
LOS ANGELES COUNTY'S WORKFORCE LANDSCAPE:

What is promising and can we build on it?



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Session 2 Pre-read Materials

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Our Mission: Bolstering L.A.'s Workforce Ecosystem

Los Angeles County has one of the largest workforce and education ecosystems in the nation, with 21 community colleges, 7 workforce development boards and more than 30 America's Job Centers of California, dozens of public and private universities, 5 California State Universities, 100+ adult education providers, 80 K-12 school districts, and a multitude of labor unions, private postsecondary vocation education and trade schools, non-profits, and other stakeholders. These systems are often cited for their best practices and innovations that are replicated across the country.

Despite an abundance of resources and successes, the region faces many challenges leveraging these systems to advance the economic mobility of the County's 10 million residents.

This three-part series is specifically designed to inform and engage the philanthropic community on the workforce development landscape, trends, sources and uses of funds, best practices, challenges, and successes particular to Los Angeles County. This pre-read document is being shared in advance of the second workshop to help ground and uplift our conversation. It can become a resource for your team thereafter as you consider potential engagement in this vital sector. Don't worry—no quiz!

When we consider the education system and all other partners and programs that comprise the entire Los Angeles County workforce and education ecosystem, it is no wonder that it is difficult to access and navigate services, much less adapt to the speed of economic and workforce change outside these systems.

Workforce Development and the Public Workforce System

Trends and Promising Practices

While not comprehensive, the following list of trends and “promising practices” provides a snapshot of strategies, approaches, and workforce development programs that have the potential to produce positive results for workers, businesses, and individuals preparing and looking for work.

Apprenticeships

Registered Apprenticeship Programs are an employer-driven, “earn while you learn” model that combines on-the-job training and on-the-job learning with job-related instruction in curricula tied to the attainment of industry-recognized skills standards. The on-the-job training is provided by the employer who hires the apprentice. The Workforce Innovation and Opportunity Act ([WIOA](#)) represents a tremendous opportunity to explore, expand, and emphasize the utilization of Registered Apprenticeship Programs as a work-based learning option, as well as workforce system talent development strategy. [WIOA](#) funds may be used to support placing participants in both the classroom and on-the-job training portions of the program, and/or used to provide supportive services to participants that help an individual succeed in a Registered Apprenticeship Program.

[Click here for more information.](#)

Career Pathways

[WIOA](#) defines a career pathway as a combination of rigorous and high-quality education, training and other services that: (a) aligns with the skill needs of industries in the economy of the State or region; (b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships; (c) includes counseling to support an individual in achieving education and career goals; (d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual; (f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and (g) helps an individual enter or advance within a specific occupation or occupational cluster.

[Click here for more information.](#)

Contextualized Learning and Integrated Education and Training

Under [WIOA](#), there is an emphasis placed on utilizing “integrated education and training” to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Integrated education and training is combined adult education and literacy, workforce preparation, and workforce training. The most well-known example of “contextualized” education and training is the I-Best Model. The Integrated Basic Education and Skills Training (I-BEST) is a strategy developed by the Washington State Board for Community and Technical Colleges, in conjunction with the state’s community and technical colleges, in which basic skills instructors and technical faculty jointly design and teach college-level occupational classes that admit basic skills-level students.

For more information, click [here](#) and [here](#).

Coordination and Alignment

[WIOA](#) places a strong emphasis on planning across multiple partner programs to ensure alignment in service delivery. One key goal is to develop effective partnerships across programs and community-based providers to provide individuals the employment, education, and training services they need. Effective partnering is pivotal to maximize resources and to align services with career pathways and sector strategies. Local workforce system programs and services rely on various funding sources from federal, state, and local government, as well as funding from private sources. Coordination and alignment efforts across many programs and fund sources is challenging. However, efforts to align the use of funds can result in better services and outcomes for job seekers.

For more information, click [here](#), [here](#), and [here](#).

High Road Training Partnerships

California's High Road Training Partnerships initiative started as a \$10M demonstration project designed to model partnership strategies for the state. Ranging from transportation to health care to hospitality, the High Road Training Partnerships model embodies the sector approach championed by the California Workforce Development Board: industry partnerships that deliver equity, sustainability, and job quality. The industry-based, worker-focused training partnerships build skills for California's "high road" businesses, which are firms that compete based on quality of product and service achieved through innovation and investment in human capital, and can thus generate family-supporting jobs where workers have agency and voice.

[Click here for more information.](#)

Holistic Service Delivery

A holistic approach means to provide support that considers the whole person and his/her needs. While it is increasingly acknowledged that this approach is needed for many individuals to move beyond barriers and into careers, few workforce programs offer such services. Efforts to coordinate resources from multiple programs may provide opportunities to develop holistic approaches. One workforce system example of holistic service delivery is Job Corps. There are more than 100 Job Corps centers nationwide. Job Corps serves youth and young adults ages 16 to 24 and employs a holistic career development training approach, which integrates the teaching of academic, vocational, employability skills and social competencies through a combination of classroom and work-based learning experiences to prepare youth for stable, long-term, high-paying jobs. Most centers are residential and students receiving housing, meals, medical/dental care, counseling and other services as part of the program.

[Click here for more information.](#)

Digital Access and Equity

Digital equity is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy, and economy. Emerging technologies and the changing global economy demand that people have at least basic digital skills in order to be employed, fully participate in society, and access essential resources. According to the National Digital Inclusion Alliance, in June 2021, there were 9,883,443 unemployed individuals in the United States, of which at least 3,261,536 lack foundational digital skills. These individuals may not even begin to compete for an estimated 6,925,017 or 75.2% of job openings which require such skills.

[Click here for more information.](#)

Placed-Based Strategies

Place-based approaches tailor programs to the needs and strengths of a specific community and location, and they aim to address the structural and systemic barriers preventing individuals families from achieving financial security. For example, the Promise Neighborhoods program is a competitive grant program from the U.S. Department of Education that brings communities place-based supports from cradle to career. Promise Neighborhoods communities exemplify the benefits of place-based partnerships in workforce development programming. These programs have shown that beyond employers and employees, local leaders (such as regional employers or industries, county or city executive staff, and community college representatives) play a critical role in disseminating and coordinating partnerships that prioritize the employment needs of families in communities.

