



Building a Connection Between the Workforce Investment System and Health Care

HAP

THE HOSPITAL & HEALTHSYSTEM ASSOCIATION OF PENNSYLVANIA

TEAM
Pennsylvania
WORKFORCE INVESTMENT BOARD

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Introduction

Because of the aging of the population, the current labor shortage in many industries is projected to continue for at least another 20 years. Health care is expected to be hit especially hard as a result of the demographics that will result in health care worker retirements at the same time that there will be an increased demand for health care services due to the aging population. As a result, many health care organizations are partnering with public and private entities to develop comprehensive and strategic long-range plans aimed at comprehensive workforce development that targets a diverse population, including youth, incumbent workers in their own organizations, and other businesses, dislocated workers, and foreign workers.

This guidebook was designed by the The Hospital & Healthsystem Association of Pennsylvania in cooperation with the Pennsylvania Workforce Investment Board (WIB) to acquaint local workforce investment board members and Team Pennsylvania CareerLink staff with ways Pennsylvania's hospitals and health systems are learning about Pennsylvania's workforce development system and are determining how a relationship with, and involvement, in the local WIB, youth council and Team Pennsylvania CareerLink centers might serve to address hospital and health system workforce development requirements. Examples include:

- Working with local WIBs and youth councils to devote resources to develop a strategy linked to workforce development in health care.
- Becoming involved in community planning processes.
- Learning about Team Pennsylvania CareerLink resources and how those resources can serve to assist health care organizations to fill vacant positions and enhance current employee skills.
- Looking for opportunities to leverage organizational resources to establish or enhance workforce development programs under consideration or in existence by one or several other health care organizations.
- Working in collaboration with education organizations and other Team Pennsylvania CareerLink partners to build seamless education pathways for particular health care careers.

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The remainder of this guidebook is designed to provide local workforce investment board members and Team Pennsylvania CareerLink staff with enough information to understand the goals of the workforce development system in Pennsylvania; some ideas of how the workforce development system fits into a long-range, strategic, and comprehensive health care workforce development plan; and other resources for possible use or future consideration. It is our hope that you will use this information to develop or further develop the local workforce investment board and Team Pennsylvania CareerLink relationship with health care providers in your communities.

Background on Federal Workforce Investment Act

On August 7, 1998, Public Law 105–220, the Workforce Investment Act (WIA) of 1998 was signed into law. This act sets forth the parameters of state and local workforce investment systems and provides funding for services to youth, adults, and dislocated workers. The WIA of 1998 represents the first major reform of the nation’s job training system in more than 15 years and was designed to improve the patchwork of federal job training programs that have been instituted over the last six decades. Many job training programs were developed to address a particular concern at a specific time, but never completely brought into alignment with other components of the “system.”

The Workforce Investment Act of 1998 was developed to address many of these problems and designed to give American workers the chance to equip themselves with the skills and information needed to compete in the new economy and help workers take responsibility for building a better future for themselves and their families. The guiding principles used in crafting WIA included:

- **Streamlining Services**—Multiple employment and training programs are integrated into a one-stop delivery system and made available to individuals at the local level to simplify and expand access to services for job seekers and employers.
- **Empowering Individuals**—Individuals should be empowered to obtain the services and skills needed to enhance their employment opportunities. The empowerment should be accomplished through the issuance of individual training accounts, which allows eligible individuals to choose the training program that best meets their needs. And, information on training programs should be available to eligible individuals to allow the individual to make informed choices about training providers.
- **Universal Access**—Through the one-stop delivery system, every individual should have access to employment-related services. Individuals should be able to obtain job search assistance, labor market information about job vacancies, the skills needed for occupations in demand, wages paid to various occupations, and other relevant employment trends for various occupations at the local, state, and national level.
- **Increased Accountability**—States, localities, and training programs should be held accountable for their performance. Performance indicators should include job placement rates, earnings, retention in employment, skills gained, and credentials earned. Failure to meet performance goals should lead to sanctions, while exceeding performance levels should lead to the receipt of incentive funds. Training programs should be required to meet performance goals to remain eligible to receive funds under the WIA.
- **Stronger Role for the Private Sector and Local Boards**—Local boards should focus on strategic planning, policy development, and oversight for the local one-

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stop delivery systems, and there should be a stronger presence of business involvement on the local boards to steer and coordinate the activities in the local area, tying together both workforce development and economic development.

- **State and Local Flexibility**—States and localities should have flexibility to build on existing programs in order to implement innovative and comprehensive workforce investment systems and meet the particular needs of communities.
- **Improved Youth Programs**—Youth programs should be linked more closely to local labor market needs and the community as a whole, and there should be stronger connections between academic and occupational learning. In addition, the traditional employment and training services should be augmented through an array of youth development activities. The WIA mandates the creation of a youth council in each local area in order to raise the visibility of youth programs, encourage strategic planning, and enhance coordination.

The Federal Workforce Investment Act

The overall goals of the WIA are to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the United States.

The WIA includes five specific Titles—Title I – Workforce Investment System; Title II – Adult Education and Literacy; Title III – Workforce Investment-Related Activities; Title IV – Rehabilitation Amendments of 1998; and Title V – General Provisions. Title I of the WIA provides the overall framework and authorizes the basic funding for the system of services to be developed under the act. The six subtitles of Title I are as follows:

- **Subtitle A—Workforce Investment Definitions**—This subtitle provides the official definitions for the terms used in the act.
- **Subtitle B—Statewide and Local Workforce Investment Systems**—This subtitle establishes the state and local workforce investment system and is divided into specific chapters that will be discussed in greater detail below.
- **Subtitle C—Job Corps**—Subtitle C authorizes and continues a national Job Corps program and sets forth the requirements related to this program.

- **Subtitle D—National Programs**—This subtitle authorizes several programs administered directly by the United States Department of Labor, including workforce development programs for Native Americans, migrant and seasonal farm workers, veterans, and special youth opportunity grants. This subtitle also addresses the provision of technical assistance to states, as well as demonstration programs, pilot projects, research, evaluation, and the national emergency workforce development grants.
- **Subtitle E—Administration**—Subtitle E covers the general administrative requirements under the WIA, such as fiscal oversight and responsibility, record keeping requirements, and the handling of disputes. This subtitle also outlines the rules for applying for waivers from existing laws and regulations, which may be requested by state or local administrators to allow greater flexibility in meeting the needs of job seekers and/or employers.
- **Subtitle F—Repeals and Conforming Amendments**—This subtitle repeals a number of pieces of legislation to eliminate previous programs, such as the Job Training Partnership Act and also includes amendments to other federal laws to ensure that they conform to the WIA.

Chapter 1—State Provisions

This chapter contains the state provisions, dealing primarily with the establishment of the state Workforce Investment Board and the development of the state plan.

- The governor of each state must establish a State Workforce Investment Board to assist in the development of a state plan. As an alternative to establishing a new state Board, the governor may designate another entity such as an existing human resource investment council or state job training coordinating council. If an alternative is chosen, it serves as the WIB and its responsibilities are the same as those of the WIB.
- The WIA mandates the specific membership of the state WIB, including four representatives from the state legislature, who are appointed by the two houses of the legislature; officials from selected state agencies; labor organizations; individuals with workforce development experience; a majority of business representatives; and other representatives as may be designated by the governor. The chair of the WIB must be a business member, who has been appointed by the governor.
- The major functions of the state WIB include:
 - Assisting the governor in the development of the five-year strategic statewide plan and design of the state’s one-stop delivery system.
 - Recommending the designation of local workforce investment areas in the state.
 - Assisting in the development of financial allocation formulas.
 - Designing state performance measures.

- Preparing an annual report to the United States Secretary of Labor.
 - Commenting on the vocational education state plan.
 - Developing a statewide employment statistics system.
 - Applying for incentive grants.
 - Assisting in the development and continuous improvement of the statewide workforce investment system.
- In order to receive federal monies, each state must submit a five-year strategy in the form of a “single” state plan or “unified” state plan. Specific elements must be contained in the strategic state plan, including a variety of descriptions, assurances, and other information that demonstrates compliance with the intent of the WIA. Approval of the plan is a condition for participation in the activities funded under the act and serves as the contract between the state and federal government.

Chapter 2—Local Provisions

Chapter 2 contains local provisions including identification of local workforce investment areas, establishment of local WIBs, and development of the local plan.

- The WIA provides some guidance on how local workforce investment areas may be designated. For example, certain substate areas must be granted designation, including single units of government with a population of 500,000 or more. Governors of small population states may choose to designate the entire state as a workforce investment area, and existing Job Training Partnership Act services delivery areas with a population of 200,000 or more that have performed successfully must be granted a renewable two-year temporary designation, if requested. Once the statutory workforce investment areas that must be designated or that have requested designation have been granted that designation, the governor then must designate all other areas of the state using one or more factors, such as service delivery boundaries, labor market areas, and education districts to assist in making the most appropriate designations.
- The state may require regional planning by designated WIBs, the sharing of employment statistics, and/or the coordination of services.
- A local WIB will set policy in each local workforce area, and the chief elected official in each local workforce area appoints members to the local board. As with the state WIB, business representatives must constitute a majority of a local WIB. In addition to local businesses, the local WIB must be comprised of local education entities, labor organizations, community based organizations, economic development agencies, all one-stop delivery system partners, and other entities as determined by local officials.

