



## **Education & Workforce Development**

### **Strategic Implementation Plan**

**September 2002**

## ***Pathways to Progress***

Project: Vision2020  
*Supported by a grant from  
The James Irvine Foundation*







## **Education & Workforce Development Strategic Implementation Plan**

### **I. Mission Statement**

---

The Education and Workforce Development Project Workgroup is dedicated to enhancing the educational system and improving the workforce of the San Fernando Valley over the next five years. This will be achieved by monitoring and collecting data, identifying opportunities, creating and implementing strategies, evaluating and adopting best practices and by developing campaigns for outreach to the community and to stakeholders. The initial phase will extend through 2007.

### **II. Vision Statement**

---

#### **Education & Workforce Development**

*Valley school systems and educational institutions offer globally competitive curricula and standards for all learners. Emphasis is placed on the needs of employers, essential life skills and on providing “lifelong learning” opportunities. Educational standards are carefully developed and rigorously enforced, with the educational commitment carrying over into the home. Educational institutions have increased access to resources allowing them to keep pace with the expanding needs of the student population.*

*Critical to the development of high quality jobs in the Valley is the availability of an educated workforce. There is a broad array of vocational and higher education opportunities available to Valley residents. Adult learners and career seekers are able to develop well-defined career paths, and are committed to lifelong learning. There are a wide variety of educational and occupational programs available to employers and to the workforce. Ongoing collaboration among employers and educational institutions increases the quality of the workforce in the San Fernando Valley.*

*As vital links to higher education and quality careers, community colleges have strong local support and extensive student participation. Occupational Centers, vocational schools, and secondary school industrial arts programs offer additional support for trades and skill development for higher-level employment.*

*Technology is accessible to all students, with teachers well versed in its implementation. It is also used as an aid to further enhance the educational process.*

*Value is placed on early education, ages 0-5, and an infrastructure for early childcare is developed and maintained.*

*Educational institutions are conducive to learning, providing safe, aesthetically pleasing, friendly and tolerant atmospheres. New innovations in primary and secondary schools include smaller schools, academies, and satellite campuses adjacent to Town Centers. Charter schools and charter clusters offer more alternatives. Schools are able to share and co-locate facilities such as libraries and assembly halls with other public institutions and with community centers.*

### **III. Vision Elements**

---

#### **Shared Values**

- ❖ School districts and educational systems in the San Fernando Valley provide excellent educations and are globally competitive—for both children and adults.
- ❖ All school districts and educational systems in the San Fernando Valley receive fair and equal treatment—as do students of varying capabilities and socio-economic levels.
- ❖ Educational leadership provides access to residents and businesses, and encourages input from citizens and stakeholders, who actively participate in planning and development.
- ❖ The region enjoys broad-based support for school districts and educational systems.

- ❖ Students, educators, residents and the workforce are well informed and committed to the concept of lifelong learning.
- ❖ Families take an active part in the process of education—extending learning into the home.
- ❖ An emphasis is placed on early education and childcare and the necessary infrastructure is developed.

### **The Workforce**

- ❖ The workforce is well educated and highly qualified.
- ❖ The workforce has access to a wide variety of training and educational resources.
- ❖ The existing base of high-tech and highly skilled employees provides an attraction for related industries.
- ❖ Local employers work in close collaboration with the community colleges and other institutions to identify the skill sets—both entry level and advanced—that are required by industry.
- ❖ Skill-appropriate career paths and counseling are available for all residents at all levels. This includes those emerging from high school, recent immigrants and those returning to the workforce.

### **Educators**

- ❖ Educators are properly credentialed and highly qualified.
- ❖ Local school districts and community colleges provide desirable opportunities for employment in educational occupations.
- ❖ Educational institutions have access to increased resources to keep pace with the expanding educational needs of the growing student population.

### **Standards and Curricula**

- ❖ Benchmarks are established and educational standards are put into practice.
- ❖ Educational standards are rigorously enforced and globally competitive.
- ❖ Curricula are designed to support meaningful careers, provide job capabilities and cultivate life skills.
- ❖ Leadership, management, innovation and creativity are high priorities in the educational curricula, along with critical thinking skills.

- ❖ Community college programming for workforce training is recognized as a vital link to opportunity and as a stepping-stone for higher education. It is well coordinated, encouraged and properly funded.
- ❖ Regional Occupational Centers and Programs (ROCs/ROPs) are well respected within the educational system as providing viable alternatives to college and university education.
- ❖ Industrial arts classes are available in appropriate secondary and post-secondary institutions.
- ❖ Private trade and vocational schools are encouraged and supported.
- ❖ Educators are well versed in emerging technologies, and promote technical knowledge among their students.
- ❖ Technology is accessible to all students.
- ❖ Appropriate technology is used to assist and enhance the educational process.
- ❖ There is a renewed emphasis on science and environmental education at all levels, especially in primary education.

### **School Facilities**

- ❖ Educational institutions and environments are conducive to learning. They provide safe, aesthetically pleasing, friendly, and tolerant atmospheres.
- ❖ Appropriate class sizes are the norm through adequate funding, proper staffing and innovative uses of technology.
- ❖ Charter schools, charter clusters and other pioneering programs provide more educational options, and continue to provide educational access for a diverse population.
- ❖ New school facilities are planned in coordination with local jurisdictions.
- ❖ Secondary school “academies” are available locally, and readily accessible to qualified applicants.
- ❖ There are an ever-increasing number of smaller schools, academies and satellite campuses, many of which are integrated into Town Centers.
- ❖ Schools libraries, assembly halls and other facilities are often co-located with other public facilities in Town Centers.

