEVELOPMENT ANALYST**

**BACKGROUND:**

The Agency is in the process of reviewing all job specifications to ensure that all positions accurately reflect the work assigned; that current methodologies are in compliance with current federal and state regulations; and that the updates enable the Agency to hire the best candidates.

The Workforce Development Professional II & III and Workforce Development Analyst job classifications have current minimum requirements of advanced educational training *and* work experience. The Agency has had challenges finding qualified candidates, including internal staff, that have both advanced education and work experience. As a result, SETA has changed the requirement to advanced education *or* work experience.

The Agency updated the job specifications with input and approval from management and the Union. Attached are red-lined versions and clean versions of the job specifications.

**RECOMMENDATION:**

Open a Public Hearing, receive input, close the public hearing and approve the revised job specifications for Workforce Development Professional II & III and Workforce Development Analyst.

**PRESENTER:** Allison Noren

## **WORKFORCE DEVELOPMENT PROFESSIONAL II & III**

### **ORGANIZATIONAL RESPONSIBILITY**

A Workforce Development Professional is responsible to the Deputy Director, Workforce Development Department, Workforce Development Manager or designee. Range II is the Specialist level and Range III is the advanced or Coordinator level.

### **DEFINITION**

Under general direction, provides services or coordinates the provision of services to individual customers, families, business entities, communities, and neighborhoods, in carrying out the service mandate of the Sacramento Employment and Training Agency with regard to workforce development.

### **DISTINGUISHING CHARACTERISTICS**

Direct Services is the interaction between the Sacramento Employment and Training Agency (SETA) and current and potential Agency customers to further the Agency's mission.

This is a deep class in which incumbents may be assigned to any of the two ranges to perform Direct Services work, provided that they have been determined to possess the required level of competence.

### **EXAMPLES OF ESSENTIAL DUTIES**

The following duties are standard for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

#### **All Levels:**

1. Effectively use computer software, general applications and software specifically to perform Workforce Development work;
2. Provide information and referral services, link customers with employment, training and educational opportunities, and assist them in meeting eligibility criteria;
3. Recruit eligible customers for program participation;
4. Assist customers in completing applications for financial assistance, scholarships, employment and program eligibility;
5. Assist customers with determining and accessing appropriate services;
6. Provide assistance to special populations: customers experiencing barriers to employment including limited English speakers, single parents, CalWORKs recipients, emancipating youth, older workers, ex-offenders, individuals with disabilities, unemployed and underemployed;
7. Provide advocacy on behalf of the customer to ensure the customer achieves self-sufficiency;
8. Review customer applications/resumes to match qualifications with employer specifications;
9. Refer selected applicants to interviews with prospective employers according to employer policies and procedures;
10. Keep records of employers who have hired referred applicants, and/or applicants not immediately selected;
11. Maintain updated knowledge of SETA program requirements;
12. Facilitate group meetings and conduct workshops of SETA customers;
13. Write reports and make oral presentations;
14. Effectively maintain appropriate records and files.
15. Assist higher level staff;
16. Assist customers in utilizing resume' preparation software;
17. Assist customers in searching for employment opportunities utilizing internet job search tools and automated job match systems;

18. Have a basic knowledge of SETA programs, policies and procedures;
19. Assist with assessment and evaluation of clients;
20. Assist customers in collecting necessary eligibility documents.

### **EXAMPLES OF ESSENTIAL DUTIES (Continued)**

#### **In addition to the above:**

##### *Workforce Development Specialist (Range II)*

1. Administer and review the results of vocational and employment-related tests designed to identify skills, aptitudes, and interests of eligible participants;
2. Determine eligibility for program services, prepare and maintain customer files, prepare and submit management information system documents and other reports and correspondence as required;
3. Assess customer's employment goals and evaluate them in relation to the customer's current, transferable, or potential skills and their relevance to local labor market conditions;
4. Evaluate customer's personal background, work history, employment, skills, knowledge, abilities, education and competency levels and develop a mutually agreed upon employment development plan;
5. Assess the customer's need for supportive, social and financial services;
6. Assist customers in accessing these services and identify other community resources;
7. Maintain regular contact and assist the customer throughout the program until goals are met;
8. Provide follow-up and job retention services to customers after placement in employment;
9. Conduct workshops (workshops can include presentations, job search techniques, preparation of resumes, letters and applications, life skills, labor market information, and community service topics).