- The WIA does allow for an alternative entity to serve as the local WIB. This might be the local Private Industry Council established under Job Training Partnership Act or another entity provided that it was in existence on December 31, 1997, was established to serve the local area, is substantially similar to the proposed WIB, and includes representatives of business and labor.
- The local WIB develops the budget for carrying out its duties and may employ staff. The governor or local chief elected official must serve as the grant recipient for the funds; however, the grant recipient may designate a third party as a fiscal agent to assist in managing the funds. This action does not alleviate the elected official of liability. The fiscal agent must disperse funds at the direction of the local WIB.
- A local WIB must develop a plan that must be submitted to the governor to demonstrate how workforce development services will be provided and coordinated in the local workforce area. A key responsibility of the local WIB is to develop, in partnership with the chief elected official, a one-stop service delivery system for the local workforce investment area. Once the governor acts on the plan, the local WIB can negotiate an agreement with local one-stop partners and designate the one-stop operator(s).
- Within each designated local WIB, the WIB must certify training and education providers from which adult or dislocated workers can obtain services. Eligible individuals are permitted to select which provider to receive his/her training and education services through an individual training account 'voucher' system. Organizations that want to serve as training and education providers must satisfy performance criteria in order to be placed on the list of eligible training providers.
- The establishment of Youth Councils as subgroups to the local WIB is also mandated in the WIA. The Youth Council must assist the local WIB in developing a youth activities plan, and the Youth Council must include WIB members with expertise on youth issues, youth service agencies, public housing authorities, former youth participants, parents, Job Corps representatives, and other representatives interested in youth employment issues.

Functions of the Local Board

1. Develop and submit a local plan to the governor, in partnership with the chief elected official. The local WIB is responsible for the development of a five-year local strategic workforce investment plan.
2. Designate or certify one-stop operators and terminate the eligibility of such operators for cause; identify eligible providers of youth activities in the local area by awarding grants or contracts on a competitive basis, based on recommendations by the Youth Council; identify eligible education and training providers for adults and dislocated workers; and identify eligible providers of intensive services by awarding contracts if the one-stop operator does not provide such intensive services in the local workforce area.

3. Develop a budget for the purposes of carrying out the duties of the local WIB subject to the approval of the chief elected official. The WIB may employ staff and may solicit and accept grants and donations from sources other than federal funds.
4. In partnership with the local elected official, conduct oversight with respect to local programs related to youth activities, local employment and training activities for adults/dislocated workers, and the one-stop delivery system in the local workforce investment area.
5. Negotiate and reach agreement on the local performance measures with the chief elected official and governor.
6. Assist the governor in developing labor market information for use in a statewide employment statistics system.
7. Coordinate workforce investment activities carried out in the local market with economic development strategies.
8. Promote the participation of private sector employers in the statewide workforce investment system and ensure connecting, brokering, and coaching activities through intermediaries such as the one-stop operator in the local area or through other organizations.

Chapter 3—Workforce Investment Activities Providers

This chapter covers two specific items, the one-stop delivery system and training providers.

One-Stop Delivery System

- The WIA requires that at least one physical full-service center be established in each workforce area to house the multiple program services mandated under the WIA. The full service center may be supplemented by other centers, and these other program sites may be linked electronically to the full-service center to allow universal access to services available in the workforce area.
- A one-stop partner is an entity or organization that carries out one of the major workforce development programs in the local area. The WIA mandates federally funded programs, which must participate as one-stop partners and a list of others that are encouraged to participate. Some of the typical one-stop partners located at a particular site include: offices of aging; veterans employment and training services; adult basic education and literacy; county assistance offices; agencies providing services to persons with disabilities, such as the Office of Vocational Rehabilitation, employment and career/training services; local employers and community colleges; and other community social service agencies.

Programs, Lead Agencies, and Funding Streams

- With the agreement of the chief elected officer, the local WIB must designate an organization to serve as the one-stop operator and conduct oversight with respect to the one-stop delivery system. The one-stop operator can be designated through a competitive process or through an agreement reached between the local WIB and a consortium of one-stop partners. If the one-stop is formed through a negotiated consortia rather than competitive procurement, the consortia must include at least three of the “mandated partners.”
- Each one-stop partner must enter into a memorandum of understanding with the local WIB describing what services will be provided, how the services and operating costs of the system will be funded, the methods of referral that will be used to ensure the individual receives the appropriate and necessary services from other one-stop partners, and the duration and processes required to amend the memorandum of understanding.
- Various entities are eligible to be the one-stop operator, including post-secondary institutions, local employment service centers, community-based organizations, for-profit entities, and government agencies.
- The one-stop delivery system must make accessible core services, intensive services, and training services.

Core, Intensive, and Training Services

- Universal access to a set of core services must be made to all adults. These core services include:
 - Eligibility determination
 - Outreach, intake, and orientation
 - Initial assessment
 - Job search and placement activities
 - Career counseling
 - Employment statistics
 - Performance and cost information on training providers
 - Information on local area results on WIA performance measures
 - Information on supportive services
 - Information on filing unemployment insurance claims
 - Assistance in establishing eligibility for welfare-to-work and financial aid
 - Follow-up services for 12 months after job placement

- Intensive services must be provided to the unemployed unable to obtain employment through core services and for those who are employed who need such services to obtain or retain employment allowing for self-sufficiency. Intensive services can be provided at the one-stop centers or through contracts. Some examples of intensive services include:
 - Comprehensive assessment of skills and service needs
 - Development of an individual employment plan
 - Group counseling
 - Individual counseling and career planning
 - Case management
 - Short-term pre-vocational services
- Training services are made available to adults and dislocated workers, who are unable to obtain or retain employment through intensive services, and are determined to need training and possess the necessary skills to successfully participate in the training program, and are unable to obtain other grant assistance or need more financial assistance. Adults and dislocated workers must select programs directly linked to employment opportunities. The typical types of training services made available to adults and dislocated workers include: occupational skill training, on-the-job training, skills upgrading, entrepreneurial training, job readiness training, and adult education and literacy.
- Customer choice in the selection of training programs is a guiding principle under WIA. A key difference between the Job Training Partnership Act and WIA, is that the WIA provides individual training accounts to eligible adults and dislocated workers, who then determine what program they want to receive education and training services from, provided the training program is on the approved statewide education/training site provider list.
- The WIA mandates Local Workforce Investment Boards (WIBs), in partnership with the state to:
 - Identify training service providers at the local level whose performance qualifies them to receive WIA funds to train job seekers, based on minimum criteria established by the governor.
 - Empower individuals by allowing them to choose the program of training or education they need and giving them the information to make informed choices.
 - Increase the accountability and quality among education/training providers.
 - Establish strong state and local partnerships to ensure quality training options and accuracy of information for the client.

- In order for training and education programs to be approved by the state, they must demonstrate that they meet minimum levels of performance as defined by the state and local WIB. During initial implementation of WIA, some programs were deemed to be automatically eligible for inclusion on the statewide provider and training list. These were post-secondary educational institutions eligible for funds under Title IV of the Higher Education Act (federal student loans and Pell grants) and entities carrying out registered apprenticeships under the National Apprenticeship Act. Other education and training programs that did not have this kind of designation or standing needed to demonstrate compliance with other criteria established by the governor and local WIBs in order to be placed on the statewide provider and training list. Going forward, all programs will need to demonstrate their ability to meet the minimum level of performance standards as defined by the state and local WIB.

Automatic Eligibility—

- The provider of education and training is a post-secondary education program that is eligible to receive funds under Title IV of the Higher Education Act of 1965 and provides a program that leads to an associate degree, bachelor's degree, or certificate; or
- Carries out programs under the National Apprenticeship Act of 1937.
- Includes universities, colleges, community colleges, some vocational-technical schools, some proprietary schools, and apprenticeship programs registered with the Bureau of Apprenticeship Training with the United State Department of Labor.

Eligibility Based on Approved Criteria—

- The provider of education and training is a post-secondary education institution wishing to receive training funds for a program that does not lead to an associate degree, bachelor's degree, or certificate and is not funded under Title IV of the Higher Education Act of 1965; or
 - Is an apprenticeship program that is not registered with the United States Department of Labor.
 - Local Workforce Investment Boards (WIBs) may qualify to function as training providers if they request and receive a waiver from the governor.
 - Includes vocational-technical schools, community-based organizations, private training companies, labor organizations, employer organizations, private individuals, and entities that provided training under the Job Training Partnership Act.
- The only types of programs that do not require applications with the local workforce investment boards are short-term pre-vocational services that address learning skills, communication skills, interviewing skills, professional conduct, and on-the-job and customized training programs.

