

**ALAMEDA COUNTY WORKFORCE DEVELOPMENT BOARD (ACWDB)
YOUTH COMMITTEE**

MEETING NOTICE

August 24, 2020

1:00 PM – 3:00 PM

Eden Area Multi-Service Center

The lobby of this building is closed due to the COVID-19.

<https://zoom.us/j/96701884928>

If you would like to make a public comment, please contact Board Secretary Sheroza Haniff at Sheroza.Haniff@acgov.org to request a speaker card prior to the meeting.

AGENDA

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I.	CALL TO ORDER AND ROLL CALL	
II.	PUBLIC FORUM	
	The public can address the Committee on issues other than those on the agenda, with a limit of three minutes per speaker. Members of the public who wish to address the Committee on published issues should do so at the time the agenda item is being discussed.	
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COMMITTEE MEMBERS: Chris Rose (Chair); Lisa Meza (Vice-Chair); Jeff Bowser; Eric Darby; Gana Eason; Linda Evans; Elizabeth Lockerbie; Kathy Mello; Bill Pelter; Raquel Ramsey-Shelton; Mario Wagner

THIS IS AN OPEN MEETING. ALL WDB MEMBERS ARE ENCOURAGED TO ATTEND

ACWDB members who are not Committee members but are planning to attend may call Sheroza Haniff at (510) 259-3842 to request the material that will be discussed at this meeting.

*These WIOA Title I financially assisted programs or activities are “Equal Opportunity Employers/Programs”.
Auxiliary aids and services are available upon request to individuals with disabilities.*

If you require specific accommodations due to a disability, please call Sheroza Haniff at least 72 hours in advance.

NEXT YOUTH COMMITTEE MEETING IS November 9, 2020

ITEM III.A. – PRESENTATION

JOB CORPS PROGRAMS

BACKGROUND:

Job Corps Programs (Job Corps) is the largest nationwide residential career training program in the country and has been operating for more than 50 years. This federally funded program helps eligible young people ages 16 through 24 complete their high school education, trains them for meaningful careers, and assists them with obtaining employment. Job Corps has trained and educated over two million individuals since 1964.

At Job Corps, students have access to room and board while they learn skills in specific training areas for up to three years. In addition to helping students complete their education, obtain career technical skills, and gain employment, Job Corps also provides transitional support services, such as help finding employment, housing, childcare, and transportation. Job Corps graduates either enter the workforce or an apprenticeship, go on to higher education, or join the military.

Key Benefits

Job Corps offers career technical skills training in 10 high-growth industry sectors:

- Advanced Manufacturing
- Automotive and Machine Repair
- Construction
- Finance and Business
- Healthcare
- Homeland Security
- Hospitality
- Information Technology
- Renewable Resources and Energy
- Transportation

Students can earn a high school diploma or the equivalent, and college credits. Job Corps also offers tuition-free housing, meals, basic health care, a living allowance, and career transition assistance.

Staff members, Allen Douglas, Outreach and Admissions Manager and Nneka Scott, Admissions Counselor from Job Corps, Treasure Island (TI) will provide an overview of the Job Corps program and offer specific highlights of the TI site.

For further information, contact Deidra Perry, Program Finance Specialist at (510) 259-3827 or by email at deperry@acgov.org.

ITEM IV.A. – ACTION / PUBLIC HEARING

**WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)
YOUTH AND YOUNG ADULT PROGRAMS SERVICE DELIVERY
STRATEGIES FOR NEW PROCUREMENT CYCLE - 2021-2024**

RECOMMENDATION:

That the Youth Committee (YC) approve the Youth and Young Adult Program service delivery strategies, and procurement for these services, for a three (3) year program cycle covering July 1, 2021 through June 30, 2024 as follows:

1. The Youth Innovation Project for In-School Youth (ISY); and
2. The Young Adult Future Force Career Program for Out-of-School Youth (OSY) in the Local Area sub-regions:
 - Eden – Hayward, unincorporated areas of Ashland, Cherryland, and Fairview, San Leandro, San Lorenzo, and Castro Valley
 - North Cities - Alameda, Albany, Berkeley, Piedmont, and Emeryville
 - Tri-Cities - Fremont, Newark, and Union City
 - Tri-Valley - Dublin, Pleasanton, and Livermore
3. Authorize staff to issue two Request for Proposals (RFPs) for these ISY and OSY program service delivery strategies.

BACKGROUND:

In program year (PY) 2018/2019, the Alameda County Workforce Development Board (ACWDB) procured services for three (3) years for ISY and OSY. Ten percent (10%) of overall youth formula was allocated to ISY and 90% to OSY. ISY that enrolled in the Workforce Innovation and Opportunity Act (WIOA) program were exposed to Career Pathways in automotive technology, cyber security, criminal justice/forensic science, dental and medical assisting, construction, welding and metal fabrication. Participants received work-based learning opportunities including paid internships, assistance to complete graduation requirements and earn high school diplomas. The program was exceeding its goal in credential attainment and the board increased the relative funding allocation from 10% to 15% in the third year to offer opportunities for more students and increase credential attainment for both the program and ACWDB's Local Area.

The OSY program utilized the Industry Sector and Occupational Framework (ISOF) to introduce participants to in-demand jobs and career pathways, provided opportunities for both subsidized and unsubsidized work-based learning experiences, and only assisted with credential attainment and academic continuation. The procurement cycle will sunset on June 30, 2021.

ACWDB staff began a process to evaluate the current system and plan for the procurement process. As part of the planning for the 2021-2024 program cycle, staff engaged with partners, other workforce boards, and participants/job seekers to solicit feedback and information as follows:

- Staff conducted a survey to over 2,000 job seekers/former WIOA participants as well as an additional 300 public assistance participants. (Survey results will be provided as a handout.)
- Staff delivered a “Re-imagining Workforce Development Services in Alameda County” webinar attended by over 60 individuals who represented various organizations. Webinar participants provided verbal feedback during the discussion and were also asked to complete a survey. Approximately 40 webinar attendees completed the survey. (Survey results will be provided as a handout).
- Staff digested research publications from organizations such as Jobs for the Future, Department of Labor’s Workforce GPS Resource hub, Drexel University Center for Labor Markets and Policy, and the Urban Institute.

The results of these efforts served to inform staff’s recommendation for the proposed ISY/OSY service delivery model for the upcoming 2021-2024 procurement. The most prevalent themes included:

1. Need for occupational training in demand-driven career paths that lead to high-wage jobs
2. Offer “Earn and Learn” training models
3. Improve linkages between business, industry and labor organizations
4. Provide opportunity and options for youth to gain increased exposure to career pathways
5. Strengthen core-skills to increase workplace-readiness

2021 - 2024 Strategies:

In-School Youth

Staff recommends continuing with the current ISY strategies of career exploration, attainment of high school diploma with a added emphasis on occupational certifications and paid internships and other work-based learning opportunities. The program design also includes an enhanced emphasis on workplace-readiness training.

Out-of-School Youth

Covid-19 has exacerbated the already challenging lives of OSY. The Youth/Young Adult unemployment rate is significantly higher than adult unemployment. Many young people held service and retail industry jobs whose numbers have significantly decreased. There is an added urgency to strengthen their skill set and provide resources and supports that can increase the likelihood of economic stability.