## IV. Implementation - “Pathways to Progress”

---

### Project Phasing

During the course of the planning process a number of networks and relationships have been established, and many of the target participants have already been energized to support the project. It is anticipated that implementation can commence immediately upon the securing of funding.

In the initial year emphasis will primarily be placed on workforce development and preparedness. This is a pressing need and there are a number of focused and committed volunteers already engaged in the process.

Research and discussions on general education can begin in earnest after 12-18 months, and continue through the entire project cycle.

For the practical purposes of the Strategic Implementation Plan, Educational Improvement will be reviewed first, followed by the discussion of Workforce Development.

## V. Educational Improvement

---

### A. GOAL: IMPROVE EDUCATION

*Vision Statement: Valley school systems and educational institutions offer globally competitive curricula and standards for all learners. Emphasis is placed on the needs of employers, essential life skills and on providing “lifelong learning” opportunities. Educational standards are carefully developed and rigorously enforced, with the educational commitment carrying over into the home. Educational institutions have increased access to resources allowing them to keep pace with the expanding needs of the student population.*

### B. PROJECT OBJECTIVES:

- Improve educational standards and outcomes.
- Improve educational environments.
- Promote meaningful educational programming.
- Connect the community with education.
- Promote lifelong learning.

- Improve teacher education and recruitment.
- Enhance the management and leadership skills of principals, administrators and counselors.

**1. Project Component:** Education Project Workgroup overall strategies and action steps.

**Action Steps**

- a. Create a Project Workgroup to oversee ongoing activities.
- b. Develop and maintain a database of education leaders and experts available to assist in the implementation process.
- c. Establish and facilitate a panel of education experts.
- d. Conduct field research and assessment of existing systems to set criteria for future programming.
- e. Conduct ongoing research into best practices and prevailing trends in educational enhancement by evaluating various models from other regions.
- f. Identify and replicate strategies to obtain funding for the support of targeted education projects.
- g. Review and discuss of existing education studies relevant to the region.
- h. Consult experts and provide informational presentations to the Project Workgroup.
- i. Monitor and report on educational outcomes.
- j. Develop a validation process for Workgroup activities and standards.
- k. Coordinate and collaborate with existing groups and programs.
- l. Outreach to the public through media and other avenues, to engage them in collaborative dialogues regarding the future of education.
- m. Devise and implement ongoing public relations programs, event coordination and promotion of education within the community.



- n. Establish and maintain a store of information and reference materials for use by the Workgroups in fashioning long-term education proposals.
- o. Periodically present findings to decision-making bodies throughout the region, cultivating cooperation and sharing concerns.
- p. Monitor progress of project components.

**2. Project Component:** Develop a “program matrix” to list and assess educational programs currently active in the SFV.

### **Action Steps**

- q. Research and review existing programs, which supplement, support or enhance education in the San Fernando Valley.
- r. Create an information base that determines how existing programs relate to the Vision2020 Strategic Implementation Plan.
- s. Evaluate and assist existing programming.
- t. Continually monitor and interface with successful existing programs.
- u. Prepare a report and present it to leadership.

**3. Project Component:** Monitor, analyze and assist existing educational programming and create new programming where needed.

### **Action Steps**

- a. Research and review the status of existing educational programming.
- b. Assess current career counseling and mentoring programs
- c. Offer assistance and supplementation to programs that are in need or have not reached their full potential.
- d. Create new programs to deal with unmet needs and to take advantage of available opportunities.

- e. Encourage volunteers and parents to participate in educational programs within schools
- f. Encourage community members, including current and retired industry leaders, to volunteer at schools
- g. Identify sources and secure funding for educational programs.
- h. Provide periodic briefings to leadership.

**4. Project Component:** Develop profiles on public and private schools. Create and maintain a handbook of best practices for all schools.

### **Action Steps**

- a. Discuss and determine criteria to measure and compare schools.
- b. Track the ratio of schoolteachers possessing appropriate credentials.
- c. Monitor teacher to student ratios.
- d. Monitor the inventory of existing facilities and amenities, and assess their relative condition.
- e. Track test scores, ratios of high school graduates, student outcomes and other benchmarks.
- f. Create and maintain an information base of recognized best practices, and provide parallels and comparisons to existing practices.
- g. Provide recognition for excellence in education for schools and other institutions.
- h. Pursue strategies to support early childhood education and mandatory kindergarten.
- i. Conduct educator workshops to pass along strategies and best practices.
- j. Prepare a report of findings and present it to leadership.

**5. Project Component:** Develop and maintain an overall regional educational vision and strategy for the San Fernando Valley.

**Action Steps**

- a. Interface with Vision2020 participants to gain consensus on an overall strategy and plan for education in the region.
- b. Research and review successful education master plans from other regions.
- c. Revise existing visions and plans, and coordinate with Vision2020 consensus.
- d. Provide periodic reports and briefings to leadership.

**6. Project Component:** Create a liaison group to work with state and local boards of education at all levels, zero to post secondary, to monitor and develop improved standards and curricula.

**Action Steps**

- a. Research and discuss existing curricula and areas in need of improvement.
- b. Recruit group leaders and members who have the ability to communicate with education leaders and policymakers.
- c. Strengthen the relationship between advisory committees and school principals and presidents.
- d. Research, discuss and make recommendations for the adoption of more relevant and effective curricula in schools and institutions.
- e. Research, discuss and make recommendations for reform of the California State Educational Code, to allow for flexibility and innovation in the educational process.
- f. Prepare a report of findings and present it to leadership.
- g. Provide periodic updates to leadership.

- 7. Project Component:** Create environments that are conducive to learning, which support the safety, development and success of students, including smaller schools.