[Click here for more information.](#)

Population-Specific Programs and Services

The public workforce system is built around universal access that ensures that all customers, regardless of their background or barriers, can receive services through the American Job Centers of California. However, the U.S. Department of Labor, states, and local workforce boards fund various programs that service specific populations. One such program is California Prison to Employment (P2E) initiative which seeks to strengthen linkages between the state workforce and corrections systems in order to improve the process by which the formerly incarcerated and justice-involved individuals reenter society and the labor force. Grants have been made to all workforce regions and programs are being implemented at the regional and local levels.

[Click here for more information.](#)

Population-Focused Navigators

State and local workforce systems have implemented programs that use navigators to support and assist vulnerable job seekers facing specific barriers to employment, such as English language learners and persons with disabilities. For example, the California Workforce Development Board awarded \$2.5 million to five local workforce boards to implement a workforce navigator pilot program to help English language learners and immigrant workers with career and supportive services that lead to jobs. The project focused on aligning job training, adult education and support services for individuals with limited English-language proficiency. The navigator program provided case management and referrals to support services helping immigrants and those with language barriers receive the education and skills needed.

[Click here for more information.](#)

Regional Employer Engagement

There are several initiatives at the local level working to institutionalize the regular engagement of and partnerships between talent development systems (e.g. colleges and trade schools) and employers—particularly employers from high-growth industry sectors with projected growth of middle skill jobs. It is through these productive partnerships and real-time “feedback loops” that training programs can adaptively attune their courses and curricula to the workforce needs in a way that this truly responsive, demand-driven and future-forward, while also strengthening direct pipelines into work-based learning, internships, and job opportunities. When done at the regional level, the engagements are leveraged and maximized to the benefit of many institutions and learners in a streamlined, strategic fashion.

As an example, [click here to learn more about LAEDC's work in this area.](#)

Sector Strategies

Sector strategies can help businesses from a region's highest demand industries recruit and retain skilled workers, while also helping under-skilled workers gain requisite occupational skills and obtain good jobs in these sectors. Industries that once required their entry-level workers to have only a high school diploma are increasingly requiring that their workers also have specialized occupational skills. Sector strategies are a workforce development approach that aims to help workers obtain these skills through targeted training programs and other services developed in direct response to employer demand. Research has shown that sector strategies can increase earnings and improve job quality for the under-skilled workforce. Further, businesses that have participated in sector strategies have credited the initiatives with increasing their productivity and reducing their operating costs.

[Click here for more information.](#)

Use of Stipends

Payments of stipends to individuals may increase their ability to participate in and complete training. Stipends are a tool used by some [WIOA](#) Youth programs. An Ohio workforce development board defines stipends as follows: *A stipend is a fixed regular small payment made to a [WIOA](#) Youth participant during his/her enrollment in [WIOA](#) to encourage the youth to participate in certain activities (seat/participation time payments). The stipend can be used for activities such as classroom instruction. Stipends must be paid based on actual hours of attendance.* Under California's state-funded "Breaking Barriers to employment initiative, some projects, such as the one operated by Rubicon Programs in the Bay Area, is providing adult learners participating in vocational training with stipends of \$300 each week for up to 16 weeks. The stipends cover living expenses while the participants are completing an education or vocational training program.

Training through Social Enterprises

Training through social enterprises may provide opportunities for learning and earning within uniquely supportive environments. An excellent example is work done in connection with the Los Angeles Regional Initiative for Social Enterprise (LA:RISE) to provide enhanced transitional employment services to three populations with high barriers to employment: opportunity youth, individuals with a criminal record, and individuals with unstable housing. Funded initially by a \$6 million Workforce Innovation Fund grant from the U.S. Department of Labor, LA:RISE brought together private social enterprise organizations and public workforce development system partners along with personal support providers and employer partners to deliver transitional employment services paired with [WIOA](#) Adult and Youth program services to the program's three priority populations.

[Click here for more information.](#)

Upskilling

When workers lack necessary industry training and a business experiences skill gaps, the company's ability to compete, expand, and retain workers can be compromised. [WIOA](#) provides funding for continuing education, training, and upskilling of incumbent (existing) employees through Incumbent Worker Training. This is designed to increase the vitality of a business, avert potential layoffs, and/or upskill and backfill staff. Many are advocating for increased funding and flexibility under [WIOA](#) (or, possibly, other federal initiatives) to support this strategy.

For more information, click [here](#) and [here](#).

Work-Based Learning

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. It combines skill development with training opportunities and is a key strategy for developing talent and preparing job seekers for the workforce and evolving labor market. Work-based learning programs are instrumental in quality career pathways that enable students and job seekers to secure industry-relevant skills, certifications, and credentials and advance to higher levels of education and employment.

[Click here for more information.](#)

Navigating Workforce Innovation and Opportunity Act (WIOA) Performance Measures

Adult Program Performance Measures

The table below summarizes information and resources regarding WIOA adult performance measures. Grantees can find the corresponding section of Training and Employment Guidance Letter (TEGL) 10-16 for each listed performance measure by following the hyperlinks in the left-hand column. The middle column provides a description of the performance measure and the rightmost column provides a hyperlink to an available training course, if one exists.