For the next procurement cycle, staff recommends program delivery strategies that significantly focuses on providing occupational trainings that lead to in-demand occupations that offer a liveable wage. Trainings will utilize the “earn and learn” framework, be linked to priority industry sectors, conducted in co-horts, with integrated employer engagement. In addition to occupational training, the program design includes enhanced emphasis on workplace-readiness training.

Request for Proposal (RFP):

ACWDB staff will conduct a procurement process for the Youth Innovation Program and the Young Adult Future Force Career Program and anticipate releasing an RFP in October 2020, dependent on board approval. Current programs and services will continue through June 30, 2021 and contracts under the new procurement will be effective July 1, 2021 through June 30, 2024 (Please refer to the Attachment – IV.A.3. Request for Proposal Timeline – 2021/2024 Youth and Young Adult Programs).

For further information, please contact Deidra Perry, Program Financial Specialist at (510) 259-3827 or by email at deperry@acgov.org.

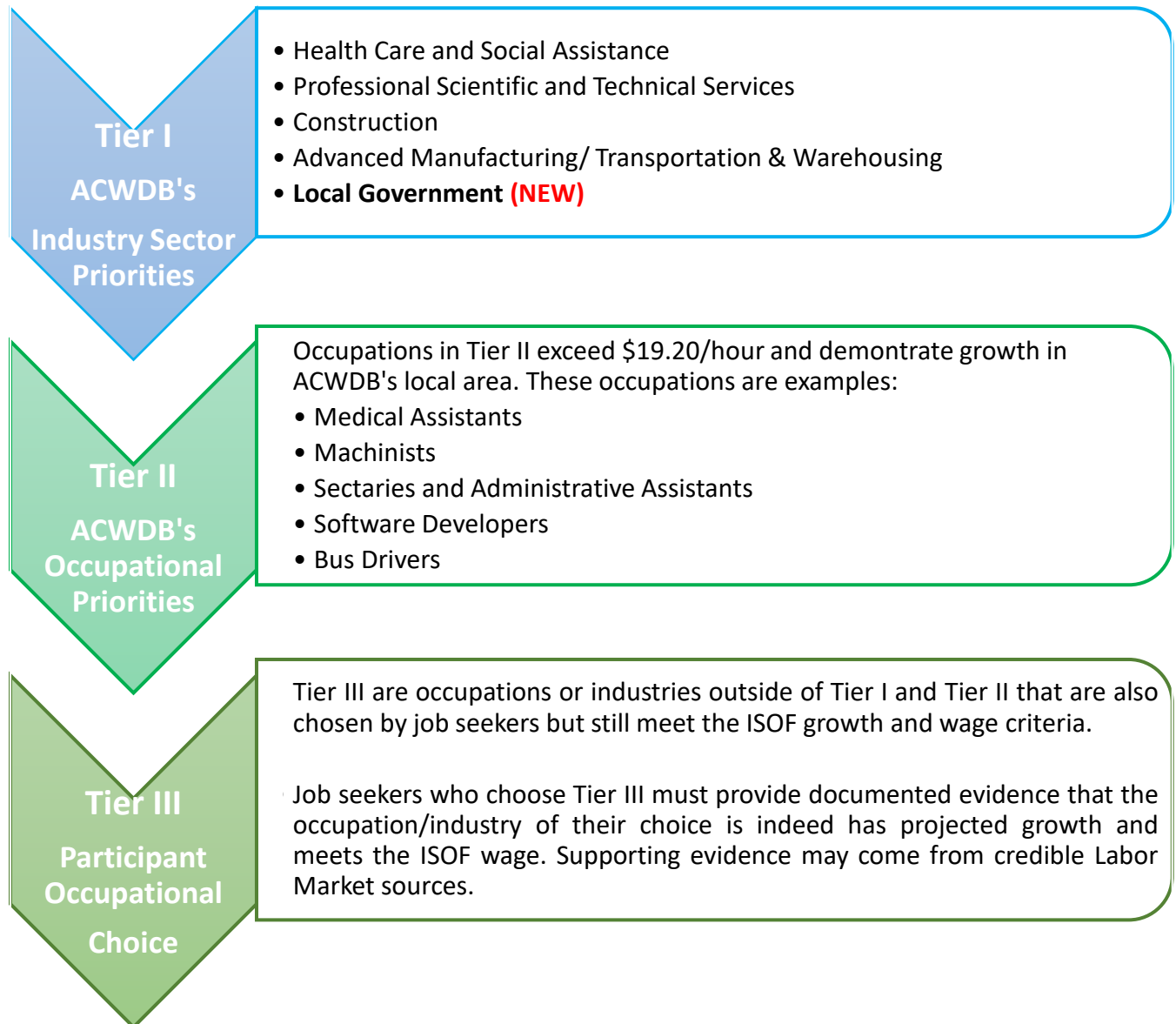
ATTACHMENT:

IV.A.1. – Industry Sector and Occupational Framework (ISOF)