Chapter 4—Youth Activities

Chapter 4 focuses on youth activities and contains the formulas used to assist in the allocation of funds along with the rules for how youth funds may be used:

- The governor of the state can reserve up to 15 percent of the funds from each of the three funding streams—youth, adults, and dislocated workers for use in statewide activities. The balance of the youth fund must be allocated to the local WIBs. The governor can distribute the remaining amount to all the local WIBs using a formula that takes into account unemployment and the number of disadvantaged youth. Alternately, the governor can distribute up to 70 percent of the monies using this methodology and then distribute the remaining 30 percent on a formula to be determined by the state.
- Funds made available to the local WIBs must be aimed at programs designed for at-risk or disadvantaged youth between the ages of 14 and 21. Eligible youth must be of a low economic status and meet at least one of six barriers to employment—basic skills deficit; is a school dropout; is homeless, a runaway, or a foster child; is pregnant or a parent; requires additional assistance to complete an education program or to secure and hold employment; or has a criminal offense. Up to five percent of youth participants can be served, who are not low-income but meet one or more barriers, and at least 30 percent of all youth funds must be used for out-of-school youth.
- The required elements that must be included in a youth program include: individual assessment, service strategies, preparation for post-secondary educational opportunities, linkages between academic and occupational learning, preparation for jobs, and a connection to the job market and local employers.
- Some of the specific services that might be provided to youth include:
 - Tutoring, study skills training, and dropout prevention activities
 - Alternative secondary school services
 - Summer employment opportunities
 - Paid and unpaid work experiences
 - Occupational skills training
 - Leadership development activities
 - Adult mentoring
 - Comprehensive guidance and counseling
 - Support and follow-up services
- The youth council must prepare the youth portion of the local strategic plan. The integration of youth services into the one-stop delivery system is optional, but the local WIB must determine which youth agencies that it will contract with or award grants to in order to carry out the initiatives outlined in the plan.

- The youth program as established in WIA is designed to allow local areas to have greater discretion in determining how to allocate services to youth, but does require that several key elements be addressed in that programming: integrated academic and vocational education; integrated work-based and classroom-based instruction; effective connections to intermediaries with strong links to the job market and employers; and intensive private-sector involvement.

Chapter 5—Adult and Dislocated Worker Employment and Training Activities

Chapter 5 focuses on adult and dislocated worker activities and contains the formulas used to assist in the allocation of funds along with the rules for how those funds may be used.

- The money allocated to local WIBs must be used to carry out employment and training activities for adults and dislocated workers through the one-stop delivery system. The one-stop delivery system must be accessible in at least one physical site within each local workforce investment area.
- As in the case of youth activities, the governor may reserve not more than 15 percent of the funds allocated to adult activities for statewide programs. In the case of the dislocated worker fund allocation, up to 15 percent can be reserved for statewide activities and up to 25 percent for the statewide rapid response system. The rapid response system includes assistance to a local workforce area that experiences disaster, major downsizing or company/plant closings, or other events that result in a substantial increase in the number of unemployed workers. The remaining 60 percent of the dislocated worker funds is distributed to local WIBs.
- The allocation formula for adult programs is based primarily on unemployment information. Alternately, the governor can distribute up to 70 percent of the monies using this methodology and then distribute the remaining 30 percent on a formula to be determined by the state. For dislocated worker programs, the state must allocate the fund based on a formula prescribed by the governor that must relate to the relative numbers of dislocated workers in each local area.
- The monies that the state sets aside from each of the funding streams must be used to fund required and allowable statewide activities that include:
 - Rapid response
 - Evaluations
 - Incentive grants
 - Technical assistance
 - Assistance in establishment of one-stop delivery systems
 - Investment in fiscal and management accountability information system
 - Research and demonstrations

- Programs targeted to incumbent workers
- Support for identification of eligible training and education providers
- Innovative programs for displaced homemakers and nontraditional employment
- Additional support for existing programs

Chapter 6—General Provisions

This chapter deals primarily with the adoption of a state and local performance accountability system and authorizes funding for youth, adult, and dislocated worker programs for fiscal years 1999 through 2003.

- States and local areas are responsible for the development of “core indicators” of performance in each of the respective programs (adult, dislocated workers, youth), customer satisfaction indicators of performance for employers and participants, and any additional indicators of performance.
- The United State Secretary of Labor and the governor must reach agreement on the state levels of performance for each indicator, and then the governor must reach agreement with the local areas with regard to the local performance indicators and local levels of performance.
- The state is responsible for conducting annual evaluations of its workforce development activities, for establishing and operating fiscal and management accountability information systems, and for submitting an annual report to the Secretary of Labor on state and local performance.
- If the state fails to meet performance expectations for two successive years, the United States Secretary of Labor may impose a penalty of not more than five percent of the state’s allocation. If a local workforce area fails to meet expected levels of performance, the governor must take corrective action, which could result in the appointment and certification of a new local WIB. States and local areas are eligible for incentive grants should they exceed expected performance levels.

Implementation of the Workforce Investment Act in Pennsylvania

State—

- In January 1997, former Governor Ridge established the Team Pennsylvania Human Resources Investment Council (Team Pennsylvania Board), a public/private partnership responsible for economic development planning and program development through Executive Order 1997-7. And in 1998, Governor Ridge announced that Pennsylvania would become one of the first states to implement the WIA, beginning in July 1999.
- The Team Pennsylvania Human Resources Investment Council was charged with developing the Unified Plan for Workforce Investment. The Unified Plan for Workforce Investment and its accompanying plans for Titles I-V of the WIA and the Carl D. Perkins Vocational and Educational Plan included a five-year schedule of how the services mandated by WIA would be implemented in Pennsylvania. The unified plan represented collaboration among five state agencies, the Departments of Aging; Community and Economic Development; Education; Labor and Industry; and Public Welfare in partnership with private sector businesses, trade associations, economic and workforce development practitioners, local elected officials, job seekers, and community leaders.
- Following review and approval of the state's unified plan, Governor Ridge established the Pennsylvania Workforce Investment Board (PA WIB) through Executive Order 2002-2, which integrates members from the Team Pennsylvania Board into the Pennsylvania Workforce Investment Board. This integration allows for improved coordination and linkages between workforce and economic development. The PA WIB mission is to foster a dynamic world-class workforce in which Pennsylvania's citizens and businesses possess the knowledge and skills to succeed in a highly competitive and rapidly changing world.
- The chairperson of the WIB and several of its private business members serve on both Team Pennsylvania and the Pennsylvania Workforce Investment Board to ensure close coordination of the workforce investment system with the state's economic development system.
- The goals set forth for the Pennsylvania workforce development system are:
 - Economic development for all citizens.
 - Economic self-sufficiency and individual responsibility.
 - Educated workforce with relevant skills.
 - Ensuring that Pennsylvania businesses have access to a continuous supply of skilled and knowledgeable workers.

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- In creating the workforce development system, the PA WIB wants to establish a system where there is shared responsibility for improved performance, build a continuum of services for job seekers and employers, ensure informed customer choice, enhance employment information, and encourage lifelong learning through continuous acquisition of skill enhancements and knowledge. To this end, the unified plan sets forth the vision of the workforce delivery system in Pennsylvania, including the role and responsibility for the state WIB and local WIBs.

Local—

- Twenty-two workforce investment areas and boards exist in Pennsylvania to strategically develop and oversee locally delivered services. These 22 local WIBs are responsible for carrying the responsibilities outlined for local boards under WIA. Information on each of these local boards and related contact information is located in the guidebook appendix.
- The integrated workforce development system is called Team Pennsylvania CareerLink. Team Pennsylvania CareerLink refers to the physical full-service one-stop centers in each of the designated workforce investment areas as well as the Internet site (<http://www.pacareerlink.state.pa.us>) for the posting of job openings and job applications. In order to achieve access to services, it is also envisioned that there will be a number of physical satellite Team Pennsylvania CareerLink sites providing a limited array of services where appropriate. Web-based technology will be used to provide linkages between one-stop partners and Team Pennsylvania CareerLink sites to make delivery of services more accessible, efficient, responsive, and productive and to provide remote locations and other access points with identical access to services found at the physical Team Pennsylvania CareerLink sites.
- In developing Team Pennsylvania CareerLink, efforts have been made to ensure that job seekers and employers needs are met in this system. A distinguishing feature of Pennsylvania's workforce development delivery system is its focus on employers as customers in addition to job seekers. The table below depicts how these services are aligned to meet both job seeker and employer needs, identify and close skills gaps, hire qualified personnel, and address business human resource management concerns. Employers are encouraged to not only utilize Team Pennsylvania CareerLink services to try to fill existing vacant positions within their organizations, but to also tap into services to assist in the development training, and education of its current workforce and to utilize Team Pennsylvania CareerLink services to develop a long-range solution to workforce needs for businesses in the community.