<u>WIOA Adult Performance Measure</u>	Explanation of Performance Measure	Supportive Resource
<u>Employment Rate – 2nd Quarter After Exit</u>	Percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.	<u>Employed 2nd Quarter After Exit Quarter Tutorial</u>
<u>Employment Rate – 4th Quarter After Exit</u>	Percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.	<u>Employed 4th Quarter After Exit Quarter Tutorial</u>
<u>Median Earnings – 2nd Quarter After Exit</u>	Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.	<u>Median Earnings Tutorial</u>
<u>Credential Attainment within 4 Quarters After Exit</u>	Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential during participation in or within one year after exit from the program.	<u>Credential Attainment Tutorial</u>
<u>Measurable Skill Gains</u>	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.	<u>Measurable Skills Gain Tutorial</u>
<u>Effectiveness in Serving Employers</u>	Retention with the same employer in the 2 nd and 4 th quarter after exit.	<i>This new performance measure does not yet have a tutorial.</i>

Youth Program Performance Measures

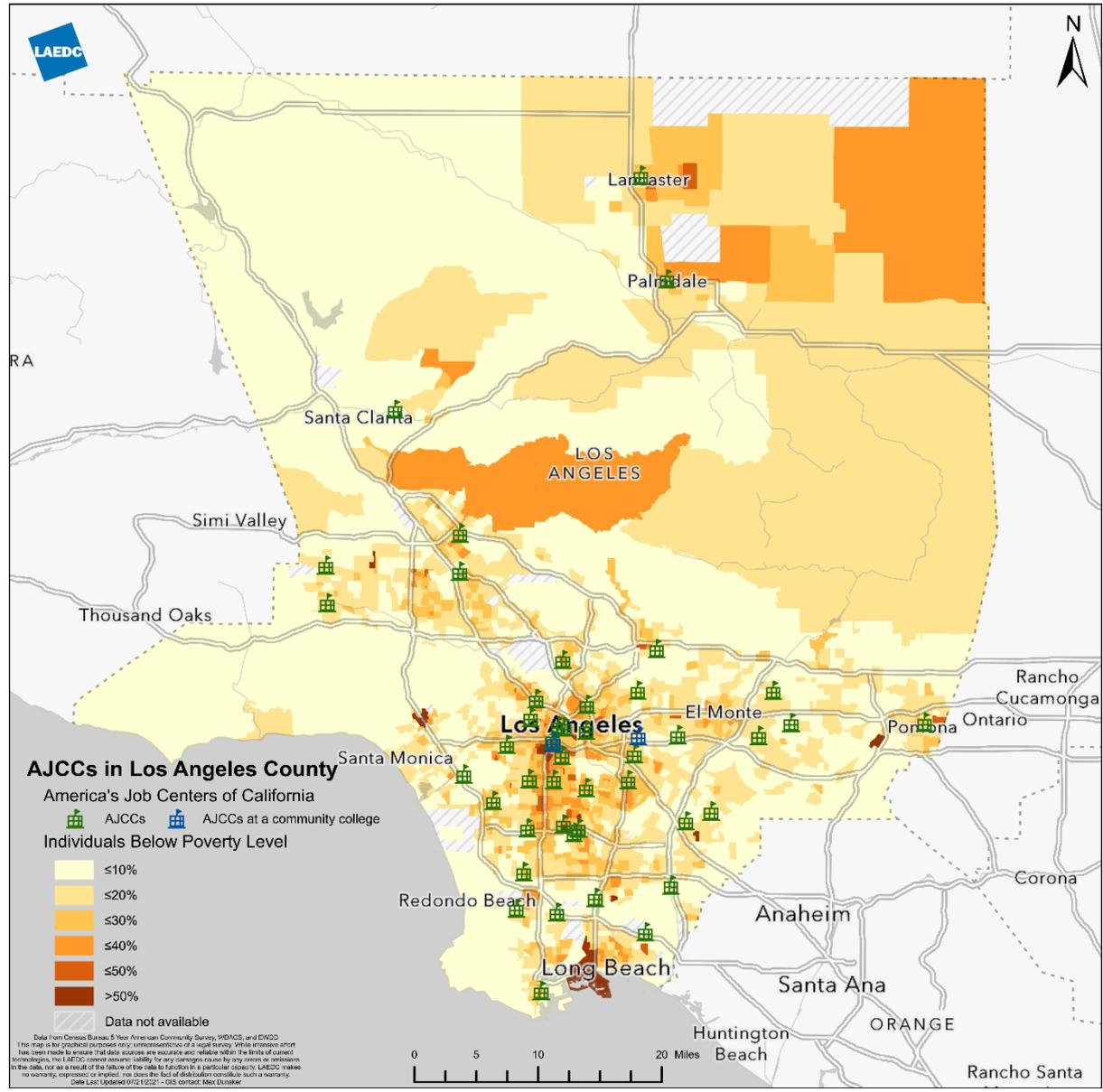
The table below summarizes information and resources regarding WIOA youth performance measures. Grantees can find the corresponding section of Training and Employment Guidance Letter (TEGL) 10-16 for each listed performance measure by following the hyperlinks in the left-hand column. The middle column provides a description of the performance measure and the rightmost column provides a hyperlink to an available training course, if one exists.

<u>WIOA Youth Performance Measure</u>	Explanation of Performance Measure	Supportive Resource
<u>Employment or in Education/ Training Rate – 2nd Quarter After Exit</u>	Percentage of Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.	<i>This performance measure does not yet have a tutorial.</i>
<u>Employment or in Education/ Training Rate – 4th Quarter After Exit</u>	Percentage of Youth program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.	<i>This performance measure does not yet have a tutorial.</i>
<u>Median Earnings – 2nd Quarter After Exit</u>	Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.	<u>Tutorial on Median Earnings</u>
<u>Credential Attainment within 4 Quarters After Exit</u>	Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential during participation in or within one year after exit from the program.	<u>Tutorial on Credential Attainment</u>
<u>Measurable Skill Gains</u>	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.	<u>Tutorial on Measurable Skills Gains</u>
<u>Effectiveness in Serving Employers</u>	Retention with the same employer in the 2 nd and 4 th quarter after exit.	<i>This new performance measure does not yet have a tutorial.</i>