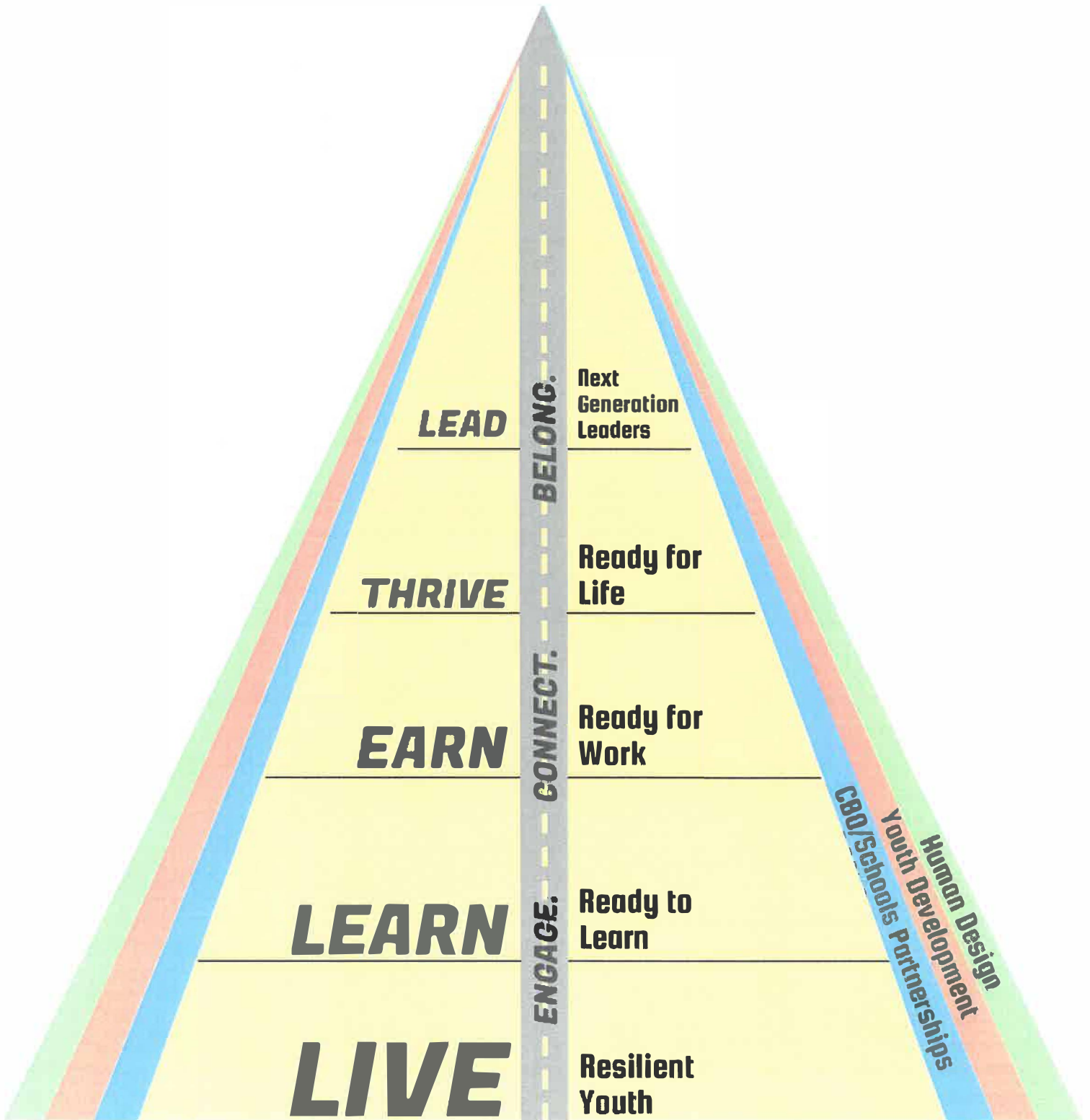
IV.A.2. – Earn and Learn Model

IV.A.3. – Request for Proposal Timeline – 2021/2024 Youth and Young Adult Programs

Industry Sector and Occupational Framework (ISOF)



The ISOF was developed by Latoya Reed, Management Analyst of the Alameda County Workforce Development Board. This diagram is a graphical representation and abbreviated version of the ISOF. Questions regarding methodology, the extended version of ISOF, and/or permission to use the tool for those who are not currently contracted service providers should be directed to: latoya.reed@acgov.org.



Alameda County Office of Education



**PROJECT
PATHWAYS**
LEARN | WORK | THRIVE

REQUEST FOR PROPOSAL (RFP) TIMELINE
2021-2024 YOUTH & YOUNG ADULT PROGRAMS

Event/Activity	Date/Location
Recommendations to Youth Committee	August 24, 2020
ACWDB Approval to Release RFP	September 10, 2020
RFP Released	September 28, 2020
Networking/Bidders Conference	October 8, 2020 – via virtual platform
Written Questions Due	October 9, 2020 by 5:00 p.m.
Addendum No. 1 Posted	October 5, 2020
Bid Proposals Due	October 26, 2020 by 2:00 p.m. (open 6 weeks)
Rating Panel Evaluation Period	November – December 2020
Rating Panel Recommendation to Youth Committee	February 17, 2021
ACWDB Approval of Recommendations	March 11, 2021
County Board of Supervisors Award Date	April 20, 2021
Contractor Meeting to Present New Program Overview and Guidelines	May - June, 2021
Contract and Program Start Date	July 1, 2021

Note: All dates are tentative and subject to change

ITEM IV.B. – ACTION / PUBLIC HEARING

YOUTH COMMITTEE (YC)
MEETING CALENDAR FOR 2021

RECOMMENDATION:

That the Alameda County Workforce Development Board’s (ACWDB) Youth Committee (YC) Committee consider and approve the meeting dates, times and places listed below for the 2021 calendar year.

BACKGROUND:

The Bylaws state under Section 4.4.2 Regular Meetings of Standing Committees that:

“Each committee shall set the date, time, and place of regular meetings by resolution and shall state the date, time, and place of each meeting in the agenda to be posted for that meeting”.

In order to secure adequate meeting space, notice the public, and to allow ACWDB staff an opportunity to plan in advance with the Chair, staff recommends that the YC Committee consider the following meeting dates and times as listed below. As the meeting dates approach, if there are no items for the Committee, staff will confer with the Chair, then provide adequate notification of cancellation.

<u>DATES</u>	<u>TIME</u>
February 8, 2021	1:00 – 3:00 P.M.
April 12, 2021	1:00 – 3:00 P.M.
August 9, 2021	1:00 – 3:00 P.M.
November 8, 2021	1:00 – 3:00 P.M.

All meetings are located at the Eden Area Multi Service Center, (24100 Amador Street, 2nd Floor, California Poppy Conference Room, A&B, Hayward, CA) or will be held via a virtual platform.

For further information, contact Deidra Perry, Program Financial Specialist at (510) 259-3827 or email at deperry@acgov.org.

ITEM V.A. – INFORMATION

PERFORMANCE OUTCOMES AND IMPACTS FOR PY 2019/2020

BACKGROUND:

At their March 12, 2020 meeting, the Alameda County Workforce Development Board (ACWDB) authorized staff to implement conditional funding actions as prescribed in Youth and Career Service Provider (CSP) contracts for non-attainment of PY 2019/2020 contract performance goals as follows:

1. If 100% of contract performance goals are not met by March 31, 2020, withholding of 25% of Workforce Innovation and Opportunity Act (WIOA) grant funds for PY 2019/2020 would be triggered; and
2. Forfeiture of that same 25% of WIOA grant funds by contracted service providers if 100% of contract performance goals were not fully attained by June 30, 2020.

The contract performance measures that were being considered for determination of whether providers would receive their full PY 2019/2020 funding allocations were:

For In-School and Out-of-School Youth Providers:

1. Number of new enrollments
2. Percentage of newly enrolled participants who received a Work-Based Learning service
3. Percentage of newly enrolled participants who received a Soft/Core Skills or Leadership Development service

UPDATE:

Contract performance calculations for PY 2019/2020 have been finalized and the resulting reports have been published in this packet in the Reports section of your agenda (Item VI).

In-School and Out-of-School Youth Providers:

All of the contracted service providers funded through ACWDB's WIOA Youth funding streams were able to achieve their full contract performance goals in the three categories referenced above. Therefore, they were eligible to receive their full PY 2019/2020 funding allocation.

For further information, please contact Michele G. Garcia, Workforce Board System Administrator at (510) 259-3802 or through email at MGGarcia@acgov.org.

ITEM V.B. – INFORMATION

21st CENTURY SKILLS CERTIFICATION

BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) legislation encouraged partnerships amongst employer organizations, education programs and local Workforce Development Boards to provide career focused training, including soft skills. In preparation for the implementation of WIOA, the 21st Century Skills Program began in 2012 at Feather River College through the New World of Work Initiative. Many skills panels (entrepreneurial, future work force 2020, students, etc.) convened and extensive research was conducted to help determine the “Top 10” necessary 21st Century professional skills. See Attachment V.B.1.

As referenced above, this skill set has been referred to as “soft skills”, which infers that they may not be as important to workplace success. Going forward ACWDB will rebrand “soft skills” as “core skill”. Labeling this skill set as “soft” undervalues them, insinuating that they are not as important as say, “hard skills”. “Core skills” reframes the perceptions and reflects their importance for both the employee and employer success. See Attachment V.B.2.