#### **In addition to the above:**

##### *Workforce Development Coordinator (Range III)*

1. Ensure a high level of effective communication between partner agencies, customers and staff. Perform the duties of a liaison between SETA and partner agencies;
2. Coordinate or lead team on activities, projects and services that may include training, technical assistance and staff development;
3. Coordinate with Sacramento Works Business/Employer Services staff to locate and contact employers to generate current and future openings;
4. Coordinate critical industry training initiatives with education, labor, business, and other partners;
5. Coordinate community service programs for at-risk populations;
6. Develop networks among service providers;
7. Develop handbooks, manuals, and training curricula;
8. Possess a comprehensive understanding of SETA's programs and services;
9. Represent SETA to a variety of public and private agencies.

### **MINIMUM QUALIFICATIONS**

#### **All Levels**

##### Knowledge of:

- Career planning;
- Principles and practices of employment counseling;
- Interviewing techniques;
- Local community, social, financial and employment resources;
- Some word processing software.
- Case Management;
- Vocational guidance, job development and job placement;
- Current standardized tests used in vocational guidance;
- State and federal laws and regulations relating to employment;

- Occupational guidance and labor market informational materials;
- Demand Occupations including job duties and minimum qualifications;
- Workshop facilitation.

## **ABILITIES**

- Gather and analyze a variety of data and information;
- Assist in the development and preparation of a variety of reports;
- Communicate effectively with people from a wide variety of social, cultural, and economical backgrounds;
- Assist with developing and conducting informational workshops;
- Establish and maintain cooperative working relationships;
- Provide basic or core services to SETA customers;
- Operate audiovisual, computer, and other appropriate electronic equipment and access the Internet;
- Speak and write effectively;
- To competently use word processing software.

### **Range II – In addition to the above:**

#### **Ability to:**

- Apply principles and practices of customer service, counseling, vocational guidance and occupational placement necessary to develop employment development plans;
- Review and interpret results of vocational tests;
- Instruct customers on services available through SETA's workforce development programs;
- Learn rules and regulations related to workforce development programs,
- Use an automated case management system;
- Prepare and present oral and written presentations to groups and organizations;
- Represent SETA to businesses, community organizations, other government agencies and concerned people;
- Establish and maintain cooperative and professional working relationships with SETA staff, partners, customers and the general public.

### **Range III – In addition to the above:**

#### **Ability to:**

- Coordinate projects, teams, services and activities;
- Act as lead worker, including problem solving and critical thinking;
- Represent SETA in the coordination of services with a variety of community partners;
- Provide training and technical assistance to staff and partners.

**Training and Experience:** Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain this knowledge and ability would be:

- I. Advanced educational training in counseling preparation, business administration, education, psychology, sociology, communications, economics, marketing, public relations, or a closely related field, or some background in working with workforce development programs. This could include two (2) years for Range 2 and five (5) years for Range 3 of increasingly responsible work experience in career planning, employment counseling, employment training or topical instructional programs.



## **PHYSICAL DEMANDS/QUALIFICATIONS**

<b><i>Required Activity</i></b>	<b><i>Description</i></b>
<i>Climbing</i>	Rarely. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<i>Balancing</i>	Rarely. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<i>Stooping</i>	Rarely. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
<i>Kneeling</i>	Rarely. Bending legs at knee to come to a rest on knee or knees.
<i>Crouching</i>	Rarely. Bending the body downward and forward by bending leg and spine.
<i>Crawling</i>	Rarely. Moving about on hands and knees or hands and feet.
<i>Reaching</i>	Frequently. Extending hand(s) and arm(s) in any direction.
<i>Standing</i>	Frequently. Particularly for sustained periods of time.
<i>Walking</i>	Frequently. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<i>Pushing</i>	Rarely. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
<i>Pulling</i>	Rarely. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<i>Lifting</i>	Rarely. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<i>Fingering</i>	Frequently. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<i>Grasping</i>	Frequently. Applying pressure to an object with the fingers and palm.
<i>Feeling</i>	Frequently. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<i>Talking</i>	Frequently. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<i>Hearing</i>	Frequently. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<i>Repetitive Motion</i>	Frequently. Substantial movements (motions) of the wrists, hands, and/or fingers.