Workforce Demographics, Outcomes, and Projections

Map of America's Job Centers of California (AJCCs) in LA County

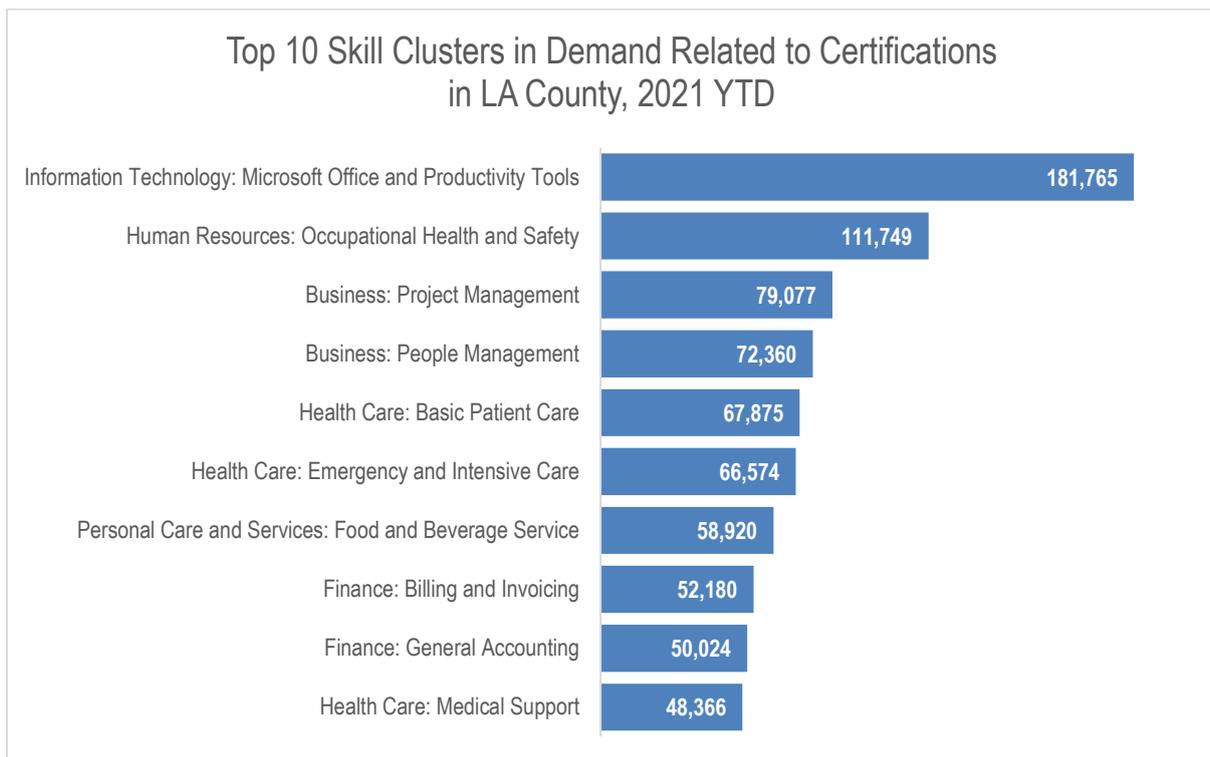
Below are the locations of AJCCs in Los Angeles County; poverty data is for individuals of all ages, from the Census Bureau's 2019 5-year American Community Survey.



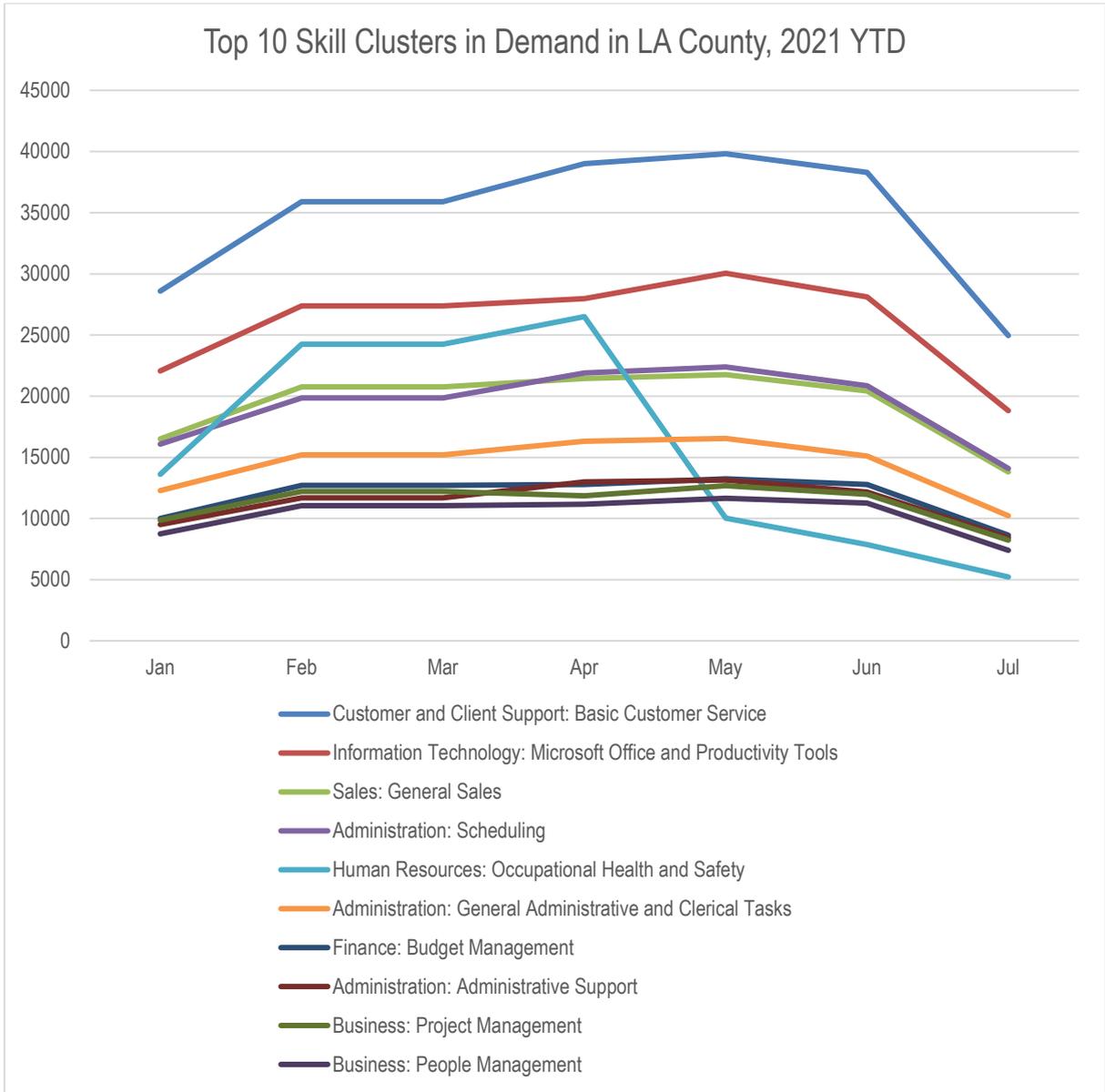
Top Skill Clusters in Demand in LA County