These 21st Century Skills are also known as workplace readiness skills and are important because they ensure workers, especially youth and young adults just entering the world of work, have the basic critical thinking and personal skills necessary to obtain and maintain employment. Workers who possess personal qualities such as punctuality, work ethic and a friendly, cooperative attitude earn the respect of their co-workers and superiors.

Both employees and employers benefit from workplace readiness training. Employees gain both proficiency and confidence to pursue advancement opportunities. Employers who hire workers with this foundation can realize an increase in productivity because the work is done correctly, completed on time thus achieving a company’s goals and objectives. Hiring employees with this foundational skill set also saves employers money because employee turnover is minimized.

In addition to the 21st Century Skills trainings, ACWDB will also utilize the Metrix platform to offer trainings that will lead to a Workplace Readiness Skills Certification that staff and partners within our workforce system will promote throughout our employer network.

For further information, contact Deidra Perry, Program Financial Specialist – (510) 259-3827 or email: deperry@acgov.org.

ATTACHMENT:

V.B.1. - 21st Century Skills

V.B.2. - Article – “Getting to the CORE”



21ST CENTURY SKILLS

Primary Attributes for Classroom and Digital Badging Assessment

1 ADAPTABILITY

- Aware of and positively responds to change.
- Has a flexible approach to work, which includes various work environments, roles, tasks, and ideas.
- Takes into account diverse viewpoints and input to achieve work outcomes.
- Handles stress, setbacks, and constructive criticism with healthy coping mechanisms in order to learn from experience and continue to move forward.

2 ANALYSIS/SOLUTION MINDSET

- Considers multiple points of view and analyzes motivations behind multiple sources of information.
- Recognizes problems and needs within a societal, community, or workplace context in order to develop solutions.
- Examines information broadly, analyzes data, and utilizes critical thinking.
- Develops multiple solutions using hypotheses/ trial and error to test and determine effectiveness.

3 COLLABORATION

- Builds and maintains mutually beneficial relationships by working collaboratively with diverse groups or teams.
- Incorporates a range of perspectives and cultural norms while reinforcing common ground and shared goals.
- Applies a transformational leadership approach where one seeks input, incorporates feedback, implements new ideas, offers help, and engages all team members.
- Handles conflict constructively and views failure as an opportunity to learn.

4 COMMUNICATION

- Presents information that is appropriate in content, professional in both tone and language, and tailored to the recipient/audience.
- Uses digital media, social media, and other technology communication tools properly for work settings.
- Understands basic etiquette and rules in non-verbal, verbal, and written communication to effectively and accurately convey meaning.
- Uses attentive listening skills, which includes asking clarifying questions and summarizing information back to check for understanding.

5 DIGITAL FLUENCY

- Understands the appropriate technology tools to work collaboratively in person and remotely.
- Has basic knowledge of the ethical and legal issues related to information technology and shares information accordingly.
- Understands how to use technology tools including computer components and functions (keyboard, mouse pad, browser windows, email).
- Uses online tools including search engines to gather research and data as well as solve problems.

21ST CENTURY SKILLS

Primary Attributes for Classroom
and Digital Badging Assessment

6 EMPATHY

- Knows the difference between empathy and sympathy and when to apply each given the situation.
- Actively uses skills to build empathy including: active listening, honest communication to establish trust, open-ended questions, mirroring, and checking for understanding.
- Builds relationships through understanding and valuing diverse backgrounds and cultures.
- Connects with clients/customers by thinking about their needs and points of view, making decisions based on those needs, and continually evaluating client/customer satisfaction.

7 ENTREPRENEURIAL MINDSET

- Self-motivated and strives for professional development by seeking new knowledge, training, and responsibilities.
- Focuses on brainstorming, innovation, and new ideas while connecting information from various sources.
- Takes risks, learns from mistakes, and is driven to complete tasks in order to develop new or improved products, services, or processes.
- Entrepreneur or intrapreneur with the ability to work independently or in teams while being mindful of client/customer needs.

8 RESILIENCE

- Sets goals, prioritizes, and anticipates possible consequences of decisions in order to make back up plans.
- Handles setbacks positively by reflecting on experience, learning from mistakes, and using this information to inform future decisions.
- Openness to others' viewpoints and ability to voice one's own opinion in order to synthesize feedback and resolve conflicts.
- Has a growth mindset: seeks new knowledge and skills to expand learning and commits to learning as a lifelong process.

9 SELF-AWARENESS


- Accurately assesses own personality, strengths, and areas of growth seeking ways to continually develop skills.
- Displays personal responsibility combined with social awareness by maintaining self-control and ethical behavior.
- Cultivates professionalism by being consistent, following required guidelines and rules, and maintaining appropriate dress and communication.
- Maintains an awareness of preferences for types of work and environments to capitalize on strengths.

10 SOCIAL/DIVERSITY AWARENESS

- Demonstrates sensitivity and respect toward others with diverse backgrounds and cultures both locally and globally.
- Values and embraces diversity in the workplace including gender, sexual orientation, ethnicity, and age.
- Leverages social and cultural differences to redefine social norms and generate new ideas.
- Uses professionalism and interpersonal skills to establish rewarding relationships with diverse individuals and groups.

Getting to the CORE: Putting an End to the Term “Soft Skills”

Jennifer Parlamis¹ and Matthew J. Monnot¹

Journal of Management Inquiry
1–3
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Introduction

Few of my MBA students major in Management. The overwhelming majority of them major in finance, supply chain, accounting, risk management, or some other quantitatively oriented subject. So, when they face off with me, I tell them two things: 1) regardless of your chosen major, almost all of you are going to end up in management, and 2) because the most difficult issues in managing organizations and the people who inhabit them involve organizational and relational skills, the soft stuff is actually the hard stuff. Well, the authors of the following essay, Jen Parlamis and Matt Monnot, would probably find me guilty of perpetuating an inappropriate label when I refer to the “soft stuff.” They are on a mission to convince us that we should drop the frequent allusion to soft skills and replace it with something more suitable. Given the way that the notion of soft skills has insinuated itself into our field, they would seem to have an uphill fight, but they nonetheless have a case worth making.

—Denny Gioia

M.B.A. students may get by on their technical and quantitative skills the first couple of years out of school, but soon, leadership and communication skills come to the fore in distinguishing the managers whose careers really take off.

—Rob Greenly, M.I.T. Sloan School of Management (Alsop, September 2002)

Abstract

We need to retire the term “soft skills.” A new vocabulary for describing critical social and organizational skills is long overdue. Substituting the acronym “CORE” (Competence in Organizational and Relational Effectiveness) for the loaded word “soft” provides a more fitting term for the important skills the term describes and, in doing so, reframes the perceptions of these key skills to reflect their importance for career and organizational success.