Youth—

Under WIA, each community—through its WIB and Youth Council—will design operating procedures, programs, and services that meet the needs of local youth. As each community identifies its needs and resources, opportunities that require the involvement of local education agencies will evolve. Some examples of how local education agencies might be involved include:

- Local WIBs and youth councils can be important sources of information on local employer needs. Local education organizations may seek the input and advice of local WIBs and youth councils in developing and modifying school programs and curricula, particularly vocational programs. Although the WIB and youth council may serve in an advisory capacity, they cannot direct programs or develop curricula. These sorts of decisions rest with the local school board, but WIBs and youth councils are often influential in those decisions and can bring business leaders together to assist in these types of curricula or program development.
- Local education organizations can participate in the implementation of WIA as a service provider by offering the required youth programs and services described under WIA, such as tutoring, study skills training, instruction leading to secondary school completion, school dropout prevention programs, leadership training, and occupational development.

Currently, in Pennsylvania, there are certain cities or counties that have enterprise communities and/or empowerment zones that make them eligible for youth opportunity grants. The state will provide guidance, technical assistance, and economic data to local WIBs and youth councils in order to assist them in preparing proposals to access monies through these grant opportunities. Additionally, there are four Job Corps centers in Pennsylvania, which are federally sponsored, full-time, year-round residential education and training programs for disadvantaged youth that offer an array of training, education, and supportive services. Investment boards and youth councils serving in those areas in which the Job Corps centers are located must include Job Corps representatives on their youth councils. Other local WIBs are encouraged to invite Job Corps representatives to serve on their youth councils.

Labor Market Information—To support the planning and policy work of the local WIBs in workforce development activities, it is vital that these local WIBs have industry specific information to better direct public funds and guide workforce development strategies at the local level. The local WIBs have been charged with working with the Pennsylvania Department of Labor and Industry's Bureau of Research and Statistics to assist in the collection of workforce data and to translate that data into meaningful information that can be used at the local, regional and state level.

Alignment of Human Resource Development with Business Workforce and Economic Needs—Each local WIB needs to define those industries that are critical to the economy of that particular community. Many WIBs, alone or in partnership with other WIBs, have already identified which industries are critical to grow or maintain to ensure a strong local economy, started to understand the challenges that these industries are facing from a workforce development standpoint, and initiated projects to address these challenges and meet the workforce requirements to either grow or sustain the industry’s presence in the local community. In many instances, local WIBs have started to work with health care providers to address workforce needs in the health care delivery system. Such initiatives can typically be addressed using monies from the three funding streams provided to local WIBs or through specific grant opportunities. In some instances, the private sector also must be willing to invest some money in these initiatives. Local WIBs can serve as the catalyst or broker, bringing together industry and education to address many of the training and education requirements with those at the K-12 level or post-secondary schools, colleges and universities. The local WIB can work with business, community, and economic development leaders to address other quality of life issues that will keep or attract persons to live or work in that community.

Examples of Connections with Health Care

This section contains examples of successful connections between the workforce investment system (Workforce Investment Boards, Team Pennsylvania CareerLinks, and health care education programs) and health care. Though initiatives would in any given labor market will look different because of the mix of participants, local history, and the overall economic environment, there are, however, some basic principles for organizing health care initiatives that can work in any area:

- **Build the health care initiative into a broader analysis of the important clusters of economic activity** that exist within a given labor market area. This is really the only way to put a cluster initiative into context. Health care will normally be one of the largest employers in a geographical area, offering some of the best job opportunities. Knowing which other industries in the area offer competitive jobs allow the workforce planner to wrestle with the question of workforce supply and demand.
- **Think broadly about the segments that comprise the health care industry.** Hospitals and nursing homes often are the largest employers in the industry, but doctors' offices have been one of the fastest growing segments over the last five years and residential care facilities taken together also are a fairly substantial health care segment. Find out where the skill sets from various career ladders overlap; this will be a good place for interventions with the educational system.
- **Engage the health care system often and at various levels.** Senior health care executives from hospitals, nursing homes, private practices, and other facilities make good board members. Team Pennsylvania CareerLink staff needs to be in constant touch with health care human resource managers to be sure that they are using the Team Pennsylvania CareerLink job system to list their job openings. Team Pennsylvania CareerLink staff also can play a brokering role with regard to the enrollment of customers in education and training and in the subsequent finding of employment.
- **Bring the other public systems—economic development, education, and local government together** to talk about what they can do to support the workforce initiative. These systems often have resources that can be leveraged with workforce resources to create a larger pool that can be applied to the health care initiative.
- In conversation with all the stakeholders, **develop a shared vision of what needs to be accomplished together.** Increasing the supply of qualified workers overall is often a goal of these kinds of projects. Incumbent worker training is sometimes a priority for health care employers. More entry-level workers often fit the needs of many parts of the health care system. Sometimes, the training of workers with specific skills meets the need of a local health care community. Each of these goals will have a unique work plan as the partners work toward implementation.

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- Regardless of the priority of goals, **make the Team Pennsylvania CareerLink the hub of collective activity.**
- Encourage employers to list their job openings on the Team Pennsylvania CareerLink website.
- In addition, consider any or all of the following:
 - Conduct health care job fairs.
 - Appoint specific Team Pennsylvania CareerLink staff to be the subject matter experts that relate to health care employers.
 - If there is a media campaign to recruit health care employees, make the Team Pennsylvania CareerLink where the number for action terminates.
 - Examine how traditional funding streams can be applied toward people asking for training in health careers.
 - Work with health care education programs wherever possible as a source of referrals and as a support for the student as they begin the program.
 - Develop intensive services, in particular, literacy and English as second language programs that are steps into the training programs that support the traditional health care career ladders.
 - Support efforts to provide career information to people of all ages.

Obviously, the mix of these activities will vary in each area. One thing is clear...the workforce problem in the health care industry is massive and long-term. Supporting the industry as it moves to deal with the situation is a way for the public workforce system to develop the relevancy for which it has been looking for some time. Do something today to build long-term connections with one of the major customers of the workforce system.

The Delaware Valley Life Sciences Workforce Initiative

Introduction

The term “life sciences” encompasses the discovery, development, production, distribution, and delivery of health services—including industries such as health care, biotechnology, pharmaceutical, insurance, medical informatics, education, and others. Southeastern Pennsylvania is the second largest health education research center in the nation, accounting for one in seven regional jobs and \$6 billion in economic activity. Because life sciences is a major economic asset of the region, and like many other regions is faced with a shortage of key personnel in health service careers, the Philadelphia region developed a strategy to address the worker shortage.

Because strong life science industries are dependent upon many things—including education and training, transportation, childcare, housing, potential faculty for health care education programs, and many others—the strategy takes into consideration the needs of both employees and employers in the recruitment and retention of qualified staff, addresses the concerns of regional economic development, takes into account the rapid changes currently taking place in life sciences, and takes into consideration best practices from other regions and other sectors of the economy.

Workforce Investment Boards

The strategy was built on coordinated efforts between a regional group of life sciences leaders with the collaborative efforts of the five workforce investment boards in the southeastern Pennsylvania region. The WIBs made life sciences one major focus of their strategic efforts and the first project of the formal regional collaboration. The WIBs, along with the Delaware Valley Healthcare Council of The Hospital & Healthsystem Association of Pennsylvania, provided a key push for the effort by funding studies to identify the major challenges the region faces in meeting life sciences workforce needs. The WIBS also are taking the lead in making the plan a reality.

The Advisory Committee

The region's life sciences leaders formed an advisory committee to oversee research efforts and to develop a series of initiatives to address identified workforce gaps. During the research phase, faculty from Temple University reviewed information about supply, demand, and gaps in the life sciences workforce, developed a model to better describe the current dynamics of supply and demand as it impacts the life sciences employers in the region, and constructed occupation-specific forecasts. In addition, staff from Council on Adult and Experiential Learning conducted more than 40 interviews with life sciences organizations and economic development officials throughout the Delaware Valley to learn ways in which the life sciences are interconnected, different needs of life sciences organizations, and some of the major issues specific sectors such as health care and pharmaceutical firms face in recruiting employees.

This research and discussions with the advisory committee led to the development of the following priorities:

- **Enhanced Health Care Academies**—Increase the number of students choosing life sciences careers by expanding industry participation in the Philadelphia Health Academy program, integrating technology into the curriculum, developing opportunities for mentoring, and increasing the range of internships and scholarships offered. It also was proposed that the health academies be enhanced to encompass students in grades prior to high schools and be strengthened in suburban counties.
- **Skill Set Identification and Training**—Move beyond standard training for job titles by identifying the specific skills needed for certain life sciences jobs and provide training in conjunction with regional educational organizations.