<i>Physical Requirements</i>	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<i>Visual Acuity Requirements</i>	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

**ALTERNATIVE RANGE CRITERIA**

This deep class has two alternate ranges. Range II and III incorporate the Journey and Advanced Journey levels into one class concept. Readiness to move from ranges will be assessed by the supervisor and approved by the manager as follows: Range II to Range III employee will be eligible to participate in the current SETA advancement program.

## WORKFORCE DEVELOPMENT PROFESSIONAL II & III

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<b><u>Grasping</u></b>	<u>Frequently. Applying pressure to an object with the fingers and palm.</u>
<b><u>Feeling</u></b>	<u>Frequently. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.</u>
<b><u>Talking</u></b>	<u>Frequently. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u>
<b><u>Hearing</u></b>	<u>Frequently. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u>
<b><u>Repetitive</u></b>	<u>Frequently. Substantial movements (motions) of the wrists, hands, and/or fingers.</u>

<u>Motion</u>	
<u>Physical Requirements</u>	<u>Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</u>
<u>Visual Acuity Requirements</u>	<u>The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.</u>

Essential Physical Attributes:

~~The tasks which appear under each attribute are normal for this position. These are not to be construed as exclusive or all-inclusive.~~

- ~~1. Sufficient Speech to:
 
  - Engage in conversation both in person and on the phone.~~
- ~~2. Sufficient Hearing to:
 
  - Understand conversation in person or on the phone.~~
- ~~3. Sufficient Vision to:
 
  - Operate a personal computer.~~
- ~~4. Sufficient Sensitivity of Touch to:
 
  - Operate a personal computer.~~
- ~~5. Sufficient Strength and Conditioning to:
 
  - Sit for long periods of time throughout the day;
  - Operate a personal computer throughout the day without experiencing abnormal hand wrist or eye strain;
  - Exert a small amount of effort in moving papers, binders, desk supplies and files in a sedentary or light work environment;
  - Move from one area in the workplace to another.~~

Non-essential Physical Attributes:

- ~~1. Ability to Taste.~~
- ~~1. Ability to Smell.~~

**ALTERNATIVE RANGE CRITERIA**

This deep class has ~~two~~<sup>three</sup> alternate ranges. Range II and III incorporate the Journey and Advanced Journey levels into one class concept. Readiness to move from ranges will be assessed by the supervisor and approved by the manager as follows: Range II to Range III employee will be eligible to participate in the current SETA advancement program.









- Analyze proposals and make recommendations regarding the funding of subgrants;
- Develop and conduct informational workshops;
- Present board items and project plans to SETA management, boards and committees.

**TRAINING AND EXPERIENCE**

Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

Advanced educational training in sociology, psychology, business administration, economics or other social science or some background in working with workforce development programs is highly desirable. This could include two (2) years for Range 2 and three (3) years for Range 3 of increasingly responsible work experience in planning, policy, and analytical or related work.

**PHYSICAL DEMANDS/QUALIFICATIONS**

<b><i>Required Activity</i></b>	<b><i>Description</i></b>
<i>Climbing</i>	Rarely. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<i>Balancing</i>	Rarely. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<i>Stooping</i>	Rarely. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
<i>Kneeling</i>	Rarely. Bending legs at knee to come to a rest on knee or knees.
<i>Crouching</i>	Rarely. Bending the body downward and forward by bending leg and spine.
<i>Crawling</i>	Rarely. Moving about on hands and knees or hands and feet.
<i>Reaching</i>	Frequently. Extending hand(s) and arm(s) in any direction.
<i>Standing</i>	Frequently. Particularly for sustained periods of time.
<i>Walking</i>	Frequently. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<i>Pushing</i>	Rarely. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
<i>Pulling</i>	Rarely. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<i>Lifting</i>	Rarely. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<i>Fingering</i>	Frequently. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<i>Grasping</i>	Frequently. Applying pressure to an object with the fingers and palm.
<i>Feeling</i>	Frequently. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

<i>Talking</i>	Frequently. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<i>Hearing</i>	Frequently. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<i>Repetitive Motion</i>	Frequently. Substantial movements (motions) of the wrists, hands, and/or fingers.
<i>Physical Requirements</i>	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<i>Visual Acuity Requirements</i>	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

**ALTERNATE RANGE CRITERIA**

This deep class has three alternate ranges. Ranges 1, 2, and 3, incorporate the Entry, Specialist, and Advanced Journey levels into one class concept.