Source: *Burning Glass*



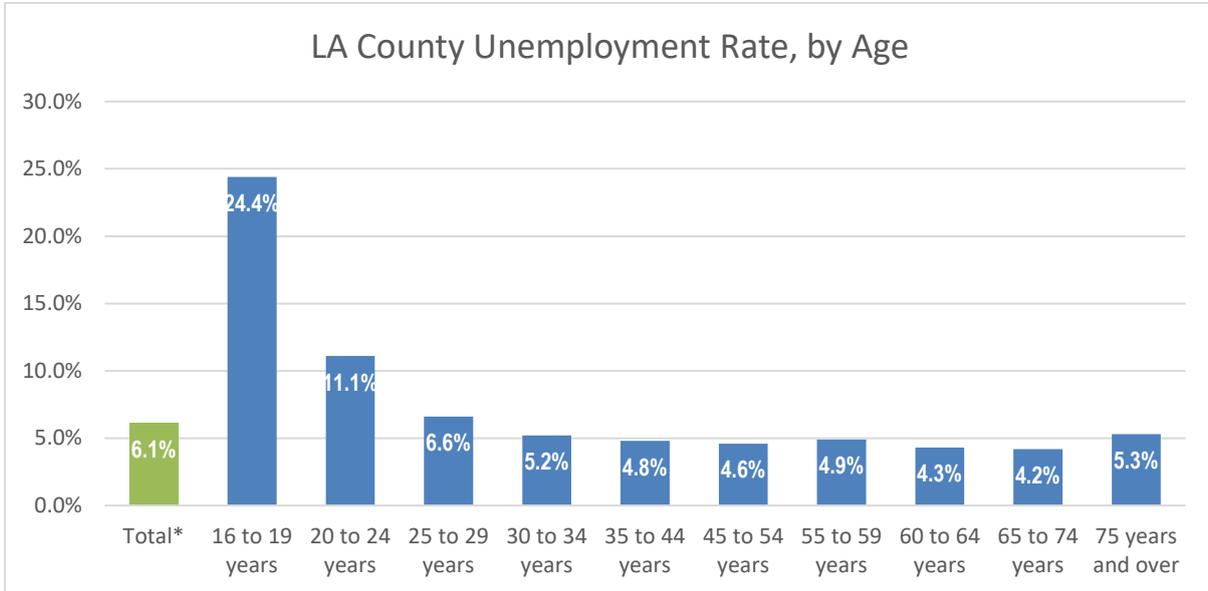
Source: *Burning Glass*



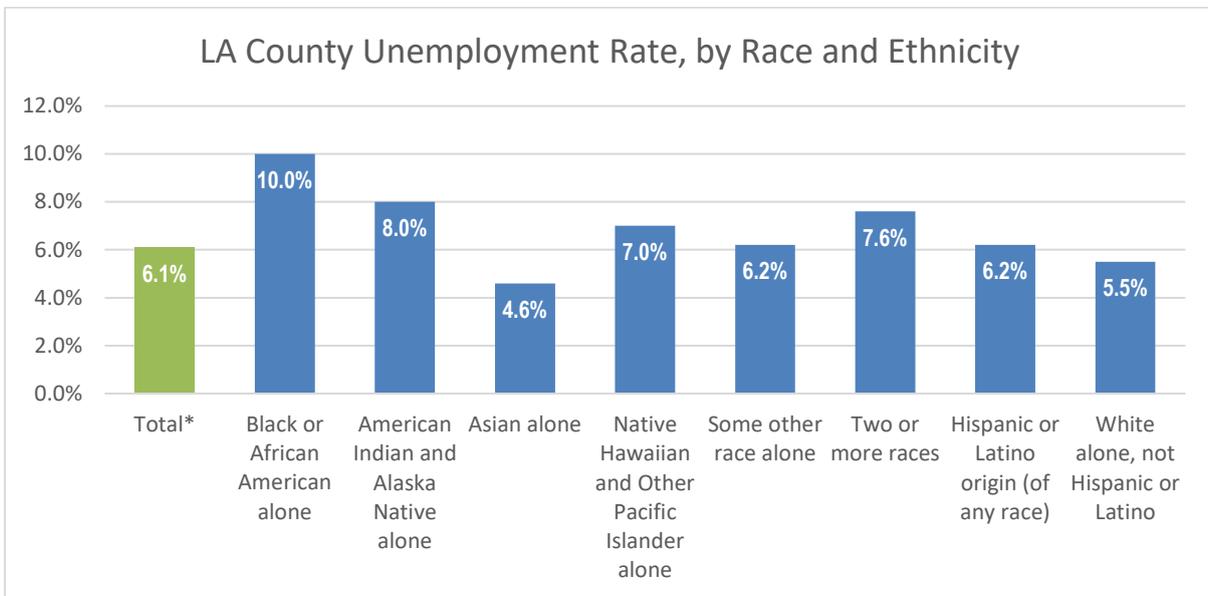
Source: Burning Glass

LA County Unemployment by Demographics

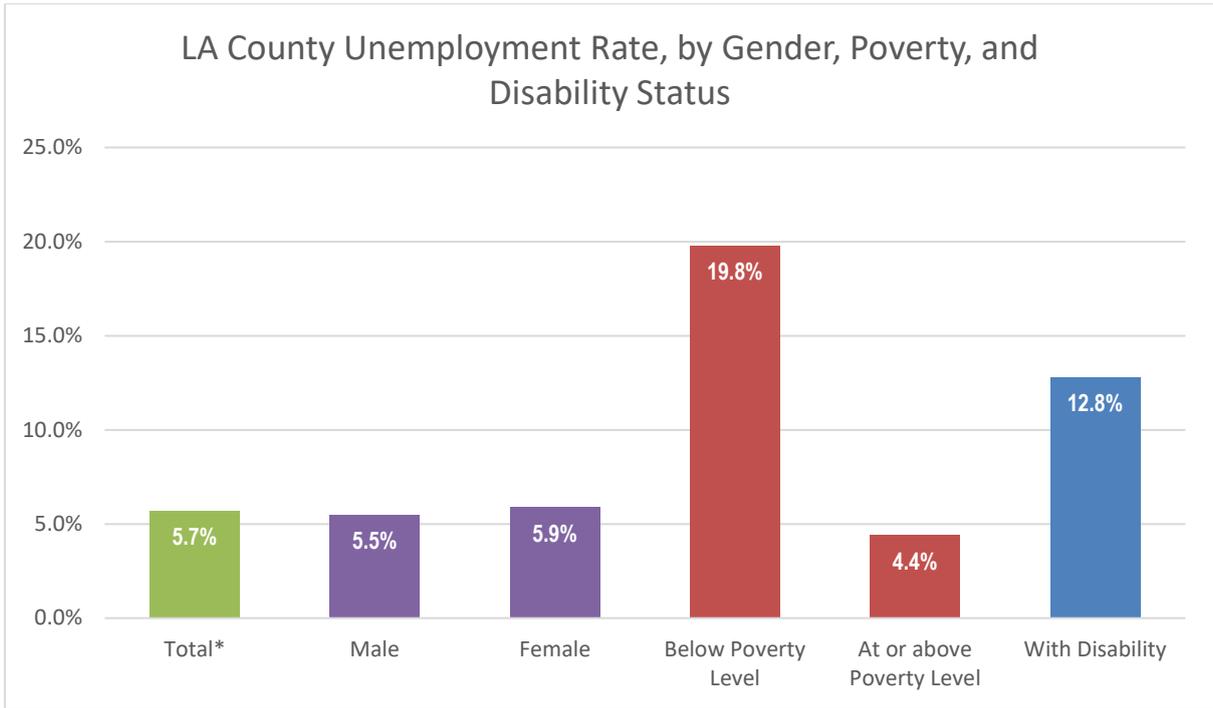
Please note this data is taken from the Census Bureau's 2019 5-year American Community Survey, table of Employment Status. Age range is included below each chart.



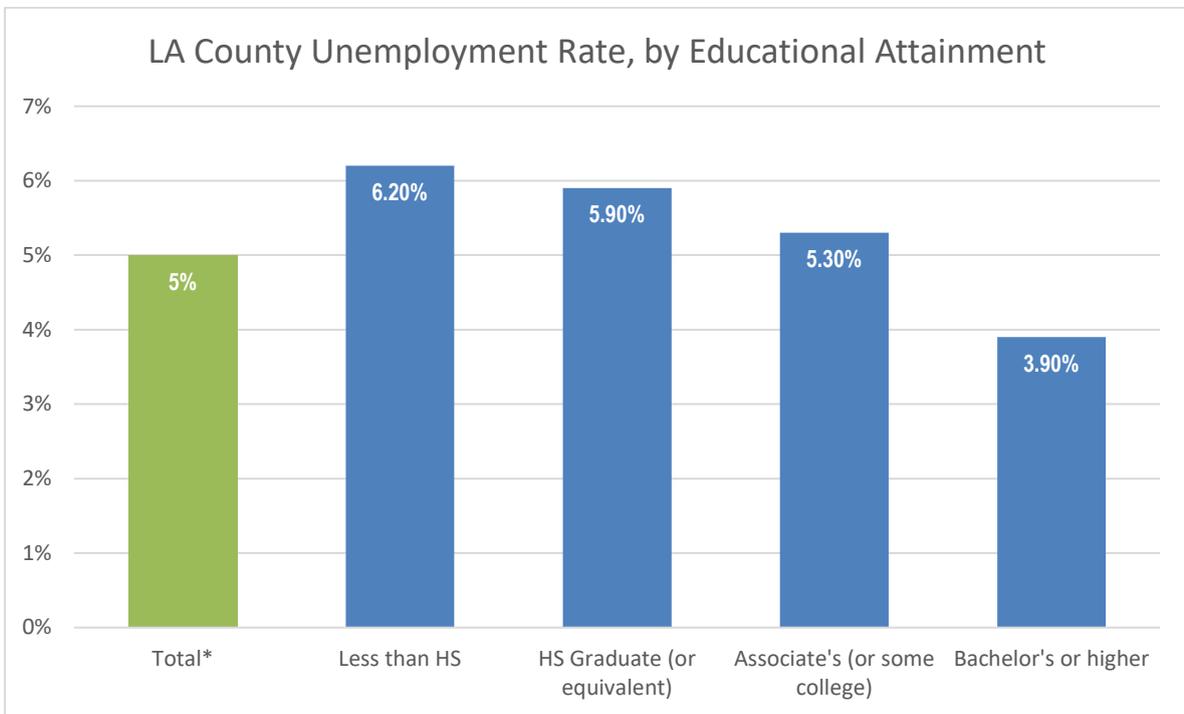
Please note that total is not all people, but rather an age range, because labor data is only gathered for those 16 years and older.



Please note that total is not all people, but rather an age range, because labor data is only gathered for those 16 years and older.



Please note that total is not all people, but rather age range, because these three variables are only measured for the age range of 20-64 years.