- **Online Life Sciences Workforce Website**—Develop a website for life sciences that would provide a clearinghouse for life sciences occupational information, facilitate the connection among regional employers, educators/trainers, and applicants and allow for distance learning courses.
- **Career Ladders and Continuing Education**—Work with employers to institute training and advancement programs for individuals already employed in life sciences industries—for example in nursing, programs for aides training to move to nurse positions, training nurses returning to practice, and special training for new nurse graduates.
- **Publicity Campaign and Outreach**—Increase the awareness of life sciences as attractive and desirable careers through a media campaign and coordinated outreach; improved communication of information with school counselors, teachers, and students; and increase student exposure to life sciences, such as in the Philadelphia School District’s Work-Based Learning Program.

CareerLink at Suburban Station Specializing in Health and Life Sciences

The events of September 11 spurred an effort to create a center focused on life sciences. It would provide a rapid response effort to dislocated workers through the opportunity to train and work in life sciences. The Philadelphia Workforce Development Corporation offered to assist in the effort and establish the center with a focus on life sciences career counseling and placement. They also provided staff, assessment, recruitment, publicity, some funding, and other services.

Members of the advisory committee worked with the industry’s employers and the public workforce development delivery system to assemble a group of human resource directors who created career counseling materials and a brochure that provides a quick but rich overview of health careers and training opportunities; developed a pool of human resources staff to assist in providing counseling at the center; assisted in the training of Philadelphia Workforce Development Corporation staff in life sciences issues; established Internet linkages to job recruitment sites for health care providers and other life sciences businesses to assist dislocated workers to find work in one these settings; and worked with a design firm to develop the publicity materials about life sciences. The center has been operating for nearly a year and is in the final stages of formal approval as the CareerLink at Suburban Station Specializing in Health and Life Sciences.

Regional Life Sciences Workforce Forum

To publicize the importance of life sciences and the challenges it faces, highlight successful regional efforts, and mobilize the region to implement workforce initiatives, the Regional Life Sciences Workforce Forum was held on March 7, 2002. More than 120 regional leaders from a range of economic sectors, government, and education attended it. The addresses detailed the situation, as well as current and future needs of life sciences. Interactive breakout sessions were held on each of the initiatives.

Results of those breakout discussions showed the importance participants gave to:

- collaboration across disciplines;
- programs designed to be responsive to the needs of workers rather than or in addition to seeking to have workers adapt to the needs of the job;
- work and counseling focus on careers, not just jobs;
- the need for changes in governmental policy;
- mentoring programs;
- carefully crafted marketing efforts and access to realistic information; and
- the need for career program orientation toward both the new worker and the experienced worker.

Critical Jobs Training Grant Nurse Workforce Project

The Philadelphia Workforce Investment Board, Philadelphia Workforce Development Corporation, and Delaware Valley Healthcare Council of The Hospital & Healthsystem Association of Pennsylvania partnered to develop a proposal under the state's Critical Jobs Training Grant program to address the most critical workforce need identified in its studies, the shortage of nurses. The proposal builds on the region's life sciences initiative to build a continuum of career movement, addresses the need for diversity in the workforce and builds the collaborative model of the broader life sciences effort. The proposal includes:

- nurse aide training;
- licensed practical nurse training;
- training persons with bachelor's or master's degrees to complete registered nurse requirements in only 11 months;
- facilitating licensing of graduate Latino nurses; and
- new nurse graduate mentoring to increase retention of critically needed staff nurses.

The state awarded \$700,000 to carry out the first three parts of the proposal and train 114 workers. Training partners for the project include Community College of Philadelphia, Episcopal School of Nursing, Bucks County Community College, and Drexel University. Proposals for the additional parts of the project not covered by the grant are being submitted for funding.

Life Science Career Alliance

In order to have a continuing means to maintain and increase the strength of life sciences in the Delaware Valley by maintaining and improving the regional life sciences workforce, the advisory committee agreed to establish the Life Science Career Alliance. At the same time, the five regional WIBs formalized their agreement

for collaborative efforts and chose life sciences as the initial project. As a result, the Life Science Career Alliance will be administratively part of the 501 c 3 of the Philadelphia WIB and each of the regional WIBs will be represented on the Alliance Board along with life sciences and other leaders in the region. The goals of the Life Science Career Alliance are to mobilize regional resources to ensure the availability of a skilled workforce available to support the life science sector of the regional economy; systematically identify and monitor regional workforce supply/demand for life sciences; publicize the opportunities for life sciences careers in the region; and promote collaboration on workforce development among life sciences sector. In short, a structure and process have been created to implement life sciences workforce strategy through close collaboration among the WIBs of the region and the life science industry.

Next Steps

- Finalize the Life Science Career Alliance Board membership, structure and process, convene the board.
- Move forward with funding and implementing the initiatives proposed.
- Successfully carry out the funded Nurse Workforce Project, secure funding for the components not currently funded, and put in place an ongoing mechanism for building and maintaining the region's nurse workforce.
- Build the CareerLink at Suburban Station Specializing in Health and Life Sciences as a regional resource.
- Use the Alliance structure to build collaboration among the elements of the life sciences workforce sector.

Contacts

For more information about the initiative, contact:

- Joel Leon Telles, Ph.D.
Vice President, Information Services and Research
Delaware Valley Healthcare Council of The Hospital & Healthsystem
Association of Pennsylvania
Phone (215) 735-3293
Email jtelles@dvhc.org

South Central Pennsylvania Regional Working Group on Health Care Employment and Training

Introduction

Early in 2001, the Berks, Lancaster, and South Central workforce investment boards formed the “South Central Pennsylvania Regional Working Group on Health Care Employment and Training,” a collaborative project covering a 10-county region

including Adams, Berks, Cumberland, Dauphin, Franklin, Juniata, Lancaster, Lebanon, Perry, and York counties. Each of the local boards determined during their strategic planning in 2000 that health care was an important industry in their local economies and that it was facing major workforce shortages. Conversations among the staff of the boards led to the conclusion that the problem was a regional one, requiring a comprehensive approach to increasing the supply of health care workers in the region as a whole.

The regional working group established the following goals:

- To fully understand the workforce needs of the health care sector.
- To increase the supply of qualified and trained health care workers in the regional workforce.
- To connect workers with employers who need qualified individuals.
- To improve accessibility to the career paths available to health care workers by removing barriers and gaps in the system.

A member of the group collected employment data from the Department of Labor and Industry and other industry groups and surveyed health care providers on vacancy rates for various occupations segment. The data verified that there was a major shortage of workers at every level of the nursing career ladder (certified nursing assistants, licensed practical nurses, and registered nurses) as well as significant shortages in technical occupations such as radiology technologists, surgical technologists, pharmacy technicians, and nuclear medicine technologists.

Members of the group then concentrated on the various career ladders that support health care occupations to determine whether the careers are accessible to people from outside and within the health care industry. Career paths were documented, lists of skills needed were developed, and a dialogue was initiated with the providers of education and training to evaluate the ease by which people could move into and through the career ladders. They found major problems with accessing the training needed to enter the various career paths, particularly for people who are already working.

Finally, each of the boards created standing health care work groups in acute care, long-term care, and mental health/mental retardation to allow for direct health care employer input to the boards and the regional working group.

Media Campaign

Using information it had gained during the research phase, the group focused on the immediate need to increase the supply of health care workers in the region. Working with WGAL-TV, an NBC affiliate in Lancaster, the group launched a television campaign targeted to young adults between the ages of 18 and 40, primarily those adults who are already working—either in health care who want to advance or those in other industries looking for a career change.

The campaign used three types of messages:

- A 30-second commercial that thanked nurses for what they do was designed to build awareness of health care in the community and stress the important roles that health care professionals play.
- A half-hour program hosted by former Pennsylvania Physician General and WGAL-TV Health Care Expert Wanda Filer, M.D., took a more in-depth look at the variety of health care careers that are available.
- A series of 20 “call to action” messages used testimonials from local individuals who have made a career change into health care. Dr. Filer advised viewers who may be interested in pursuing a career in health care to call a toll-free number that was connected with the Team Pennsylvania CareerLink centers that serves each of the 10 counties.

The Working Group used \$100,000 from a Pennsylvania Workforce Investment Board grant to pay for the cost of producing the messages. Some 38 employers contributed more than \$500,000 needed to air the 1,200 television spots. The campaign ran for 40 weeks and aired an average of 30 messages each week, including during prime programs.

Trained Team Pennsylvania CareerLink staff received the calls generated from the media campaign and, based on callers’ needs, invited callers to a 90-minute briefing and assessment session at Team Pennsylvania CareerLink, encouraged callers to use the Team Pennsylvania CareerLink job matching service, or invited callers to attend a six-hour career orientation that included site visits to health care providers in the community and individual consultation with education providers.