Keywords

CORE skills, soft skills, reframing, workplace competencies, leadership

Take a moment to reflect on your workplace. Think of a colleague with whom you *most* enjoy working. One or more of the following attributes is likely to describe this person: collaborative, honest, positive, flexible, hard-working, fun, creative, team player, responsible. Now think of a colleague with whom you *least* enjoy working. One or more of the following attributes is likely to apply: complainer, passive-aggressive, untrustworthy, negative, competitive, political, difficult, unprofessional. Note that none of these descriptors include technical skills (so called “hard” skills). Rather, most of the descriptors are social in nature or what have been historically labeled “soft” skills. Strong technical expertise is obviously necessary for the high-skill jobs required in most knowledge work. That said, there is a developing conversation in academic and business circles concerning the importance of “soft” skills—skills such as leadership, teamwork, self-awareness, managing conflict, communicating effectively, getting along, and so on, that are essential ingredients for individual, team, and organizational success.

Integral to this discussion is the terminology used to discuss these skills. We want to retire the phrase “soft skills” and propose that the social skills found to differentiate the average from the excellent employees need a new vocabulary—some word or phrase that can encompass all of these nontechnical skills in a way that more appropriately represents their importance for workplace success. The term we propose is CORE skills.

We are not alone in believing that we need a new term. A recent NPR story (Kamenetz, 2015) posed the question: “Non-academic skills are the key to success. But what do we call them?” The answers included “non-cognitive traits,” “character,” “growth mindset,” and “soft skills,” just to name

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a few. Some argue that these nonacademic, nontechnical success factors describe a construct in the management literature called emotional intelligence (EI), which was first defined by Salovey and Mayer (1990, p. 189) as “the ability to monitor one’s own and others’ feelings and emotions. . . and to use this information to guide one’s thinking and actions.” More recent thinking has expanded and differentiated EI to include competencies such as willingness to learn, openness to feedback, comfort with ambiguity and change, ability to negotiate and manage conflict, emotional awareness and impulse control, persistence in the face of obstacles, interest in developing and inspiring others, willingness to learn, professionalism, and positive attitude (Boyatzis, 2009). That is an impressive list. But the EI notion has not superseded the more colloquial terms that have been used to describe these nontechnical success factors, nor is it clear that when people use these terms there is consistency regarding their definition. Simply put, EI has not proven to be an adequate alternative to soft skills.

Some History of the Term Soft Skills

Before we retire the term, however, it is useful to get a sense of the historical perspective and origin of the term. Although many have studied the interpersonal skills necessary for effective management since the 1950s, it was not until the 1970s that there was a systematic effort to distinguish the elements of work that pertain to content expertise (“hard skills”) from those that pertain to managing people (“soft skills”). In 1972, the United States Continental Army Command (CONARC) sponsored the CONARC Soft Skills Training Conference. The conference brought together army educators, leading scholars in systems engineering and assessment, and consultants from the Human Resource Research Organization (HumRRO). HumRRO was invited to survey and more clearly define the army’s use of the term soft skills. Apparently, the army’s initial definition of the term, “. . . job related skills involving actions affecting primarily people and paper, e.g., inspecting troops, supervising office personnel, conducting studies, preparing maintenance reports, preparing efficiency reports, designing, bridge structures” (Whitmore, 1972) was not very helpful for analyzing job requirements and responsibilities. Military schools were teaching course content under the guise of such terms as leadership, chaplain responsibilities, affective skills, and communicative skills. CONARC wanted to define and standardize the content taught in these courses.

They held working group sessions, composed of presenters and conference participants, at the conclusion of the presentations. Interestingly, the conference report concluded, “no distinction should be made between hard skills and soft skills and recommended that the term ‘soft skills’ be eliminated from systems engineering terminology” (U.S. Continental Army Command and U.S. Army Defense School, 1972). Even so, the dichotomy between soft and hard skills has persisted. The presence of soft skills training (e.g., leadership, affective and communicative skills) shows

up in courses within business schools devoted specifically to organizational behavior and related content, as well as texts devoted to leadership.

Why Does This Matter?

Recent surveys of employers frequently list team skills as a most desired attribute for graduates about to enter the workforce. Likewise, recruiters often list social skills as the most preferred qualities among recent college graduates. Robles (2012) investigated the fundamental skills for the current work environment and found that integrity, interpersonal skills, responsibility, teamwork, and work ethic were among the top 10 most important attributes. MBA students and employers recognize the importance of becoming more proficient in critical thinking and social skills, and this demand clearly should lead to a greater focus on the human side of business. Without a significant change in the terminology that describes these skills, however, demand will not translate into action, and soft skills will stay in the shadows. These skills need to be legitimized; one step toward legitimacy is reframing their descriptor.

Reframing Soft to CORE

The word “soft” is too often used as a pejorative term. For example, in political contexts, people or institutions might be reprimanded for being “soft” on crime (i.e., being lenient with criminal accountability, supporting inadequate punishment for offenders, downplaying tough laws, etc.). In academic contexts, the term “soft” science has been used to define fields of study that investigate people, interactions, or behaviors, whereas fields that use measurable and controlled variables (e.g., chemistry, physics) have been described as the “hard” (i.e., more legitimate) sciences, because their means of study is considered more rigorous. Moreover, many of the synonyms listed in Merriam-Webster’s dictionary for the term soft, although not all negative, nonetheless have undesirable connotations such as “dull,” “debilitated,” “unsubstantial,” “weak,” “wimpy,” “characterless,” “bland,” “indulgent,” and “cheap” (<https://www.merriam-webster.com/thesaurus/soft>). Because of these negative associations with the word soft, it is important that we retire the term and reframe the basic notion so that the term reflects the significance of these skills for workplace success.

Marketing executives, academics, leaders, politicians all understand the importance of framing. A frame is a socially constructed cognitive representation of an idea that influences reasoning and perceptions. A frame essentially assigns meaning to ideas. In ground-breaking work on the framing of decisions, Tversky and Kahneman (1981, p. 453) define a frame as “the decision-maker’s conception” of acts or outcomes and describe a frame as “controlled partly by the formulation of the problem” and it is “often possible to frame. . . in more than one way.” Single words or phrases (or acronyms) can be used as powerful frames to change thinking

and behavior. For example, research on women negotiators found that framing negotiations as opportunities for “asking” as compared with opportunities for “negotiation” mitigated gender differences found in previous research (Small, Gelfand, Babcock, & Gettman, 2007). Political operatives also understand the power of framing. Democrats and Republicans constantly spin (frame and reframe) concepts and policies to shift attitudes and influence voters. A few simple examples include labels such as “death tax” versus “estate tax” or “gun control” versus “gun safety” or “drilling for oil” versus “exploring for energy” or “foreign trade” versus “global trade.” Given the importance of nontechnical skills for job success, the critical function of framing to influence understanding, and the pejorative connotation that “soft” implies, reframing the term is critical to evolve the positive perception of these skills and promote their elevation to a place of prominence in the academic and professional domains.

Getting to the CORE

CORE is an acronym that stands for Competence in Organizational and Relational Effectiveness. The skills that contribute to success in modern organizational life comprise those that are both relational and organizational. For example, relational skills include notions such as positive attitude, trustworthiness, effective communication, leadership ability, cooperativeness, responsibility, initiative, ability to manage emotions, team- and self-awareness. Organizational skills encompass ability to influence others, read and manage other’s emotions, manage conflict, negotiate, coach and mentor, understand organizational contexts, and develop meaningful networks. The idea of CORE skills better reflects the content of the skills in this domain. Although early researchers ostensibly designated skills as “soft” if they were difficult to measure, there have been advances in the measurement of effective organizational behaviors in recent decades. A skill is the extent to which a person is able to exhibit proficiency in a particular domain. Just as we can accurately assess one’s proficiency in driving a vehicle and programming computer language, modern assessment techniques make it possible to assess one’s proficiency in, for example, communication and negotiation.