*California faces the unenviable task of building hundreds of new schools to relieve overcrowded classrooms and serve a growing student population. These new facilities must be small, community-centered schools which serve as anchors to neighborhoods by providing a range of services that can be accessed and utilized by all residents and community stakeholders.<sup>1</sup>*

### **Action Steps**

- a. Research, catalog and discuss the region's inventory of schools and other educational facilities.
- b. Establish and facilitate a panel of experts in institutional design to assist in recommending improvements to existing and future school projects.
- c. Consult with public safety experts in devising new protocols to maintain campus security without interfering with the educational process.
- d. Work with organizations such as *New Schools – Better Neighborhoods* in promoting the positioning of innovative school facilities as centers of the community.
- e. Research, discuss and make recommendations for effective practices currently being employed in other jurisdictions.
- f. Prepare a report of findings and present it to leadership.
- g. Provide periodic briefings and updates to leadership.
- h. Promote implementation of findings and conclusions of the report.

---

<sup>1</sup> Source: New Schools, Better Neighborhoods.

**8. Project Component:** Create more charter schools, charter clusters and localized districts.

*Over the last ten years, a vast number of charter schools have been established. While there have been some setbacks, the movement seems to have had an overall positive impact on the quality of education. For the most part, charter schools are able to function outside of the cumbersome restrictions of California’s voluminous Education Code. This allows for certain efficiencies and flexibility as to facilities, curricula and operations. Charter schools provide much-needed alternatives—particularly to at-risk populations. They add to the inventory of classroom space, helping to satisfy a statewide shortage of facilities.*

*Charter clusters take the successful charter model to the next level. Generally, such clusters approach the size of a small school district. With a high school at its center, a number of primary and middle schools work together as an educational complex, with articulated programming, and well-coordinated curricula.*

**Action Steps**

- a. Research charter schools and clusters currently established in the region and throughout the State of California.
- b. Compare the relative equities of charter schools in underserved communities with traditional public schools and charter schools situated in affluent communities.
- c. Develop strategies to encourage the establishment of more charter schools and clusters through outreach to the educational community.
- d. Inform the public debate on the benefits of establishing more charter schools and clusters.
- e. Establish a charter school resource center and information base, to provide models and assist interested groups in establishing new charter schools.
- f. Research, discuss and make recommendations for reform of the California State Educational Code, to encourage the establishment of charter schools and to facilitate their operations.
- g. Prepare a report of findings and present it to leadership.

- h. Provide periodic briefings to leadership.
- i. Research, discuss and make recommendations for funding mechanisms and strategies for charter schools.
- j. Assist in identifying new opportunities and locations for prospective charter schools.
- k. Research, discuss and make recommendations on alternatives to traditional educational models. Evaluate innovations in school facilities, curricula and operations.
- l. Encourage and facilitate the creation of home schools serving groups of local students.

**9. Project Component:** Create “Connected Learning Communities” in which students are linked through technology to other students, teachers, and educational resources.

#### **Action Steps**

- a. Research successful networking programs for learning communities.
- b. Identify available resources and funding to promote networking.
- c. Conduct seminars and symposia to inform educators and to encourage them to develop networks.
- d. Prepare a report of findings and present it to leadership.
- e. Provide periodic briefings to leadership.

**10. Project Component:** Create a collaborative relationship with education planners and organizations to develop an infrastructure for early childhood education and childcare (ages zero to five).

#### **Action Steps**

- a. Review and discuss the status and existing proposals for early childhood education.
- b. Analyze the feasibility of various types of early childhood programming.

- c. Identify and review funding alternatives.
- d. Collaborate with local planning councils
- e. Prepare a report of findings and present it to leadership.
- f. Promote the implementation of projects recommended by the report.

**11. Project Component:** Enhance access to resources by developing libraries and other facilities that are shared between Town Centers and schools.

*An excellent example of this is San Diego's City Heights Urban Village, which has recreated the core of the City Heights community, establishing a pedestrian-friendly town square with important City facilities and centers of learning. This mixed-use model includes a library, performance area, recreation center, playing fields, police substation, public swimming pool, municipal gymnasium, elementary school, a retail center, and an adult learning center. These facilities complement offices and 116 townhomes covering a total of ten City blocks.<sup>2</sup>*

**Action Steps**

- a. Review, discuss and make recommendations relative to existing projects. Determine the level and probability of success in sharing public facilities with schools and other educational institutions.
- b. Establish and facilitate a panel of experts in institutional design to assist in recommending ways to integrate and co-locate schools with other public facilities and resources, such as libraries.
- c. Identify combinations of sources and strategies for funding projects.
- d. Facilitate collaboration and provide communications bridges among various agencies, jurisdictions and levels of government, which would be involved in joint development efforts.
- e. Prepare a report of findings and present it to leadership.
- f. Provide periodic briefings to leadership.

---

<sup>2</sup> Source: City of San Diego.

**12. Project Component:** Develop a “culture of education” among educational institutions, the community and civic organizations.

**Action Steps**

- a. Increase the involvement of businesses and civic leadership in school programming.
- b. Promote student volunteerism in civic and community activities.
- c. Increase family involvement in learning practices through participation in organizations such as the PTSA.
- d. Continue to support a strong school-to-career movement, which strengthens the relevancy of the marketplace to education.
- e. Promote Vocational English as a Second Language to assist first generation immigrants in enhancing their career opportunities.
- f. Establish an ongoing media/public relations effort, reaching out to the community and encouraging positive approaches to lifelong learning.
- g. Produce video-based symposia for use by the Project Workgroup and other community leaders in promoting education as a means to achieve prosperity.

**13. Project Component:** Increase Parental Involvement in Education by informing parents about its importance. Encourage families to work with students to complete schoolwork, to discuss college plans and to develop careers through the creation of an “Educated Family” campaign.