To assist with job matching, community health care employers were asked to list job openings on the Team Pennsylvania CareerLink website (<http://www.pacareerlink.state.pa.us>).

Health Care Education Infrastructure and Training

While the media campaign was underway, the group also worked with community education providers to ensure that those who expressed an interest in careers as licensed practical nurses, registered nurses, and other allied health staff, could find room at educational institutions. Schools expanded the size of their classes and the number of classes per year as well as modified their hours of operation to allow for improved accessibility by incumbent workers. In addition, using funds from the Customized Job Training Program of the Pennsylvania Department of Community and Economic Development, several area hospitals matched funds to create a pool that will provide \$3,000 annual scholarships to employees at the hospitals. Hospitals and health systems are also working to build more accessible career ladders throughout the system and assure that there are no places where skills gaps keep individuals from advancement.

With funding from a Sectoral Employment Implementation Grant from the U.S. Department of Labor, the Lancaster County Workforce Investment Board contracted with the Lancaster-Lebanon Intermediate Unit #13 to design a “Foundation Skills Program” offered by Lancaster County Career and Technology Center at the Team Pennsylvania CareerLink center that would address language barriers for people interested in pursuing a career in health care. The approximately 40-hour literacy program uses lessons and examples from health care and covers reading and writing skills, communicating with others, listening, speaking, and math.

Graduates can then move into the “Pre-Allied Health Training Program,” also developed using funds from the Sectoral Employment Implementation Grant. The 120-hour program is designed for those who need an intensive, short-term introduction to the world of health care, including terminology, anatomy and physiology, communications, math, and medical ethics, and also is for those who did not need the foundational program, but would benefit from the health care introduction prior to attending a formal licensed practical nurse program.

At the conclusion of the pre-allied program, students take the Nurse Entrance Test. Those that pass are eligible for entry into the next class offered at the local licensed practical nurse training program. Many participants take an additional 130 hours of practical training that allows them to take the test for licensure as a certified nurse assistant. If they pass, they can work as a certified nurse assistant while they attend school to be a licensed practical nurse. Both programs are designed to serve people who are already working in health care or those who are entering the industry for the first time.

Summary

This project is an example of a carefully planned, collaborative effort driven by the needs of the industry and coordinated by local workforce investment boards. It illustrates how the public and private sectors can work together to accomplish things that no one entity could achieve by itself.

In looking to the future, the three local workforce investment boards that are involved in the project see the initiative continuing even after the funding runs out with the support of the private sector. They also see this type of effort as a prototype for the way they will proceed in addressing the workforce needs of other industry segments within their local economies.

Contacts

For more information, contact:

- Scott Sheely, Executive Director
Lancaster County Workforce Investment Board
Phone (717) 735-0333
Email ssheely@paonline.com

- Ed McCann, Director of Workforce Development
Berks County Workforce Investment Board
Phone (610) 988-1363
Email emccann@bccl.org
- George Hempe, Executive Director
South Central Region Workforce Investment Board
Phone (717) 236-7936, extension 164
Email ghempe@pasec.org

J.P. McCaskey High School—Small Learning Communities and Early Exposure to Career Exploration

Introduction

In 1999, the School District of Lancaster adopted a five-year strategic plan, committing the district to achieve the following goal. “By the year 2004, all graduates from the School District of Lancaster will be pursuing productive life-choice options—post-secondary education and training; above minimum wage employment; community, volunteer, or military service; family care giving—no later than one year after graduating from high school.” Additionally, the school district established several signs to mark progress toward meeting this goal, which include:

- 95 percent attendance in school and class.
- 9 out of every 10 students meeting or exceeding rigorous academic standards.
- 9 out of every 10 students taking and successfully completing high level and externally benchmarked courses.
- 9 out of every 10 ninth grade students persisting to graduation.
- 9 out of every 10 students rating their education at J.P. McCaskey as very satisfactory or excellent.

To better achieve these goals, McCaskey has focused on early career exploration, school counselor skill development in career counseling, and initiation of small learning communities to prepare students to assist students to successfully contribute to the places in which they will work and communities in which they will live.

Early Career Exploration

The objectives of the early career exploration program are twofold:

1. Acquaint the 2,700 students at four pilot elementary schools (grades 4 and 5) and four middle schools (grade 6) with the kinds of career opportunities available to them, the kinds of skills that are needed to perform in that occupation, and what course work and learning experiences are needed to gain entry into an education or training program to prepare for that occupation. The Dreamcatchers

curriculum will be utilized. The media centers at these pilot schools will be provided with appropriate fiction and nonfiction books that relate to the careers exploration, included in the designated seven main WIB industry clusters.

2. Provide deep, meaningful connected school-to-career experiences for 100 “high need” students at these pilot schools, providing additional mentoring, field experiences, and employability skills training.

The Lancaster County Workforce Investment Board funded this initiative with support from the Department of Public Welfare through the Temporary Assistance for Needy Families (TANF) grant.

School Counselor Skill Development in Career Counseling

A Future Planning Center is being designed to serve career needs for grades 6–12 (including four middle schools and one high school). A comprehensive K–12 career guidance plan is being adopted that will include an online curriculum and other programs and resources to assist students in assessing career opportunities. Students will be expected to develop a career portfolio starting in grade 8 in order to thoughtfully select the small learning community that matches their career interests.

Small Learning Communities

Beginning with the 2001 9th grade class, J.P. McCaskey High School offered students the opportunity to choose among several small learning communities, which are groups of students and teachers who work together over a period of time around a particular focus or theme. Each small learning community teaches the same core curriculum, but the electives and projects allow students to explore the theme with greater depth. Small learning communities offer students a number of advantages:

- Personalized learning; smaller more intimate groupings; and meaningful relationships between teachers, students, and parents.
- A variety of learning choices around academic- and career-based themes allow students to select a “community” that interests them.
- A rigorous core curriculum that will enable a student to enter four-year, community, or technical colleges and universities without remedial courses.
- Exploration of potential careers through internships, job shadowing, and work-based learning as well as opportunities for dual credit, online learning, and advanced studies with colleges, universities, and technical schools.
- Targeted support for students, such as mentoring and tutoring; special classes to help students develop the attitudes of successful students and assist them in goal setting and basic skill development; summer learning opportunities; focused guidance and counseling; transition planning; and extended after-school, evening, or Saturday learning opportunities.

The small learning communities are designed around the following themes:

- Arts and Humanities for students interested in music, art, theater, dance, or literary publication.
- Business and Entrepreneurial for students interested in business strategies and applications, want to leave high school with immediately marketable skills, and/or who are interested in managing or owning a business.
- College Preparation and Partnerships equips a diverse population of students with the tools for success in college and/or other post-secondary education endeavors and allows students the opportunity to substitute advanced placement courses for core courses.
- Hospitality and Tourism is for students interested in pursuing a post-high school degree in hotel and/or restaurant management, culinary arts, or vacation planning.
- International Baccalaureate and Advanced Placement is a challenging comprehensive curriculum with international recognition for students interested in language and cultural issues related to a variety of industries.
- Science and Technology is for students interested in science, math, conservation, public health, and teaching.
- Public Leadership and Service is for students who have career aspirations or ambitions associated with public service.
- Vocational and Technical Careers for students interested in specific career areas that require a two- or four-year degree or those who want saleable skills upon high school graduation. This includes the health field (nurse, radiology technologist, surgical technologist).

Partnership between the School District of Lancaster and the Lancaster Health Alliance

Housed within the vocational and technical careers small learning community, this partnership has 3 levels:

1. **Introduction to Health Careers**—This course has been developed by the Lancaster Institute for Health Education at the Lancaster General Hospital and Lancaster County Career and Technology Center and is offered as a two-period elective at J.P. McCaskey High School for seniors with at least a 3.0 GPA. Students have the opportunity to study basic medical concepts and careers in the medical field and allied health industry. In-depth instruction is given in health care policy, issues and economics, medical terminology, anatomy, physiology, and health careers. Lancaster General Hospital speakers are available for class, as is shadowing in various departments in the hospital to experience the hospital atmosphere. A similar program is being developed for 9th graders and 10th graders.

2. **Early Enrollment in Health Professional Education Programs**—Local health professionals and local health care providers have been strong partners in this small learning community and have developed ways to allow students in their senior year to begin to take and complete the necessary courses for a specific health care occupations program, thereby allowing students to satisfy program requirements within a year of high school graduation rather than two years in some of the two-year degree programs. An early enrollment program allows high school seniors to complete their senior year and start the first year at the Lancaster Institute for Health Education simultaneously. Full scholarships are available for up to five students in five programs: cardiovascular technology, radiology technology, professional nursing, sonography technology, and surgical technology.
3. **Scholarships**—Scholarships for graduating seniors also exist in these programs.