The term “CORE skills” avoids the negative associations related to the term “soft” and shifts to a more positive depiction of these skills. If something is referred to as “core,” it connotes something essential and fundamental. Core is “a thing or place that is of greatest importance to an activity or interest” (www.merriam-webster.com/thesaurus/core). The meaning of core is, therefore, consistent with the underlying importance of skills the term is used to describe. Shifting the lexicon is critical to transforming the perception of these skills, so reframing the notion as CORE is more likely to increase legitimacy, broaden research attention, and expand

the scope of influence to areas of training, early education, hiring practices, and much more.

Simply put, reframing of the term soft skills is about finding a more appropriate and memorable term, not just a better academic term. Our intention is mainly to prompt a conversation that pushes a change in the common lexicon as a way to better describe the importance of these skills and reflect the current thinking and research findings. We envision this new acronym, to be on par with the acronym STEM (science, technology, engineering, and math), in that it becomes part of the vernacular and is powerful enough to shift conversation and perception. Ultimately, words create reality and therefore, words can change reality. Using the word “CORE” in place of “soft” provides a more fitting term for the important skills the term describes and, in doing so, might help to shift the perceptions of these CORE skills to reflect the current understanding of their significance for career and organizational success.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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ITEM VI.A. – REPORTS

LOCAL AREA PERFORMANCE REPORTS **ADULTS, DISLOCATED WORKERS, AND YOUTH** **PY 2019/2020; 4th Quarter; 7/1/2019 through 6/30/2020**

BACKGROUND:

Local Area Performance is negotiated with the California Workforce Development Board biennially. PY 2018/2019 and 2019/2020 Local Area Performance goals were approved by the Alameda County Workforce Development Board (ACWDB) through an Action Item at their December 13, 2018 meeting.

The Local Area Performance Measures, goals, and actual performance attainments are not evaluated in “real time”. There is a look back at participants who completed Workforce Innovation and Opportunity Act (WIOA) funded services in prior quarters.

The new format for the Local Area Performance Reports allows workforce boards to review statistics regarding the demographics of individuals who enroll in WIOA programs throughout the region. This information may be of interest as we engage in efforts to serve populations with multiple barriers to employment.

ANALYSIS OF REPORT:

In-School and Out-of-School Youth:

ACWDB’s Local Area Performance Report for the 4th quarter of Program Year (PY) 2019/2020 reflect improvements in all of the Core Indicators of Performance for the In-School and Out-of-School Youth programs. While performance attainments in all areas improved, ACWDB’s youth providers continue to score below goal in Credential Attainment Rate.

Adult and Dislocated Worker Programs:

Local Area Performance attainments for Adult and Dislocated Worker programs continue to exceed goals in the areas of Placement Rate @ 2nd quarter post exit; Placement Rate @ 4th quarter post exit; and Median Earnings. ACWDB’s Adult and Dislocated Worker programs did experience a decrease in attainments in the area of Credential Attainment rate.

For further information, please contact Michele G. Garcia, MIS Administrator at (510) 259-3802 or through email at MGGarcia@acgov.org.

ATTACHMENT:

VI.A.1. – REPORT LAP PY19-20 Q4

LOCAL AREA PERFORMANCE REPORTS
ADULTS, DISLOCATED WORKERS AND YOUTH
 PY 2019/2020; Quarter 4 (7/1/2019 through 6/30/2020)

Performance Items	In-School & Out-of-School Youth			WIOA Adults			Dislocated Workers		
	Current Total			Current Total			Current Total		
SUMMARY INFORMATION									
Total Exitters	222			279			424		
Total Participants Served	667	100%		910	100%		1,404	100%	
BARRIERS TO EMPLOYMENT (Priority Populations)	Current Total	% of Total Served		Current Total	% of Total Served		Current Total	% of Total Served	
Eligible Veterans	0	0%		25	3%		22	2%	
Individuals with a Disability	82	12%		134	15%		17	1%	
Low-income individuals	618	93%		521	57%		543	39%	
Ex-offenders	23	3%		47	5%		29	2%	
Homeless individuals or runaway youth	162	24%		63	7%		16	1%	
Current or former foster care youth	35	5%		0	0%		0	0%	
English language learners, individuals with low levels of literacy or facing substantial cultural barriers	280	42%		70	8%		36	3%	
Single parents (Including single pregnant women)	25	4%		133	15%		151	11%	
CORE INDICATORS OF PERFORMANCE	Total Current Period	PY 19/20 Goals	% of Goal	Total Current Period	PY 19/20 Goals	% of Goal	Total Current Period	PY 19/20 Goals	% of Goal
Placement Rate 2nd Quarter Post Exit ①	63.6%	62.0%	102.6%	68.4%	66.5%	102.9%	77.8%	72.5%	107.3%
Placement Rate @ 4th Quarter Post Exit ①	61.6%	62.5%	98.6%	65.7%	65.5%	100.3%	71.1%	70.5%	100.9%
Median Earnings/Quarter	\$ 2,801.24	Baseline	N/A	\$ 7,386.44	\$5,700.00	129.6%	\$ 13,297.69	\$8,000.00	166.2%
Credential Rate	18.1%	54.0%	33.5%	33.1%	61.5%	53.8%	44.7%	58.0%	77.1%
Measurable Skill Gains ②	21.6%	31.27%	69.1%	13.1%	26.89%	48.7%	17.4%	19.09%	91.1%

① Placement in Employment for Adults & Dislocated Workers; and Placement in Employment, Education, Advanced Training or the Military for Youth.

② Measurable Skill Gains is a Performance Measure that applies only to the Regional Planning Unit (RPU) (The four local areas that exist within Alameda and Contra Costa Counties). RPU goal for PY 2019/2020: Youth = 31.27%; Adult = 26.89%; Dislocated Worker = 19.09%.

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ITEM VI.B. – REPORTS

YOUTH CONTRACT PERFORMANCE INDICATORS REPORTS **PY 2019/2020; 4th Quarter; 7/1/2019 through 6/30/2020 - FINAL**

BACKGROUND:

Under the Workforce Innovation and Opportunity Act (WIOA) legislation, Local Area Performance Measures include, for all WIOA Formula populations (Adults and Dislocated Workers and Youth):

1. Employment Rate at 2nd Quarter After Exit (Employment or Placement for Youth)
2. Employment Rate at 4th Quarter After Exit (Employment or Placement for Youth)
3. Median Earnings at 2nd Quarter After Exit
4. Credential Attainment within four Quarters After Exit

NOTE: “Placement” for Youth performance (specifically as referenced in items 1 and 2 above), is defined as placement in Employment, Advanced Training, Post-Secondary Education, or the Military.