Readiness to move from ranges will be assessed by the supervisor and approved by the Agency as follows: Range 2 to Range 3 - employees will be eligible to participate in the current SETA advancement program.

## WORKFORCE DEVELOPMENT ANALYST

### ORGANIZATIONAL RESPONSIBILITY

A Workforce Development Analyst is responsible to the Deputy Director, Workforce Development Department, Workforce Development Manager or designee. Range 1 is the Assistant level, Range 2 is the journey level traditionally called Specialist and Range 3 is the advanced or Coordinator level.

### DEFINITION

Under general direction, the Workforce Development Analyst class gathers and analyzes data for the development of planning documents, proposal requests, contract development, and program monitoring; assists with development and implementation of funding for community organizations which provide job training, community services, and skill development programs; provides technical assistance to program providers; monitors and evaluates job training programs; and does related work as required.

~~This is a deep class in which incumbents may be assigned to any of the three ranges to perform planning, policy and analytical work, provided that they have been determined to possess the required level of competence as determined in accordance with the Workforce Development Analyst, Alternative Range Criteria, which is attached to and made part of this Specification.~~

### DISTINGUISHING CHARACTERISTICS

This is a deep class in which incumbents may be assigned to any of the three ranges to perform planning, policy and analytical work, provided that they have been determined to possess the required level of competence as determined in accordance with the Alternative Range Criteria, which is attached to and made part of this Specification.

### EXAMPLES OF ESSENTIAL DUTIES

The following duties are ~~normal standard~~ for these positions. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

#### All Levels:

1. Effectively use computer software, general applications and software specifically to perform work;
2. Prepare policies and procedures, program directives, and develop project management matrixes and tools;
3. Assess information submitted by subgrantees, partners, and applicant agencies;
4. Contact grant recipients and provide information on administrative and operating requirements;
5. Visit program sites to gather information for monitoring and evaluation functions;
6. Discuss and resolve problems with program operators;
7. Prepare a variety of reports regarding planning processes, proposal development, contract development and program evaluation;
8. Attend meetings concerned with SETA operations and requirements;
9. Collect and analyze demographic data for the development of planning documents, proposals, contracts, and program evaluation;

10. Assess and prioritize needs according to plans and guidelines.

**In addition to the above:**

Workforce Development Analyst (Range 1)

1. Assist with the collection and analysis of demographic data for the development of planning documents, contract development, and monitoring the effectiveness of job training programs;
2. Assist with assessing and prioritizing needs according to annual plans and guidelines;
3. Assist with setting goals and developing procedures for evaluating program funding requests;
4. Assist with providing technical assistance to potential program providers;
5. Assist with developing proposal requests in facilitating funding procedures;
6. Assist with conducting workshops for providers;
7. Assist with background support for contract negotiations;
8. Provide basic administrative support;
9. May assist in evaluating sub-grantee performance;
10. May ensure that contracts and necessary documentation are submitted, prepared, processed and executed within time limitations.

**In addition to the above:**

Workforce Development Analyst (Range 2)

1. Provide technical assistance to potential program providers;
2. Provide information on contracting procedures and funding requirements.
3. Conduct workshops for providers;
4. Contact grant recipients and provide information on administrative requirements and operating regulations;
5. Input, access and analyze data using a computer;
6. May assist in developing and recommending improvement for programs based on data collected, performance metrics, and enhancements to productivity;
7. May provide research support to stay current on state rules, regulations, laws and policies;
8. Conduct research and drafts language for a variety of written documents including training manuals, proposals, Request for Proposals, plans and plan modifications, board items, and contract documents.

**In addition to the above:**

Workforce Development Analyst (Range 3)

1. Recommend program goals and procedures for evaluating funding requests;
2. Make recommendations on program and proposal acceptance;
3. Provide a wide variety of technical assistance to potential and existing program providers, including information on contracting procedures, reporting, and funding requirements;
4. Develop and conduct workshops and presentations for Boards, committees, partners, providers and community members;
5. Conduct contract negotiations with subgrantees and make recommendations on contract language;
6. Complete the final versions of awarded contracts;
7. Assist in the training and mentoring of assigned staff;
8. Establish and maintain good working relationships with a variety of groups and organizations;

9. Conduct research and prepares a variety of written documents including training manuals, proposals, Request for Proposals, plans and plan modifications, board items, and contract documents;
10. Participate and/or lead the overall planning, organizing, directing, controlling and delivery of all projects prioritized in alignment with the expectation and business needs;
11. May assist in the planning and scheduling of work.