**Action Steps**

- a. Research and discuss market characteristics of parents of school age children.
- b. Develop an outreach campaign involving earned and paid media.



- c. Identify opportunities for field operations to outreach to groups at meetings and events.
- d. Identify and recruit volunteers to establish an outreach network.
- e. Identify and secure funding from grants and contributions.
- f. Provide periodic briefings to leadership
- g. Produce video-based symposia for use by the Project Workgroup and other community leaders in promoting the “Educated Family.”

**14. Project Component:** Develop campaigns to recruit and retain teachers and instructors at all educational levels; and to increase the ratio of appropriately credentialed educators.

#### **Action Steps**

- a. Research and discuss the causes underlying shortages of teachers and instructors.
- b. Develop recruitment campaigns to encourage local college and university students to pursue careers in education.
- c. Develop surveys, seminars and symposia for students and teachers promoting teaching as a profession.
- d. Focus primarily on K-12, where the largest teacher shortage exists.
- e. Produce video-based symposia for use by the Project Workgroup and other community leaders in promoting teaching.
- f. Provide periodic briefings to leadership.

**15. Project Component:** Improve student-teacher ratios by reducing class sizes. Improve funding and efficiency within school districts to help ensure competitive compensation for teachers.

#### **Action Steps**

- a. Research and discuss the causes of classroom overcrowding.

- b. Review and discuss current efforts and initiatives to reduce class sizes.
- c. Conduct periodic compensation analyses as well as polls of teacher needs, issues and satisfaction within the region.
- d. Research sources and strategies to improve teacher compensation.
- e. Review and analyze budgets and other data, which would bear upon classroom efficiency.
- f. Make recommendations to leadership responsible for education funding.
- g. Research and discuss technological developments that show promise for improving classroom performance or enhancing the process of instruction.
- h. Evaluate the effects of revised programming on those with physical, mental or language impediments.
- i. Make recommendations for teacher attraction and retention, particularly for non-monetary or indirect-monetary issues such as working conditions.
- j. Prepare a report of findings and present it to leadership.
- k. Provide periodic briefings to leadership

**16. Project Component:** Monitor and enhance the management and leadership skills of school principals, administrators and counselors.<sup>3</sup>

### **Action Steps**

- a. Research and discuss skill levels of existing school principals, administrators and counselors.
- b. Develop strategies for engaging the target group.
- c. Convene a panel of representatives from teachers' and administrators' unions to meet with the Project Workgroup.

---

<sup>3</sup> Most states require principals to be licensed as school administrators; license requirements vary by state  
 -National standards for school leaders, including principals and supervisors, were recently developed by the Interstate School Leaders Licensure Consortium (Occupational Outlook Handbook, page 38, U.S. Dept. of Labor, 2000)

- d. Strengthen the criteria and prerequisites for management positions within schools and educational institutions.
- e. Identify resources and programs dedicated to the improvement of management and leadership skills for school principals, administrators and counselors.
- f. Identify sources and access funding.
- g. Provide and facilitate seminars and symposia for principals and administrators, to increase their knowledge and skills.
- h. Give external organizations the task of evaluating school employees.
- i. Prepare a report of findings and present it to leadership.
- j. Provide periodic updates to leadership.

**17. Project Component:** Implement, establish and enhance proven programs that encourage entrepreneurship and innovation.

### **Action Steps**

- a. Increase the involvement of businesses and civic leadership in school programming.
- b. Promote student volunteerism in civic and community activities.
- c. Encourage, facilitate and enhance programs such as Project Grad, Big BEN, Junior Achievement, and FBLA.
- d. Continue to support a strong School-to-Career movement, which brings the relevancy of the marketplace to education.
- e. Establish an ongoing media/public relations effort to reach out to the community, encouraging positive approaches to lifelong learning.
- f. Produce video-based symposia for use by the Project Workgroup and other community leaders in promoting entrepreneurship.

## VI. Workforce Development

---

### A. GOAL: ENHANCE THE WORKFORCE

Vision Statement: *Critical to the development of high quality jobs in the Valley is the availability of an educated workforce. There is a broad array of vocational and higher education opportunities available to Valley residents. Adult learners and career seekers have well-defined career paths, and are committed to lifelong learning. There are a wide variety of educational and occupational programs available to employers and to the workforce.*

### B. PROJECT OBJECTIVES:

- Promote and Enhance Workforce & Career Development Programming.
- Promote Lifelong Learning & Career Path Development.

#### **1. Project Component:** Education Project Workgroup overall strategies and action steps.

##### **Action Steps**

- a. Create a Project Workgroup to oversee ongoing activities.
- b. Develop and maintain a database of education and workforce development leaders and experts available to assist in the implementation process.
- c. Establish and facilitate a panel of education and workforce development experts.
- d. Conduct field research and assess existing systems to set criteria for future programming.
- e. Conduct ongoing research into best practices and prevailing trends in workforce development by evaluating various models in other regions.
- f. Identify and replicate funding strategies and sources to support workforce development projects.

- g. Conduct ongoing review and discussion of existing workforce development studies relevant to the region.
- h. Consult experts and provide informational presentations to the Project Workgroup.
- i. Develop a validation process for Workgroup activities and standards.
- j. Coordinate and collaborate with existing groups and programs.
- k. Outreach to the public through media and other avenues, to engage them in collaborative dialogues regarding workforce development and lifelong learning.
- l. Devise and implement ongoing public relations programs, event coordination and promotion of workforce development within the community.
- m. Establish and maintain a store of information and reference materials for use by the workgroups in fashioning long-term workforce development proposals.
- n. Periodically present findings to decision-making bodies throughout the region, cultivating cooperation and shared concern.
- o. Monitor progress of project components.