Toward our Local Area Performance goals, Alameda County Workforce Development Board’s (ACWDB) contracted service providers for youth and young adults have contract performance measures and goals written into their contracts:

1. Number of new enrollments;
2. Number of participants enrolled into:
 - a. Work-Based Learning Activities; and
 - b. Soft Skills / Leadership Activities;
 - c. Training Activities that lead to credential attainment;
3. Credential Attainments; and
4. Youth Placements reported at case closure.

ANALYSIS OF REPORTS:

As a system, ACWDB’s Youth Service Providers met or exceeded their contract performance goals in the following areas:

- New Enrollments;
- Enrollment into Training Activities that lead to Credential Attainment;
- Enrollment into Work-Based Learning Activities and Leadership Training; and
- Credential Attainment.

All but one of the Youth providers met or exceeded their credential attainment goals (La Familia did not report any credential attainments in their program for Valley youth) – and all Youth Service Providers failed to achieve their Youth Placement goals.

In PY 2019/2020 Contact Performance Goals were changed to reflect whole numbers in lieu of percentages – which resulted in the very high percentage attainments in the areas of training enrollments and credential attainments. In PY 2020/2021, ACWDB staff will revert back to

establishment of percentage goals. This will paint a more realistic picture of the effectiveness of youth services and better align with our Local Area Performance goals.

Please contact Michele G. Garcia, MIS Administrator if you have any questions regarding these reports. You can reach Michele at (510) 259-3802 or by email at mggarcia@acgov.org.

ATTACHMENT:

VI.B.1. – REPORT CPIR Yth PY19-20 Q4 FINAL

YOUTH CONTRACT PERFORMANCE INDICATORS REPORT

Results-Based Accountability (RBA) Format

Alameda County Workforce Development Board (ACWDB)

AGGREGATE OF ALL ACWDB YOUTH PROVIDERS

PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020

FUND SOURCE:	IN-SCHOOL			OUT-OF-SCHOOL		
BENCHMARKS	ACTUAL	GOAL	% of GOAL	ACTUAL	GOAL	% of GOAL
HOW MUCH DID WE DO?						
# OF NEW ENROLLMENTS (Full Enrollment by 3/31)	40	40	100.0%	180	149	120.8%
# IN TRAINING THAT LEADS TO CREDENTIAL ATTAINMENT	40	10	400.0%	83	39	212.8%
HOW WELL DID WE DO?						
# RECEIVED WORK-BASED LEARNING ACTIVITIES ①	39	36	108.3%	142	109	129.8%
# RECEIVED SOFT-SKILLS/LEADERSHIP TRAINING ②	39	36	108.3%	141	109	128.9%
IS ANYONE BETTER OFF?						
% YOUTH PLACEMENT ③ (of closed cases)	0.0%	62.0%	0.0%	17.0%	62.0%	27.4%
# OF CREDENTIALS ATTAINED (of those enrolled in training)	21	5	420.0%	45	17	264.7%

① Work-Based Learning Activities (400-Summer Employment; 408-Internship; 409-Job Shadow; 425-Wk Exp Pd; 426-Wk Exp Unpd; 427-Intern Pd; 431-PreApprentice; 432-Apprentice; 433-Career Aware; 434-Career Explore; 437-PreApprent w/Occ Skills Trng)

② Soft Skills/Leadership = Activity 410-Leadership Development Services

③ Youth Placement = Placement in Employment, Education, Advanced Training, or the Military

"#DIV/0!" or "#REF!" = Insufficient data available to perform the calculation.

Template Revised August, 2018

YOUTH CONTRACT PERFORMANCE INDICATORS REPORT

Results-Based Accountability (RBA) Format

Alameda County Workforce Development Board (ACWDB)

EDEN AREA REGIONAL OCCUPATION PROGRAM (ROP) - Youth Innovations (YIE)

PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020

FUND SOURCE:	IN - SCHOOL		
PERFORMANCE MEASURES	ACTUAL	GOAL	% of GOAL
HOW MUCH DID WE DO?			
# OF NEW ENROLLMENTS (Full Enrollment by 3/31)	40	40	100.0%
# IN TRAINING THAT LEADS TO CREDENTIAL ATTAINMENT	40	10	400.0%
HOW WELL DID WE DO?			
# RECEIVED WORK-BASED LEARNING ACTIVITIES ①	39	36	108.3%
# RECEIVED SOFT-SKILLS/LEADERSHIP TRAINING ②	39	36	108.3%
IS ANYONE BETTER OFF?			
% YOUTH PLACEMENT ③ (of closed cases)	0.0%	62.0%	0.0%
# OF CREDENTIALS ATTAINED (of those enrolled in training)	21	5	420.0%

① Work-Based Learning Activities (400-Summer Employment; 408-Internship; 409-Job Shadow; 425-Wk Exp Pd; 426-Wk Exp Unpd; 427-Intern Pd; 431-PreApprentice; 432-Apprentice; 433-Career Aware; 434-Career Explore; 437-PreApprent w/Occ Skills Trng)

② Soft Skills/Leadership = Activity 410-Leadership Development Services

③ Youth Placement = Placement in Employment, Education, Advanced Training, or the Military

"#DIV/0!" or "#REF!" = Insufficient data available to perform the calculation.

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YOUTH CONTRACT PERFORMANCE INDICATORS REPORT

Results-Based Accountability (RBA) Format

Alameda County Workforce Development Board (ACWDB)

HAYWARD ADULT SCHOOL (HAS) - Future Force Career Program (YOE)

PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020

FUND SOURCE:	OUT-OF-SCHOOL		
PERFORMANCE MEASURES	ACTUAL	GOAL	% of GOAL
HOW MUCH DID WE DO?			
# OF NEW ENROLLMENTS (Full Enrollment by 3/31)	62	54	114.8%
# IN TRAINING THAT LEADS TO CREDENTIAL ATTAINMENT	58	14	414.3%
HOW WELL DID WE DO?			
# RECEIVED WORK-BASED LEARNING ACTIVITIES ①	40	30	133.3%
# RECEIVED SOFT-SKILLS/LEADERSHIP TRAINING ②	40	30	133.3%
IS ANYONE BETTER OFF?			
% YOUTH PLACEMENT ③ (of closed cases)	47.3%	62.0%	76.2%
# OF CREDENTIALS ATTAINED (of those enrolled in training)	33	5	660.0%

① Work-Based Learning Activities (400-Summer Employment; 408-Internship; 409-Job Shadow; 425-Wk Exp Pd; 426-Wk Exp Unpd; 427-Intern Pd; 431-PreApprentice; 432-Apprentice; 433-Career Aware; 434-Career Explore; 437-PreApprent w/Occ Skills Trng)

② Soft Skills/Leadership = Activity 410-Leadership Development Services

③ Youth Placement = Placement in Employment, Education, Advanced Training, or the Military

"#DIV/0!" or "#REF!" = Insufficient data available to perform the calculation.