Note that total is not all people, but rather an age range, because educational attainment is only measured for this age range of 25-64 years.

Target Occupations

Please note this data is from [EDD Employment Projections](#). Low skill reflects high school and below; medium skill reflects an associate's degree, some college, or a post-secondary degree award; and high skill includes bachelor's, master's and doctorate degrees.

Target Occupations, Significant Job Prospects, All Skill Levels: 2028						
SOC Code	Occupational Title	New Jobs	Replacement Jobs	Total Job Openings	Median Hourly Wages	Skill Level
39-9021	Personal Care Aides	94090	348740	442830	\$13.93	Low skill
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	22440	199130	221570	\$13.85	Low skill
41-2011	Cashiers	1710	211270	212980	\$14.12	Low skill
41-2031	Retail Salespersons	4090	162110	166200	\$15.01	Low skill
35-3031	Waiters and Waitresses	8410	154800	163210	\$13.99	Low skill
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	10930	149840	160770	\$14.90	Low skill
43-9061	Office Clerks, General	-1330	119090	117760	\$17.83	Low skill
43-5081	Stock Clerks and Order Fillers	5150	91110	96260	\$14.94	Low skill
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5640	85820	91460	\$15.54	Low skill
35-2014	Cooks, Restaurant	12900	74670	87570	\$14.91	Low skill

Target Occupations, Significant Job Prospects, Middle and High Skill Level Occupations: 2028						
SOC Code	Occupational Title	New Jobs	Replacement Jobs	Total Job Openings	Median Hourly Wages	Skill Level
11-1021	General and Operations Managers	5510	60080	65590	\$54.59	High skill
43-3031	Bookkeeping, Accounting, and Auditing Clerks	-1620	65800	64180	\$23.22	Middle skill
29-1141	Registered Nurses	12390	46890	59280	\$52.09	High skill
13-1199	Business Operations Specialists, All Other	5130	48920	54050	\$36.94	High skill
13-2011	Accountants and Auditors	3530	48460	51990	\$35.57	High skill
53-3032	Heavy and Tractor-Trailer Truck Drivers	4570	43550	48120	\$23.11	Middle skill
25-9041	Teacher Assistants	3070	43440	46510	\$16.33	Middle skill
31-1014	Nursing Assistants	4800	41610	46410	\$17.81	Middle skill
31-9092	Medical Assistants	5780	29850	35630	\$17.42	Middle skill
13-1161	Market Research Analysts and Marketing Specialists	5910	29060	34970	\$32.23	High skill

Occupational Skill Classifications by Demographics

Please note this data is from the Census Bureau 2019 5-year PUMS dataset for all available occupations and the Bureau of Labor Statistics for skill level classification. Low skill reflects high school and below; medium skill reflects an associate’s degree, some college, or a post-secondary nondegree award; and high skill includes bachelor’s, master’s and doctorate degrees.

Occupational Skill Classifications in LA County by Gender, 2019			
Type of Occupation	Total	Women	Men
High Skill	25.1%	24.5%	25.8%
Middle Skill	10.3%	13.2%	7.1%
Low Skill	64.6%	62.3%	67.1%

Occupational Skill Classifications in LA County by Race/Ethnicity, 2019					
Type of Occupation	Total	Hispanic	White	Asian	Black
High Skill	25.1%	12.3%	33.8%	35.7%	21.4%
Middle Skill	10.3%	9.4%	10.0%	12.8%	11.3%
Low Skill	64.6%	78.3%	56.2%	51.6%	67.3%

Occupational Skill Classifications in LA County by Age, 2019					
Type of Occupation	Total	Younger than 24	25 to 39	40 to 54	Older than 55
High Skill	25.1 %	7.8%	27.2%	30.0%	28.2%
Middle Skill	10.3 %	6.3%	11.1%	10.8%	11.4%
Low Skill	64.6 %	85.9%	61.8%	59.2%	60.4%

Occupational Skill Classifications in LA County by Educational Attainment, 2019						
Type of Occupation	Total	Less than High School	High School*	Associate's *	Bachelor's Degree	Graduate Degree
High Skill	25.1 %	2.8%	6.3%	14.4%	47.2%	69.7%
Middle Skill	10.3 %	5.8%	10.0%	14.2%	8.0%	5.1%
Low Skill	64.6 %	91.5%	83.7%	71.5%	44.8%	25.2%

* High School includes equivalency and Associate's includes those with some college

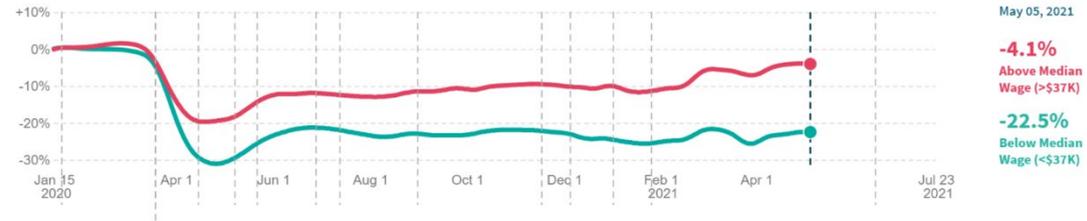
Occupational Skill Classifications in LA County by Disability Status, 2019			
Type of Occupation	Total	With a Disability	Without a Disability
High Skill	25.1%	17.8%	25.6%
Middle Skill	10.3%	10.2%	10.3%
Low Skill	64.6%	72.0%	64.0%

Percent Change in Employment



Percent Change in Employment*

In Los Angeles, as of May 05 2021, employment rates among workers with below median wages decreased by 22.5% compared to January 2020 (not seasonally adjusted).