## **MINIMUM QUALIFICATIONS**

### **All Level Ranges:**

#### Knowledge of:

- Basic knowledge of workforce development programs, functions, and procedures;
- SETA funded workforce development programs, functions, and procedures;
- Program planning, evaluation and monitoring;
- Job training needs and requirements of the low-income community;
- Local community, social, financial and employment resources.
- Procurement and evaluation of programs and services, such as workforce development, community or human services;
- Planning and project management;
- Rules and regulations affecting the funding, administration and operation of grants;
- Community organizations, educational institutions, training providers, and government programs assisting low-income and unemployed individuals.

### **In Addition to the above:**

#### Workforce Development Analyst (Ranges 2 & 3)

#### Knowledge of:

- ~~SETA funded workforce development programs, functions, and procedures;~~
- ~~Procurement and evaluation of workforce development and community services programs;~~
- ~~Planning and project management;~~
- ~~Rules and regulations affecting the funding and operation of employment and training grants;~~
- ~~Community organizations, educational institutions, training providers, and government programs assisting low-income and unemployed individuals.~~

## **ABILITIES**

#### Workforce Development Analyst (Range 1)

#### Ability to:

- Assist with the development of proposal requirements for workforce development grants;
- Assist with analyzing and making recommendations regarding the funding of subgrants;
- Gather and analyze a variety of data and information and draft written summaries, recommendations, and policy documents;
- Assist with developing and preparing a variety of reports;
- Assist with developing and conducting informational workshops;
- Effectively represent SETA's workforce development functions;
- Establish and maintain cooperative working relationships.

### **In addition to the above:**

#### Workforce Development Analyst (Range 2)

Ability to:

- Assist with SETA long range planning efforts;
- ~~Assist with the development of proposal requirements for workforce development grants;~~
- Assist with contract development, program monitoring, and program evaluation functions;
- ~~Assist with analyzing and making recommendations regarding the funding of subgrants;~~
- ~~Gather and analyze a variety of data and information and write board items, policy recommendations, project plans and proposals;~~
- Develop and prepare a variety of reports.;
- ~~Assist with developing and conducting informational workshops;~~
- ~~Effectively represent SETA's workforce development functions.~~
- ~~Establish and maintain cooperative working relationships.~~

**In addition to the above:**

Workforce Development Analyst (Range 3)

Ability to:

- Assist with the mentoring and training of assigned personnel;
- Coordinate SETA's long range planning efforts with partners, community organizations, education and training providers and local government;
- Coordinate procurement processes;
- Develop proposal requirements for workforce development grants and contracts;
- Analyze proposals and make recommendations regarding the funding of subgrants;
- ~~Gather and analyze a variety of data and information and write policy recommendations, project plans and proposals;~~
- ~~Develop and prepare a variety of reports;~~
- Develop and conduct informational workshops;
- Present board items and project plans to SETA management, and boards and committees.;
- ~~Effectively represent SETA'S workforce development functions.~~

**TRAINING AND EXPERIENCE**

Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

Advanced educational training in sociology, psychology, business administration, economics or other social science ~~or~~ some background in working with workforce development programs is highly desirable. This ~~would include at least two (2) years for Range 2 comparable to that of a Workforce Development Analyst 1, and three (3) years for Range 3 comparable to that of a Workforce Development Analyst 2 with the Sacramento Employment and Training Agency of~~ increasingly responsible work experience in planning, policy, and analytical or related work.