**2. Project Component:** Increase the availability of career counseling and career-centered curricula as part of public and private K-12 curricula.

### **Action Steps**

- a. Research and discuss existing programs and best practices for early-stage career development in secondary schools.
- b. Research and assess the availability and quality of career counselors and programs within the existing secondary schools and school districts.
- c. Identify and quantify existing programs, which supplement and enhance career-counseling efforts.

- d. Identify resource strategies and funding sources for career-oriented programming and for additional counselors.
- e. Develop forward-looking strategies to synchronize educational offerings with projected career and employment opportunities.
- f. Implement strategies within and as a supplement to local education programming.
- g. Produce a series of video-based symposia for use by the Project Workgroup and other community leaders in promoting career planning and motivation.
- h. Sponsor daylong “Work-to-Career” sessions open to the public, driven by motivators and facilitated by volunteers, to develop individual career plans for residents.
- i. Prepare a report and present it to leadership.
- j. Provide periodic briefings to leadership

**3. Project Component:** Develop and promote training programs and opportunities for incumbent employees.

#### **Action Steps**

- a. Research and analyze existing need for upgrade and cross-training among local employers.
- b. Work through local media to inform employers and employees of existing opportunities for workforce enhancement and customized employee training.
- c. Encourage and assist employers in seeking out training opportunities to increase skill sets and to develop career ladders and lattices for employees.
- d. Provide periodic briefings to leadership.
- e. Focus on small to medium size employers.
- f. Collaborate with the existing efforts of groups such as UCC, VICA and VEDC.

**4. Project Component:** Continue to facilitate and enhance the Manufacturing Technologies Lab (MTL).

**Action Steps**

- a. Create best strategies for deployment of the Economic Alliance’s Manufacturing Technology Lab, which provides a portable classroom allowing interactive, hands-on learning of Computer Aided Design and Manufacturing on CAD/CAM equipment.
- b. Maximize the exposure of secondary students to the possibilities of a career in technologically enhanced manufacturing.
- c. Develop promotional programs for the MTL.
- d. Seek funding for additional MTL units.
- e. Provide periodic briefings to leadership.

**5. Project Component:** Increase the amount of industry-specific high school academies in the San Fernando Valley, and cultivate industrial arts courses in K-12 public and private educational institutions.

**Action Steps**

- a. Assess and discuss the status of existing career academies in the region.
- b. Develop tools, information and expertise needed to empower educators to establish industry-specific career academies.
- c. Encourage and assist in the development of additional career academies
- d. Research and discuss the causes for the decline in offerings of industrial arts and other career programming in secondary schools.
- e. Promote the re-establishment of industrial arts classes in secondary schools, and enhance the offerings in occupational centers and community colleges.
- f. Provide periodic briefings to leadership
- g. Encourage parents, businesses and community members to assist in the funding and support of career academies and industrial arts courses.

**6. Project Component:** Develop a “program matrix” to list and assess workforce development programs currently active in the San Fernando Valley.

**Action Steps**

- a. Research and review existing programs that support or enhance workforce development in the San Fernando Valley.
- b. Create an information base that determines how existing programs relate to the Vision2020 Strategic Implementation Plan.
- c. Continually monitor and interface with successful existing programs.
- d. Prepare a report and present it to leadership.

**7. Project Component:** Monitor, analyze and assist existing career development programming and create new programming where needed.

**Action Steps**

- a. Review the status of existing career-development programming.
- b. Assess current career counseling and mentoring programs
- c. Offer assistance and supplementation to programs that are in need or have not reached their full potential.
- d. Assist existing programming when appropriate.
- e. Create new programs to deal with unmet needs and to take advantage of available opportunities.
- f. Encourage volunteers and parents to participate in career development programs within schools
- g. Encourage community members, including current and retired industry leaders, to volunteer at schools
- h. Identify sources of funding for career development programs.



- i. Increase the ratio of counselors to students.
- j. Provide periodic briefings to leadership.

**8. Project Component:** Heighten public awareness as to the important role of adult schools, vocational schools, occupational centers and community colleges in the region.

### **Action Steps**

- a. Research and discuss the market for vocational education.
- b. Work with the Training Alliance (of community colleges) to develop an appealing message.
- c. Develop contacts with available media and outreach networks.
- d. Identify and secure any funding available for public outreach and apply it to implementation.
- e. Conduct annual public affairs campaigns to increase awareness and cultivate a positive perception of occupational training.
- f. Encourage the development of multilingual student information such as school course catalogues.
- g. Provide periodic briefings to leadership.

**9. Project Component:** Synchronize the efforts of adult schools, vocational schools, occupational centers and community colleges with employers to improve the range of offerings and reflect the demands and opportunities within the marketplace.

### **Action Steps**

- a. Conduct workforce needs assessment, polling a reliable sample of employers.
- b. Review and discuss findings of the assessment with the Project Workgroup.
- c. Prepare a report and present it to leadership.

- d. Convene seminars and symposia to periodically inform educators and leaders of the conclusions of the survey and analysis—encouraging participants to synchronize their curricula.
- e. Provide periodic briefings to leadership.

**10. Project Component:** Continue to facilitate and enhance the ongoing activities of the community college Training Alliance. The Training Alliance provides customized training programs for local employers and offers other resources to the community.

### **Action Steps**

- a. Establish and maintain a working relationship with The Training Alliance of community colleges.
- b. Participate in meetings and activities, offering assistance as needed and gathering useful information.
- c. Assist The Training Alliance in their outreach efforts by providing access to Vision2020 participants and, in particular, to those involved in education and workforce development.
- d. Provide information and consulting services as required.
- e. Assist in promoting the Alliance's customized training programs.