Additionally, in partnership with the Lancaster Health Alliance and the Susan P. Byrnes Health Education Center in York, Pennsylvania, classroom visits are made by students in grades 2, 4, 6, 8, and 10 (approximately 4700 students) to the Susan P. Byrnes Health Center. Students participate in a program called Systems and Substances, exploring the effect that various substances have on one's body and health. Each visit is capped off with a half-hour hour talk on health careers. Follow-up is done with the 8th and 10th grade students, who may have developed an interest in health careers out of the visit.

Next Steps include continuing to expand programs, including some consideration to carve out health care as its own small learning community.

Contacts

For more information, contact:

- Dominic DeFilippo, Coordinator, Community-Based Learning
School District of Lancaster
Phone (717) 291-6173
Fax (717) 291-6227
- Pamela A. McCarty, School to Career Supervisor
School District of Lancaster
Phone (717) 291-6173
Fax (717) 291-6227
- Doug Lyons, Small Learning Community Facilitator, Vocations and Technical Careers
J.P. McCaskey High School
School District of Lancaster
445 N. Reservoir Street
Lancaster, PA 17603

Pennsylvania's Youth Policy Statement for Title I of the Workforce Investment Act of 1998

Preamble

Pennsylvania has the chance to define a new Commonwealth-wide strategy for workforce development under the Team Pennsylvania Human Resources Investment Council (HRIC). Moreover, under the direction of the HRIC, every region in Pennsylvania will have the chance to custom-design workforce development strategies that will ensure youth services are performance oriented, accountable, accessible, and successful.

Under Pennsylvania's Unified Plan for Workforce Development, as well as the Federal Workforce Investment Act, Youth Councils are to be established by local Workforce Investment Boards working with local elected officials. These Youth Councils are to be responsible for developing and overseeing local youth workforce development programming. Youth Councils need to be innovative in their thinking and bold in their actions. They need to seek to change traditional approaches to education and workforce development by ensuring that youth services reflect local employment and workforce needs and opportunities.

The first priority of the Youth Councils should be to ensure as many of the WIA Title I eligible youth in their region as possible are served. Youth Councils will plan, develop, and oversee efforts related to the education and preparation of young people for successful careers and lifelong learning. The Workforce Investment Act outlines the types of services that should be available. Youth Councils, however, should not feel mandated to limit their activities to eligible youth only. Working with local elected officials, the local Workforce Investment Board and providers of regional youth services, the activities of Youth Councils are limited only by their own imagination, energy, and resources. The range of activities and services to be provided is best determined at the local level.

Background

In keeping with Pennsylvania's Unified Plan for Workforce Investment (submitted on April 1, 1999, to the U.S. Department of Labor), and the Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act (submitted on April 15, 1999, and modified through an amendment submitted on June 28, 1999), Pennsylvania plans to coordinate youth activities funded under Title I of the Workforce Investment Act with other youth-directed state and local agencies. These agencies include local educational agencies, adult education agencies, county welfare offices, juvenile justice and local law enforcement agencies, local housing authorities, job corps centers/agencies, rehabilitation agencies, and community-based organizations. This collaboration ensures the non-duplication of services and maximizes returns on financial investments and promotes effective and efficient delivery of high quality programs and services for youth.

As required by the Workforce Investment Act, local Workforce Investment Boards (WIBs) in partnership with local elected officials will establish Youth Councils as a subgroup within each local board responsible for the development and oversight of youth programs and policies within the local areas. Each Youth Council will be appointed within 60 days of the chartering of the Local Area's Workforce Investment Board. Beginning in September 1999, the commonwealth will provide orientation and technical support to Local WIBs and identified Youth Council members and partners regarding the state youth policies and vision set forth in Pennsylvania's Unified Plan.

Local WIBs will work with their Youth Councils to develop parts of the comprehensive WIA plan that pertain to youth, recommend providers of youth services, and coordinate local youth programs and initiatives. These councils are intended to be an innovative new entity that will broaden participation in the design and delivery and enhance the performance of youth services. Through Youth Councils, the federal legislation intends to help foster a systematic approach that offers youth a range of coordinated services. Such offerings could include opportunities for assistance in both academic and occupational learning; developing leadership skills; and preparing for further education, additional training, and eventual employment.

Building Strong Youth Councils in Pennsylvania

On September 10, 1999, this youth policy statement and a separate youth strategic technical support plan developed by the HRIC Workforce Education Committee and the WIA Youth Task Group, was presented to the full HRIC for its review and approval. A series of resource documents for local Workforce Investment Boards to use in the establishment and operation of Youth Councils in Pennsylvania is currently under development.

Under WIA, eligible youth are defined as low-income individuals between ages 14 through 21, who can be characterized by one or more of the following: deficient in basic literacy skills; a school dropout; homeless, a runaway or a foster child; pregnant or parenting; an offender; or an individual who requires additional assistance to complete an educational program, or to secure and hold employment. Five percent (5%) of the total participant population assisted under Title I youth programs in each local area may be individuals who do not meet the minimum income criteria to be considered eligible youth if the individuals are in one or more of eight targeted groups. These targeted groups are individuals who are school dropouts; basic skills deficient, whose educational attainment is one or more grade levels below the grade level appropriate to the age of the individual; pregnant or parenting youth; individuals with disabilities, including learning disabilities; homeless or runaway youth; offenders; or youth who face other serious barriers to employment as identified by the local WIB. The priority of local WIBs and Youth Councils should be to ensure that as many of the WIA Title I eligible youth as possible are served in high quality programs within available resources.

Section 117 of the WIA outlines the role and responsibilities of the Youth Council. The Youth Council is responsible for:

- Developing portions of the local plan relating to eligible youth, as determined by the chairperson of the local board.
- Recommending eligible providers of youth activities, to be awarded grants or contracts on a competitive basis by the local board subject to the approval of local board.
- Conducting oversight with respect to the eligible providers of youth activities, in the local area, subject to the approval of the local board.
- Coordinating youth activities authorized under section 129 in the local area subject to the approval of the local board.
- Carrying out other duties determined to be appropriate by the chairperson of the local board.

The local board may delegate its responsibility for oversight of eligible youth providers, as well as other oversight responsibilities, to the Youth Council, recognizing the advantage of delegating such responsibilities to the Youth Council whose members have expertise in youth issues.

Focus on Improving Academic Performance

The Workforce Investment Act strengthens the connection between academic excellence and success in the workplace. The Pennsylvania State Board of Education has adopted rigorous new standards in reading, writing, speaking, listening, and mathematics. Standards related to Science and Technology, Environmental and Ecology, and Civics and Government are pending. Additional standards for health, safety and physical education; arts and humanities; family and consumer science; economics; geography; history; career education and work; and world languages will be developed in the future. These standards define what students should know and be able to do at specific grade levels.

The Pennsylvania state assessment instrument, and the development of the skills necessary to demonstrate proficiency on the state assessment is the keystone of the commonwealth's statewide youth program service strategy. Local boards are encouraged to develop programs that assist youth in meeting the state academic standards and appropriate occupational skill standards as measured in the state system of occupational competency testing.

The Pennsylvania System of School Assessment (PSSA) is a mandated statewide assessment tool intended to gauge the ability of schools and their students to meet the academic standards at various curricular and instructional levels. Reading and mathematics assessments will be administered in grades 5, 8, and 11. Writing assessments will be administered in grades 6, 9, and 11. The administration of assessments is being phased in over the next several years.

Beginning in 2002, the PSSA will be administered annually to all public high school students in the 11th grade. The PSSA will identify the extent to which the students have achieved the state academic standards in reading, writing, and mathematics. A local workforce investment board and its Youth Council may elect to use the results of the 11th grade PSSA to measure the academic achievement of WIA in-school youth. However, individual student PSSA scores and proficiency levels are not public information. Therefore, local workforce investment boards and Youth Councils will have to work in collaboration with local school officials, parents, and students to develop a process, if desired, to provide access to PSSA scores. If a local workforce investment board and its Youth Council agree to utilize other assessment instruments in addition to the PSSA, they may do so.

In September, 1996, the Pennsylvania State Board of Education approved the use of the National Occupational Testing Institute's (NOCTI) Job Ready/Student Assessment or other Pennsylvania Department of Education approved standardized tests that are recognized by industry groups or associations who employ the graduates of approved vocational-technical education programs. This approval is given to support the requirements of the federally mandated statewide system for core performance measures and standards under Perkins. Everyone that completes the program is required to take the test. The results of these assessment instruments can be used to demonstrate occupational skill attainment.