**PHYSICAL DEMANDS/QUALIFICATIONS**

<u>Required Activity</u>	<u>Description</u>
<u>Climbing</u>	<u>Rarely. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.</u>



<u>Balancing</u>	<u>Rarely. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.</u>
<u>Stooping</u>	<u>Rarely. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.</u>
<u>Kneeling</u>	<u>Rarely. Bending legs at knee to come to a rest on knee or knees.</u>
<u>Crouching</u>	<u>Rarely. Bending the body downward and forward by bending leg and spine.</u>
<u>Crawling</u>	<u>Rarely. Moving about on hands and knees or hands and feet.</u>
<u>Reaching</u>	<u>Frequently. Extending hand(s) and arm(s) in any direction.</u>
<u>Standing</u>	<u>Frequently. Particularly for sustained periods of time.</u>
<u>Walking</u>	<u>Frequently. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.</u>
<u>Pushing</u>	<u>Rarely. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</u>
<u>Pulling</u>	<u>Rarely. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.</u>
<u>Lifting</u>	<u>Rarely. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.</u>
<u>Fingering</u>	<u>Frequently. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.</u>
<u>Grasping</u>	<u>Frequently. Applying pressure to an object with the fingers and palm.</u>
<u>Feeling</u>	<u>Frequently. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.</u>
<u>Talking</u>	<u>Frequently. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u>
<u>Hearing</u>	<u>Frequently. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u>
<u>Repetitive Motion</u>	<u>Frequently. Substantial movements (motions) of the wrists, hands, and/or fingers.</u>
<u>Physical Requirements</u>	<u>Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</u>
<u>Visual Acuity Requirements</u>	<u>The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.</u>

Essential Physical Attributes:

~~The tasks which appear under each attribute are normal for this position. These are not to be construed as exclusive or all-inclusive.~~

1. ~~Sufficient Speech to:~~
  - ~~Engage in conversation both in person and on the phone.~~
2. ~~Sufficient Hearing to:~~
  - ~~Understand conversation in person or on the phone.~~
3. ~~Sufficient Vision to:~~
  - ~~Operate a personal computer.~~
4. ~~Sufficient Sensitivity of Touch to:~~
  - ~~Operate a personal computer.~~
5. ~~Sufficient Strength and Conditioning to:~~
  - ~~Sit for long periods of time throughout the day;~~
  - ~~Operate a personal computer throughout the day without experiencing abnormal hand wrist or eye strain;~~
  - ~~Exert a small amount of effort in moving papers, binders, desk supplies and files in a sedentary or light work environment;~~
  - ~~Move from one area in the workplace to another.~~

### Non-essential Physical Attributes:

- ~~1. Ability to Taste.~~
- ~~2. Ability to Smell.~~

### **ALTERNATE RANGE CRITERIA**

This deep class has three alternate ranges. Ranges 1, 2, and 3, incorporate the Entry, Journey Specialist, and Advanced Journey levels into one class concept.

#### **Range 1:**

This range is equivalent to the existing classification ~~Employment and Training Analyst I.~~

#### **Range 2:**

This range is equivalent to the classification ~~Employment and Training Analyst II.~~

#### **Range 3:**

This range constitutes the level now occupied by ~~Employment and Training Analyst III.~~

Readiness to move from ranges will be assessed by the supervisor and approved by the ~~manager~~ Agency as follows: ~~Range 1 to Range 2 employee will be eligible to request an assessment after one (1) year. Range 1 to Range 2 Assessment will include an on-line CSUS Career Skills Assessment and demonstration of competency in the Range 1 Performance Measures. Range 2 to Range 3 employee will be eligible to request an assessment after two (2) years. Range 2 to Range 3 - employees will be eligible to participate in the current SETA advancement program. Assessment will include an on-line CSUS Career Skills Assessment and demonstration of competency in the Range 2 Performance Measures.~~

#### **Range 1 to Range 2 / Readiness Factors:**

##### ~~Range 2- Personal Factors~~

- ~~• Demonstrates competence in work maturity skills, including punctuality and attendance, problem solving and critical thinking skills, adaptability, self-starter who takes initiative, willing to assist co-workers and customers, and works as part of the team;~~
- ~~• Demonstrates customer service skills and focuses on needs of customer;~~
- ~~• Demonstrates knowledge of resources and services offered through SETA's workforce development programs;~~
- ~~• Demonstrates knowledge of community resources available to customers;~~
- ~~• Demonstrates knowledge of computers and other appropriate electronic equipment and uses software and databases relevant to the job;~~
- ~~• Demonstrates competence in creating written planning, procurement, contracting and/or monitoring documents;~~
- ~~• Demonstrated competence in conducting research and analyzing data;~~
- ~~• Demonstrates competence in writing reports.~~