data source: Earnin, Intuit, Kronos, Paychex

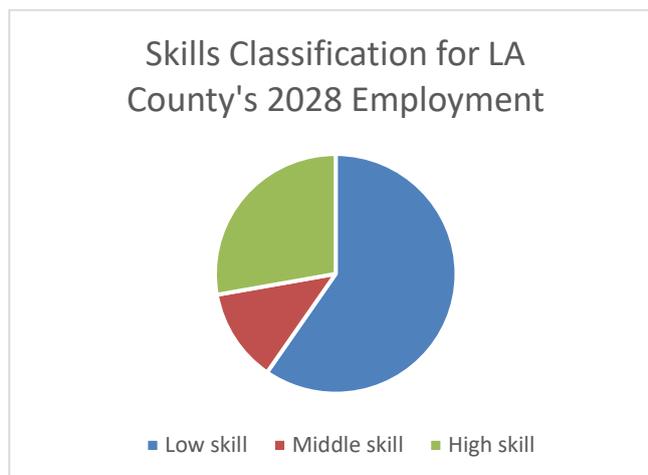
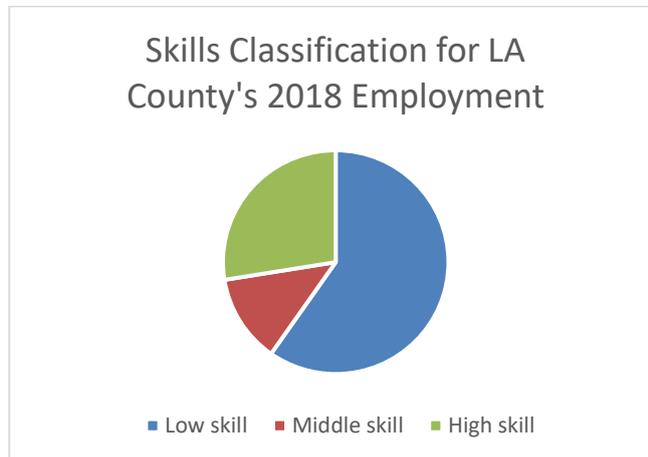
*Change in employment rates (not seasonally adjusted), indexed to January 4-31, 2020. This series is based on payroll data from Paychex and Intuit, worker-level data on employment and earnings from Earnin, and timesheet data from Kronos. The dotted line is a prediction of employment rates based on Kronos and Paychex data.

last updated: July 09, 2021 next update expected: July 27, 2021

Source: [Opportunity Insights](#)

Employment Skills Classifications

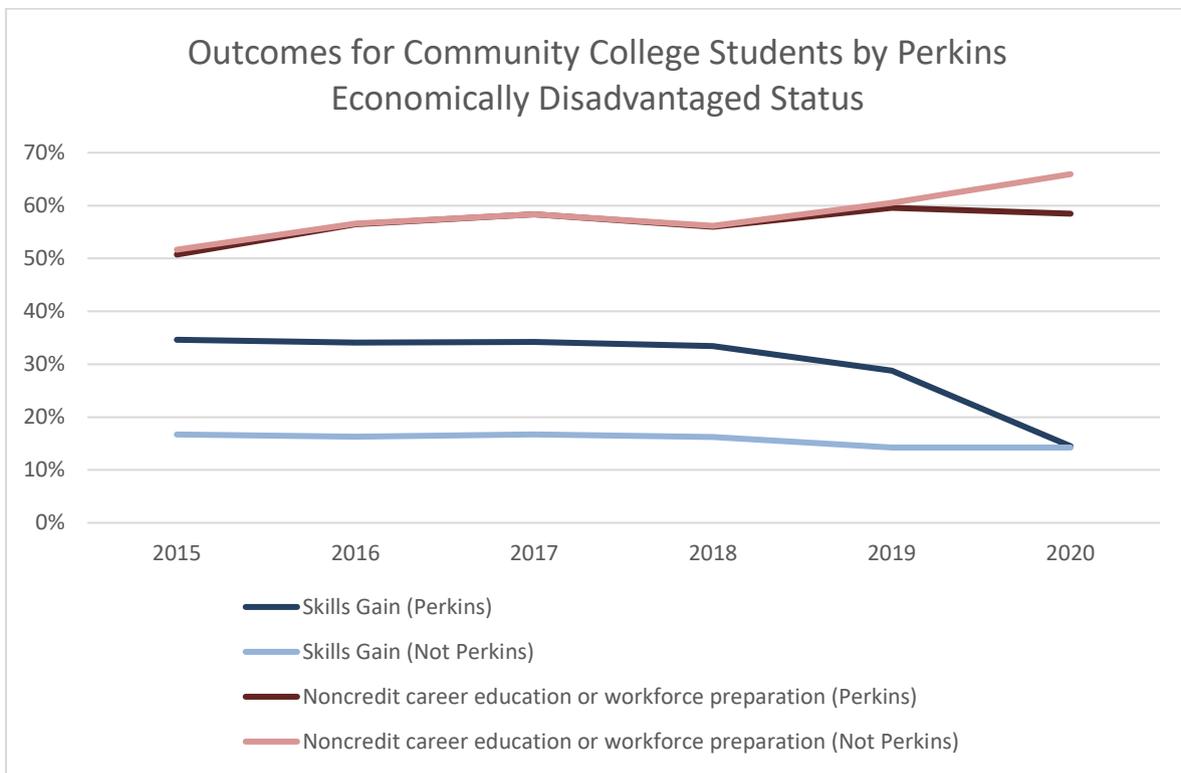
Please note this data is from [EDD Employment Projections](#). Low skill reflects high school and below; medium skill reflects an associate's degree, some college, or a postsecondary nondegree award; and high skill includes bachelor's, master's and doctorate degrees.



Community College Outcomes Data

Outcomes analyzed by Perkins Economically Disadvantaged Status, that looks at:

- Among students in selected student journey, the percentage who had one or more skills gains, measured by advancing one or more [CB21 or SA07 levels](#) (course basics related to college readiness, adult education, and/or English as a second language) or by improving one or more educational functioning levels
- Among all students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s)



Source: [LaunchBoard](#)

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LOS ANGELES COUNTY
ECONOMIC DEVELOPMENT CORPORATION

Collaboratively Advancing Growth and Prosperity for All

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www.LAEDC.org