## **VII. Criteria and Measurement**

---

### *Prioritization of Projects for Implementation*

The project implementation timeline will be based upon the following criteria:

- The project is urgent or given a high priority by the community.
- Competent *Issue Champions* have been identified to chair the project through implementation and to motivate participants.
- The necessary grant funding, resources and expertise are available.
- There is a substantial expectation of achieving the desired outcome.

- The required effort and expenditure compare favorably with the expected benefits.
- The project complements existing programming.

### *Desired Outcomes*

Each of the Project Workgroups will develop and maintain a set of desired outcomes based upon actionable goals and objectives. Progress will be tracked and periodic updates will be given to the Vision2020 Steering Committee and the Economic Alliance Management Committee.

### *Measurement of Outcomes*

For desired outcomes, standards for measurement of attainment will be established. Ideal outcomes should involve marked improvement in specific community indicators. They can also include an abatement of downward trends, effective outreach, changes in public policy or community planning, increases in levels of participation, enhanced media development or heightened community engagement.

### *Outreach Goals*

The overall Vision2020 project can be well served by communication, recognition and acknowledgement of its work products. Media coverage and organizational outreach and participation can provide strong indicators of acceptance and public engagement.

### *Environmental Concerns*

The Vision2020 Education & Workforce Development Project Workgroup places great emphasis on creating environments conducive to the learning process. This includes focus on basic principles of developing student-friendly schools. The location of smaller schools in Town Centers, where they can share other public resources, supports smart growth principles. They also benefit from the symbiotic co-location of complementary uses. School districts are encouraged to replace the post-World War II “blacktop and bungalows” schools with more student-friendly facilities.

### *Economic Development*

The Valley region stands to benefit from a broad range of economic opportunities, many of which have not yet been fully developed. The current project provides for enhancement of education and development of the workforce. This results in local economic growth, as well as the promotion of the economic welfare of the entire region. With an improved workforce, the region necessarily becomes more attractive for quality employers—improving the opportunity for broad-based prosperity.

## *Equity, Opportunity and Education*

Equity is a major consideration of the Vision2020 project, particularly with its emphasis on affordable housing, on education and training of the workforce. Many areas of Southern California have decided to limit growth by creating barriers to housing development. This drives up the cost of housing and freezes out lower income families. Consensus has been built on recognizing that a growing population is a challenge to be met through careful planning and an emphasis on regional stewardship.

One of the main challenges is the creation of opportunities for housing and home ownership. This is being addressed through a two-pronged approach: 1) the development of adequate supplies of low-to-moderately-priced housing; and 2) the provision of the educational tools needed to establish quality careers and to increase earning potential—thus, increasing the potential of obtaining reasonable housing, or of home ownership.

## **VIII. Workgroups & Leadership Development**

---

### A. CREATE PROJECT WORKGROUPS

The Project Workgroups will meet at least quarterly. The *Issue Champions* and participants will set the initial parameters for the Workgroups and provide direction for further development of strategic plans.

### B. ESTABLISH SHORT-TERM LEADERSHIP

Interim leadership will include members of the Project Team (consultant facilitators) and volunteers who exhibit an interest in the projects and an ability to move the projects forward until long-term *Issue Champions* can be selected.

### C. ADVISE ESSENTIAL STAKEHOLDERS

The Project Team will develop a database of stakeholders for each project. This will assure that everyone with an interest or stake in the respective projects is included in the communications loop. These stakeholders will be briefed on the strategic plans, advised of project goals, and kept informed as the projects move forward.

### D. SELECT LONG-TERM LEADERSHIP – *ISSUE CHAMPIONS* FOR PROJECT WORKGROUPS

*Issue Champions* need to be identified and recruited at the earliest possible stage. They may come from strategic partner organizations, and portions of the strategic plan may be entirely implemented by committees of the strategic partners. Having met the criteria set forth by the Project Team, these individuals will serve as co-chairs.

*Issue Champion* criteria includes:

1. Self motivation and a passion for the issue.
2. Knowledge/Expertise in the field.
3. Extensive contact list of relevant resources.
4. Demonstrated competence in specific relevant fields or leadership.
5. Leadership capacity and collaborative people skills.
6. Long-term commitment to the project.

These co-chairs will combine with Project Team members, and selected leadership of the Economic Alliance to constitute a special Vision2020 Steering Committee, which will also coordinate with the Alliance's Livable Communities Council and Alliance Management Committee.

## **IX. Assessment & Outreach**

---

It is essential that all components of the stakeholder community be represented. The success of the ongoing collaborative process is dependent upon buy-in from all factions, jurisdictions and interest groups. The following steps have been calculated to maximize participation of the community in the implementation process of Vision2020.

### **A. CULTIVATE CIVIC INVOLVEMENT; OUTREACH AND INFORM THE PUBLIC**

Avenues of communication will be utilized that are available through the Economic Alliance and its strategic partners, such as: Valley Industry & Commerce Association, United Chambers of Commerce, Valley Economic Development Center, etc. Supplement this with further outreach to community groups, churches, schools and other non-profit public interest organizations.

An aggressive media program is central to effective public outreach. Informational materials will be developed for participants and for the general public. Media, public relations and marketing events will provide entry points for further involvement and public interchange. This should include elected officials and cities neighboring the region.

### **B. IDENTIFY STAKEHOLDERS BY SPHERE OF INFLUENCE AND IMPACT**

Stakeholder groups will be identified at the various community and government levels. A contact database is being created and these groups are included in all future communications. The inclusion of wide-ranging opinions and views is seen as a critical part of meaningful consensus building.