##### ~~Range 2 - Performance Measures~~

- ~~• Provide assistance, back-up, and support to other staff;~~
- ~~• Understands SETA operations;~~
- ~~• Successfully completes customer service training (on-line or in person);~~
- ~~• Competent in using software programs and internet websites that are necessary for planning, monitoring, or researching workforce development data and/or programs;~~

- ~~Competent in writing reports analyzing data;~~
- ~~Consistently completes assigned tasks;~~
- ~~Maintains accurate and up to date files and records;~~
- ~~Demonstrated competence and accuracy in eligibility and MIS paperwork;~~
- ~~Consistently meets deadlines and updates and maintains files and tickler systems;~~
- ~~Maintains and documents regular contact with assigned programs and partners;~~
- ~~Successfully completes CSUS Career Skills Assessment for Workforce Development Analyst, Range 2.~~

### **Range 2 to Range 3 / Readiness Factors:**

#### **Range 3 – Personal Factors**

- ~~Qualified to serve as a program expert;~~
- ~~Demonstrated leadership ability;~~
- ~~Ability to work on two or more projects concurrently;~~
- ~~Ability to complete, get approvals, and submit plans and contracts;~~
- ~~Ability to write a program application or proposal or coordinate a procurement process;~~
- ~~Ability to develop a timeline for a project and meet deadlines;~~
- ~~Demonstrates appropriate facilitation and presentation skills;~~
- ~~Ability to promote positive team dynamics and solve problems;~~
- ~~Demonstrates computer literacy and knowledge of relevant data bases;~~
- ~~Ability to relate to diverse populations;~~
- ~~Knowledge of community resources in the Sacramento area;~~
- ~~Ability to develop curriculum used in workshops.~~

#### **Range 3 – Performance Measures**

- ~~Development and presentation of workshops and training sessions for staff, sub-grantees and partner agencies;~~
- ~~Consistently meets deadlines;~~
- ~~Establish and maintain positive professional relationships with SETA partners, sub-grantees, community members, board members and staff;~~
- ~~Establish a personal resource network;~~
- ~~Demonstrates ability to be the lead worker and coordinate a project, program, or team;~~
- ~~Demonstrates a comprehensive understanding of SETA's programs and services;~~
- ~~Demonstrates an understanding of program performance measures;~~
- ~~Successfully completes CSUS Career Skills Assessment for Workforce Development Analyst, Range 3.~~

ITEM III-C - 2 – ACTION

APPROVAL TO SUBMIT AN APPLICATION FOR RELINQUISHED FUNDS FOR FISCAL YEAR 2019-20 TO THE CALIFORNIA DEPARTMENT OF EDUCATION

BACKGROUND:

This agenda item provides an opportunity for the Governing Board to approve submission of a funding application to the California Department of Education (CDE) with a maximum reimbursement amount not to exceed \$700,000 for fiscal year 2019-2020. These funds will provide services to 48 infants/toddlers in full day, full-year child development programs.

On September 10, 2019, the California Department of Education/Early Learning and Care Division (ELCD) released a funding announcement for assigning relinquished funds to contractors who are in 'good standing' with ELCD. Priority will be given to contractors serving in the 95820 ZIP code for infants/toddlers and 95632 (Galt) for preschoolers. Alternate ZIP codes are considered as a last priority. SETA is seeking funding to serve center-based child care (CCTR) for the following locations:

Center	# of Children	Priority Level
<b>CCTR</b>		
Hiram Johnson	4 Infants	First Priority (95820)
Hiram Johnson	4 Infants/Toddlers	Second Priority (95820)
Freedom Park	16 Infants/Toddlers	Fourth Priority (95660)
Hillsdale	8 Infants/Toddlers	Fourth Priority (95842)
Marina Vista	8 Infants/Toddlers	Fourth Priority (95818)
Northview	8 Infants/Toddlers	Fourth Priority (95833)
<b>TOTAL</b>	<b>48 Infants/Toddlers</b>	

Funds will be used to support personnel, fringe benefits, and operating costs including occupancy, facilities maintenance/repair, supplies and materials. Deputy Director Denise Lee will be available to answer questions.

RECOMMENDATION:

Approve the submission of the application for relinquished funds for fiscal year 2019-2020 to the California Department of Education with a maximum reimbursement amount not to exceed \$700,000.