Template Revised August, 2018

YOUTH CONTRACT PERFORMANCE INDICATORS REPORT

Results-Based Accountability (RBA) Format

Alameda County Workforce Development Board (ACWDB)

BERKELEY YOUTH ALTERNATIVES (BYA) - Future Force Career Program (YON)

PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020

FUND SOURCE:	OUT-OF-SCHOOL		
PERFORMANCE MEASURES	ACTUAL	GOAL	% of GOAL
HOW MUCH DID WE DO?			
# OF NEW ENROLLMENTS (Full Enrollment by 3/31)	69	46	150.0%
# IN TRAINING THAT LEADS TO CREDENTIAL ATTAINMENT	14	12	116.7%
HOW WELL DID WE DO?			
# RECEIVED WORK-BASED LEARNING ACTIVITIES ①	59	41	142.5%
# RECEIVED SOFT-SKILLS/LEADERSHIP TRAINING ②	58	41	140.1%
IS ANYONE BETTER OFF?			
% YOUTH PLACEMENT ③ (of closed cases)	3.7%	62.0%	6.0%
# OF CREDENTIALS ATTAINED (of those enrolled in training)	8	6	133.3%

① Work-Based Learning Activities (400-Summer Employment; 408-Internship; 409-Job Shadow; 425-Wk Exp Pd; 426-Wk Exp Unpd; 427-Intern Pd; 431-PreApprentice; 432-Apprentice; 433-Career Aware; 434-Career Explore; 437-PreApprent w/Occ Skills Trng)

② Soft Skills/Leadership = Activity 410-Leadership Development Services

③ Youth Placement = Placement in Employment, Education, Advanced Training, or the Military

"#DIV/0!" or "#REF!" = Insufficient data available to perform the calculation.

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YOUTH CONTRACT PERFORMANCE INDICATORS REPORT

Results-Based Accountability (RBA) Format

Alameda County Workforce Development Board (ACWDB)

LA FAMILIA - Future Force Career Program (YOT & YOY)

PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020

FUND SOURCE:	OUT-OF-SCHOOL					
Sub Region:	Tri-Cities (YOT)			Valley (YOY)		
PERFORMANCE MEASURES	ACTUAL	GOAL	% of GOAL	ACTUAL	GOAL	% of GOAL
HOW MUCH DID WE DO?						
# OF NEW ENROLLMENTS (Full Enrollment by 3/31)	31	31	100.0%	18	18	100.0%
# IN TRAINING THAT LEADS TO CREDENTIAL ATTAINMENT	5	8	62.5%	6	5	120.0%
HOW WELL DID WE DO?						
# RECEIVED WORK-BASED LEARNING ACTIVITIES ①	27	24	112.5%	16	14	114.3%
# RECEIVED SOFT-SKILLS/LEADERSHIP TRAINING ②	27	24	112.5%	16	14	114.3%
IS ANYONE BETTER OFF?						
% YOUTH PLACEMENT ③ (of closed cases)	25.0%	62.0%	40.3%	55.6%	62.0%	89.6%
# OF CREDENTIALS ATTAINED (of those enrolled in training)	4	4	100.0%	0	2	0.0%

① Work-Based Learning Activities (400-Summer Employment; 408-Internship; 409-Job Shadow; 425-Wk Exp Pd; 426-Wk Exp Unpd; 427-Intern Pd; 431-PreApprentice; 432-Apprentice; 433-Career Aware; 434-Career Explore; 437-PreApprent w/Occ Skills Trng)

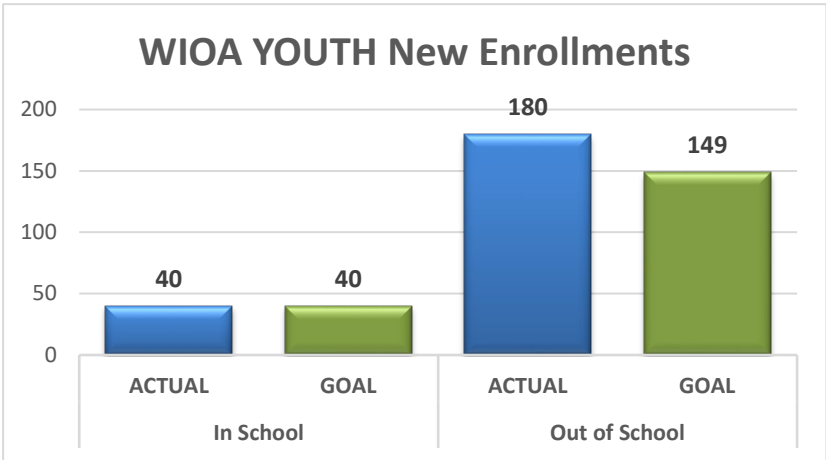
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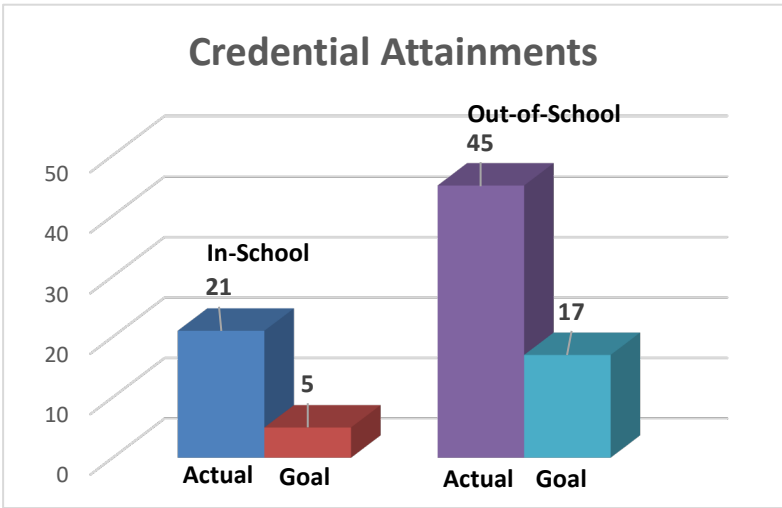
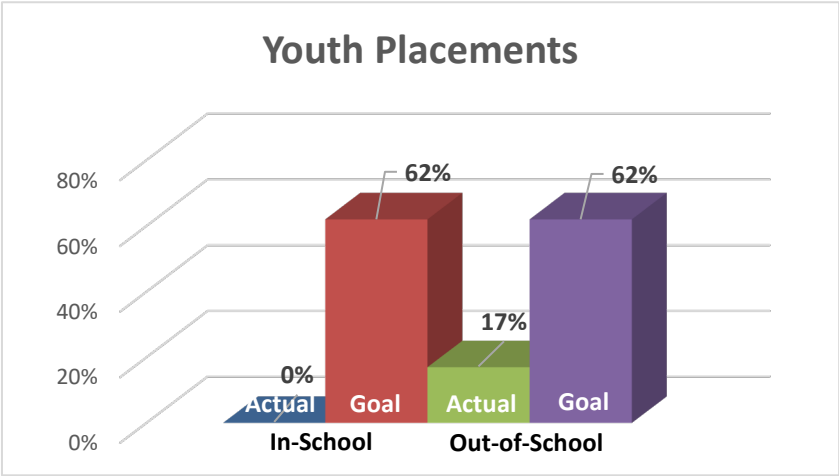
Template Revised August, 2018

YOUTH CONTRACT PERFORMANCE INDICATORS REPORT
AGGREGATE OF ALL ACWDB YOUTH PROVIDERS
PY 2019/2020; 4TH QUARTER - JULY 01, 2019 THROUGH JUNE 30, 2020



How much did we do?

How well did we do?



Is anyone better off?