## C. RECRUIT PARTICIPANTS

Once the interest/affinity group has been identified, the team plans to continue to reach out to people within the various groups. It is from this list that participants can be recruited, contacts developed and leadership identified.

## **X. Resources Needed to Achieve Objectives**

---

### A. COORDINATE WITH LOCAL STRATEGIC PARTNERS

Alliance strategic partners will provide essential support. The Economic Alliance is primarily involved in research, education, study and collaboration, acting as a convener for the region. As such it relies upon a number of strategic partners and investors for funding of major components, for governmental interface, and to provide leadership on issues involving advocacy.

The Project Workgroups are engaged in a series of meetings with these organizations to determine which facets of the vision might best be championed by each of them, and which of their committees are appropriate for the subject matter. The Valley Industry & Commerce Association and United Chambers of Commerce of the San Fernando Valley deal primarily with advocacy, and have the ability to take the findings and reports of Vision2020 to the next level, informing the public debate, and providing input to legislative bodies on the local, state and federal level:

VICA committees likely to prove helpful, include: Education, Land Use, Environment, Infrastructure & Water, Ground Transportation, Housing Task Force, Aviation, Local Issues, State Issues, and Federal Issues.

United Chambers of Commerce committees expected to assist include: Government Affairs, Transportation, and Education. This group is supported by the chambers of commerce of the 24 communities that makeup the San Fernando Valley. This brings local small business and community organizations to the table.

Additional affiliated resources include:

City of Burbank, City of Calabasas, City of Glendale, City of Los Angeles, City of San Fernando, County of Los Angeles, and County of Ventura

Valley Economic Development Center (VEDC), Small Manufacturers Association, Southland Regional Association of Realtors, Valley International Trade Association, San Fernando Valley Conference & Visitors Bureau, and Valley Leadership Institute

## B. COORDINATE WITH ECONOMIC ALLIANCE PROGRAMMING

The Economic Alliance has a diverse Board of Directors of 150 and a participant base in excess of 1,000 community leaders and activists aggressively pursuing a wide range of programming. Each of the five core initiatives has a place in assisting with the implementation of Vision2020:

**Livable Communities Initiative:** 1. Annual Residents' Opinion Survey & Report, 2. Community Forums on Timely Topics (Transportation, Governance, etc.), 3. San Fernando Valley Transportation Strike Force, 4. Vision2020: San Fernando Valley, 5. Improving Quality of Life and Prosperity, 6. Government and Governance, Neighborhood Empowerment.

**Economic & Business Development Initiative:** 1. Business Assistance and Job Attraction, 2. Southern California International Trade Conference, 3. Public Lands Index Information and Forum, 4. Industry Clusters Analysis and Assistance, 5. Annual Business Needs Survey and Implementation.

**Education & Workforce Investment Initiative:** 1. Excellence in Education Through Accountability, 2. Workforce Preparedness, 3. Manufacturing Technologies Laboratory (Mobile Unit), 4. Project GRAD program, 5. Early Childhood Literacy Program, 6. Business-Education Partnerships.

**Information Management Initiative:** 1. Valley Almanac Publication, 2. Community Indicators and Information, 3. Information Summits for community outreach, 4. Valley Virtual Library Website, Data, Demographics, Economic Information, 5. "e-dialogues," 6. Alliance family of websites.

**Strategic Marketing & Branding Initiative:** 1. Image/Branding Campaign, 2. Stars of the Valley Annual Awards, 3. Internet Promotions, 4. Strategic Marketing Program, 5. Valley Gateways Program, off ramp enhancement.

## C. ENHANCE REGIONAL INTERACTION

Consistent with the objectives of the Vision2020 plan, the Project Team has established a strong and promising working relationship with the Metropolitan Transportation Authority and the Southern California Association of Governments (SCAG), whose *Growth Visioning* Committee has been fully briefed and engaged on the Alliance and the Vision2020 project to date. SCAG has shown a strong interest in working to incorporate the two activities. This may require some conforming adjustments to the project plans and priorities—but it is not expected to affect any of the primary goals or objectives.

The project team has also established liaison and conducted preliminary dialogue with the Planning Commission and Community Redevelopment Agency of the City of Los Angeles, as well as the community development departments of the other Valley cities. The reception has been very favorable. Representatives of these authorities have been active participants in the Stakeholder Roundtables and Vision Forums.

#### D. FACILITATE PROJECT WORKGROUPS

Consistent with the original plan, a series of Project Workgroups have been established, which are working to finalize strategic plans for Vision2020 implementation. The Alliance and its Office of Planning & Research will facilitate these teams, which will also be coordinated by a special Vision2020 Steering Committee. Future support and logistics are dependent upon the ongoing availability of resources.

#### E. ASSESS RESEARCH AND DATA DEVELOPMENT NEEDS

The Economic Alliance will forward to the Workgroups any preliminary identification of accessible and relevant research and data. This may include suggestions for sources and assistance in research and data development.

#### F. SECURE RESOURCES & FUNDING

As an integral part of the Vision2020 project, the Alliance will be seeking additional funding for the implementation phases. This is expected to provide for support, facilitation and a portion of operations for a period of five years. The planning documents, Vision2020 Initial Report and the strategic plans from the workgroups will form the core of materials for future funding and grant applications.

The Alliance will also recommend overall protocols to enable the individual workgroups to function efficiently. Direction may include: protocols for meeting location and logistics, facilitation, planning, staffing assistance and launch plan, as well as recommended approaches for resource development and funding, and direction for strategic plan development.

#### G. ESTABLISH RELATIONSHIPS WITH KEY CONTACTS/EXPERTS

As an ongoing function of the Economic Alliance, key contact and resource lists are being developed and updated.



The Alliance will help develop networks with policy makers who can act as agents for change. They are expected to assist in championing relationships with experts in the fields of planning, education, governance, funding, transportation, workforce training, development and land use. This may be accomplished on a number of levels:

1. **Legislative Group:** Elected officials capable of offering, amending and repealing statutes and ordinances. This group has the ability to author enabling legislation or eliminate laws that obstruct worthwhile initiatives.
2. **Policy Group:** Deputies, superintendents and managers who have the ability to set administrative policies for implementation.
3. **Staff:** Line personnel can work in their official capacity to make recommendations, influence, shape and form policy documents, and to oversee meaningful and timely application of resources.
4. **Financial Donors/Sponsors:** Foundations, philanthropists, and public affairs departments. They can be called upon in both formal and informal settings, to provide necessary funding to carry projects through planning and implementation stages.
5. **Scholars:** Experts, urbanists, writers, authors, analysts, philosophers, religious leaders, civic leaders, and interest groups. This group provides research and expertise, and has the ability to create reports, validate information and present findings of various projects. To some extent they are also able to provide outlets to the public and policy makers through their editorial and oratorical works.

## **XI. Existing Programming**

---

### **A. APPROACHES TO PROGRAMMING**

The Project Workgroups will work to identify best practices for Vision2020 projects, evaluating existing programming, and making recommendations for improvement.

In most cases there are, or will be, existing programs that are directed at achieving the goals contained in the Vision2020 strategic plan. Great care must be exercised not to displace, duplicate, overlap or conflict with such programs. A careful assessment must be undertaken through field research, investigation and interviews to determine the current environment, the parties involved, and how effective the current programming is perceived to be. It is nearly always preferable to work with and enhance existing efforts.

Three alternative approaches are proposed for addressing existing programming are listed below:

1. **Adequate Program:** Identifying an existing approach as adequate and effective, the Project Workgroup will quantify the activity, make contact with leadership, and offer to develop liaison, in the event any aid or assistance can be provided. In any case, such existing programming will be monitored, supported and complemented.
2. **Supplemental Program:** An existing program that is less than optimal in quality or quantity of services and outcomes. The Workgroup can either intervene and supplement the existing programming, or develop independent programming to take advantage of missed opportunities or to fill any quantitative or qualitative gaps.
3. **Non-existent Programming:** Where an unmet need or opportunity is identified, the team will develop a proactive strategy to address it. The size and nature of the activity will determine whether it can operate under the aegis of the Economic Alliance or eventually be established as an autonomous organization.

## B. LOCATE AND IDENTIFY RELEVANT EXISTING PROGRAMMING

A program matrix is being developed for each topic, to categorize existing programs and organizations and detail their influence within the realm of the San Fernando Valley. Internal and external programming is to be mapped at the city, state, and federal levels, as well as in special agencies and districts. Non-profits and quasi-governmental agencies are key to the analysis—being the most likely to have roles in the administration of regional and community programming.

Once existing programming has been determined, the effectiveness and penetration within San Fernando Valley communities and cities should be assessed. Analysis includes:

1. Basic statistics such as where they are headquartered, number of members/volunteers, clients, and years of experience.
2. How this program relates to existing regional circumstances.
3. Needs fulfilled or opportunities realized through the program.
4. Record of performance and results obtained.
5. Potential for collaboration with Vision2020.

## **XII. Final Steps & Launch**

---

Vision2020 is an initiative of the Economic Alliance of the San Fernando Valley. It was sanctioned by the Alliance's Livable Communities Council, is funded through a grant from the James Irvine Foundation, and partially facilitated by the California Center for Regional Leadership.

The Vision2020 process began on September 11, 2001 with a launch forum attended by approximately 200 participants. Some history of the Valley and the 2020 challenge was presented. The process was explained, and a questionnaire was circulated to gather baseline information and recommendations.

The survey information was combined with the Economic Alliance's Community Indicators recommendations, which were developed in 2000. This material was assembled and formatted to be presented to a group of eight Stakeholder Roundtables and to be circulated through electronic e-dialogues and an interactive web site.

Over a period of six months the Roundtables each met in a series of three meetings. The Roundtable conclusions were circulated to some 1,000 e-dialogue recipients, and were also made accessible for comment at the web site. Out of necessity, one of the original roundtables was deleted, and three additional roundtables added.

The Vision2020 Forum was held on February 21, 2002, and the planned attendance of 200 key stakeholders was achieved. The results of the visioning process were unveiled in a multimedia presentation that involved the Roundtable chairs, key community stakeholders, and encouraging comments from the mayors of each of the Valley's cities.

Since February, Vision2020 has been reported back to the Livable Communities Counsel, from which four preliminary Project Workgroups have emanated for each of four phase one initiatives. Each of those groups have met and reviewed their portion of the vision along with a preliminary Strategic Implementation Plan. This document is designed to serve as that plan.

The following are the initial steps for implementation:

1. Secure the necessary grant funding for the implementation phase.
2. Establish the Projects Workgroup for each phase one initiative— identify leadership, and meet to discuss strategies and timelines.
3. Determine preliminary image, branding and public affairs outreach programming to give life and distinction to each initiative.
4. Conduct intensive outreach for Project Workgroup participants.







5121 Van Nuys Blvd. Ste 200 - Sherman Oaks, CA 91403  
818-379-7000 Fax 818-379-7077 [www.valleyofthestars.org](http://www.valleyofthestars.org)



23679 Calabasas Rd. Ste 507 – Calabasas, CA 91302  
818-712-9500 Fax 818-712-9182 [www.civiccenter.com](http://www.civiccenter.com)