In order to determine the extent of educational progress of WIA-eligible youth who are not enrolled in a secondary school, Youth Councils must adopt policies regarding how educational attainment will be measured. Currently, the Pennsylvania Department of Education requires all Title II funded adult education programs to meet established Adult Basic and Literacy Education Program Performance Standards. The standards include learning gains and attainment of educational credentials, as well as other areas of administrative and program performance. Use of specific portions of the Program Performance Standards pertaining to (1) learning gain and (2) attainment of the high school credential can be appropriately applied to WIA-eligible out-of-school youth. The learning gain standards allow local program providers to choose from a small menu of standardized instruments that are valid and reliable measures appropriately normed on an adult population. A trained professional must administer the assessment instruments within specified time frames. The standards also measure the attainment of a high school diploma or its equivalent, the GED. Use of these portions of the Adult Basic and Literacy Education Program Performance Standards will lend accountability for educational components of programs for out-of-school youth. Partnerships between out-of-school youth providers and adult education will allow access to assessment services, educational programming, assessment training, and data collection instruments. In addition, for out-of-school youth, local Youth Councils may choose to use the state system of occupational competency testing where occupation skill assessment is appropriate.

Youth Performance Measures

Local WIBs, in collaboration with Youth Councils, will be responsible for meeting the specific performance standards negotiated with the commonwealth and approved by the HRIC. The local WIBs and their Youth Councils will award contracts to local youth services providers based on the extent to which they provide services to youth to meet USDOL negotiated performance measures and the integration of the commonwealth's academic standards and assessments and the state performance standards for Title I of the Carl Perkins Vocational and Applied Technology Education Act including occupational competency testing.

The WIA has identified core performance standards for youth served under Title I funding. These core standards for youth between the ages of 14–18 and 19–21 are:

- Ages 14–18: (1) attainment of basic skills and, as appropriate, work readiness or occupational skills; (2) attainment of secondary school diploma or recognized equivalent; and (3) placement and retention in post-secondary education or advanced training, or placement in military service, employment, or qualified apprenticeships.
- Ages 19–21: (1) entry into unsubsidized employment; (2) retention in unsubsidized employment six months after entry; (3) earnings received in unsubsidized employment six months after entry; and (4) attainment of recognized credentials relating to achievement of education or occupational skills.

The Unified Plan contains some general performance criteria based on Malcolm Baldrige principles for Performance Excellence. These criteria will be coupled with the specific USDOL measures once they are available to form the basis of negotiations with the 22 local Workforce Investment Boards serving 23 Workforce Areas that have been established in Pennsylvania. More information about the statewide service strategy envisioned for Youth Services is contained under the “Services to Youth” section of the Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act.

The local area's negotiated performance measures will be used to evaluate local area's progress in meeting the needs of WIA Title I-eligible youth that receive WIA funded services. Local WIBs and Youth Councils should develop consensus of applicable performance measures across all local participating agencies and youth services providers.

The Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act identifies customer satisfaction survey information provided by youth program participants and parents as an important factor in the final grant award determination. To insure fairness and consistency in the award of contracts to local youth program service providers, local WIBs and Youth Councils are required to develop written policies and procedures for advertising, evaluating, and awarding contracts. These local policies must be clearly described in the local area's Comprehensive WIA Plan.

Procurement policies and procedures currently used in JTPA may serve as the basis for the development of procurement policies and procedures under WIA. Local WIBs may also add youth providers to their eligible provider lists and utilize their individual training account process for youth age eighteen and older (in accordance with Section 664.510 of the Interim Final Rule).

As part of its oversight responsibilities, the commonwealth will monitor the process to select youth program service providers for compliance with federal and state requirements.

Allowable Youth Activities and Practices

In the development of local youth program services, state partner agency staff, local workforce investment board members and board staff, and local WIB Youth Council members are encouraged to utilize the resources of national organizations, federal and state government agencies, and local public and private organizations as sources for best practices modeling.

The Pennsylvania Department of Labor and Industry coordinates youth activities funded under Title I of the Workforce Investment Act with other youth-directed state and local agencies offering youth programs. This collaboration ensures the non-duplication of services and maximizes returns on financial investments. Eligibility issues and special-needs program issues are resolved and the coordinated delivery of services is facilitated with entities that include the local educational agencies, adult education agencies, county welfare offices, juvenile justice and local law enforcement agencies, local housing authorities, job corps centers/agencies, rehabilitation agencies, and/or community-based organizations. Activities for pregnant and parenting youth are administered through welfare-funded programs in cooperation with partners. The Youth Councils are responsible for ensuring that services to Title I eligible youth at the local level are comprehensive and that services are coordinated with all participating state and local agencies offering youth programs.

Local youth program services will, at a minimum, entail the required youth program design, program elements, and additional requirements in accordance with Section 129 of the Workforce Investment Act. The local elements and requirement for youth programs require that the following be available to all youth within the local area:

- An objective assessment of the academic levels, skill levels, and service needs of each participant.
- Development of a service strategy for each youth participant that shall identify employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account the results of the objective assessment.
- Preparation for post-secondary educational opportunities, in appropriate cases.
- Strong linkages between academic and occupational learning.
- Preparation for unsubsidized employment opportunities, in appropriate cases.
- Effective connections to intermediaries with strong links to the job market, and local and regional employers.
- Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies.
- Alternative secondary school services, as appropriate.
- Summer employment opportunities that are directly linked to academic and occupational learning.
- As appropriate, paid and unpaid work experiences, including internships and job shadowing.
- Occupational skill training, as appropriate.
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate.
- Supportive services.
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months, which may include inter-generational programs which use older individuals to act as mentors to youth for guidance and support to learn basic work skills.
- Follow-up services for not less than 12 months after the completion of participation, as appropriate.
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

Local boards will provide, to as many WIA Title I-eligible youth as possible based on the available Title I resources, information on the full array of applicable or appropriate services, and referral to appropriate training and educational programs. Applicants who do not meet the WIA Title I youth program eligibility requirements or who meet eligibility requirements but cannot be served due to resource availability, will be referred to other Team Pennsylvania CareerLink partner programs and other youth programs in the local area for services. In addition to training needs, other supportive services including transportation, child care, dependent care, housing, and needs related payments may be provided through Team Pennsylvania CareerLink partners or other area youth providers.

All local Workforce Investment Board Youth programs, services and facilities for the provision of such will be in compliance with the Pennsylvania Human Relations Act and with Federal law, including Title VI and VII of the Civil Rights Act of 1964, Sections 502 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. As part of the state's oversight role, compliance with these laws will be reviewed during monitoring visits.

Coordination with Job Corps

There are four Job Corps centers in Pennsylvania: Drums, Philadelphia, Lopez, and Pittsburgh. The Job Corps contracts for purposes of recruitment, outreach, and placement. Local Workforce Investment Boards serving areas where the four Job Corps centers are located must include a Job Corps representative on the Youth Council. Local Workforce Investment Boards that serve areas where Job Corps centers are not located, are encouraged to invite Job Corps representatives to serve on their Youth Council. Job Corps recruiters will be stationed at Team Pennsylvania CareerLink sites. Additional services may also be provided through youth providers stationed in the Team Pennsylvania CareerLink sites. In addition, Team Pennsylvania CareerLink staff will work with Job Corps Business and Community Liaisons to coordinate services in accordance with Section 153 of the Workforce Investment Act.

Coordination with Youth Opportunity Grants

Currently, in Pennsylvania, Harrisburg, Lock Haven, Philadelphia, Fayette County, Pittsburgh, and parts of Allegheny county have enterprise communities and/or empowerment zones, and are eligible to submit proposals for Youth Opportunity Grants.

Under WIA, the governor is authorized to designate additional communities to be eligible for Youth Opportunity grants. Designation will be made from the Keystone Opportunity Zones that meet the federal requirements for these grants. The state will provide guidance, technical assistance, and economic data to local workforce investment boards and their Youth Councils in the preparation of proposals for Youth Opportunity Grants. The state will also provide educational data as available including dropout rates; local education agencies can also be consulted for appropriate local data.

State agency staff will work closely with local workforce investment board staff to co-locate Youth Opportunity Grant Centers either at the Team Pennsylvania CareerLink sites or as a satellite of the Team Pennsylvania CareerLink sites.

Department of Labor and Industry staff will work closely with Youth Opportunity Grant Center staff to develop procedures for acquiring the necessary employment data that is needed to complete the required 24-month follow-up. State and local agencies will coordinate the grants with WIA and other federal, state, local, and private sector resources to maximize dollars targeted for WIA Title I eligible youth residing in the enterprise zone/enterprise community. Supportive services will be provided under the Youth Opportunity Grants in order to assist youth in completing their educational programs, to promote the transition to employment, and to encourage long-term job retention.

Pennsylvania's Youth Program Design Strategies

The commonwealth has developed the following guiding principles for youth program design strategies for local workforce investment boards and Youth Councils:

- Youth Councils should include a wide variety of organizations with expertise and resources to serve youth in the local area. The Comprehensive WIA Plan should describe the local area's strategy to provide training and employment services for as many Title I WIA eligible youth as possible based on the availability of local resources and the development of a service network with other partners and community programs serving youth. This approach is more likely to

yield positive results for both WIA Title I-eligible youth and for the broader youth population in the local area who are not eligible to receive WIA Title I services.

- The active involvement of private sector and foundation partners in the Youth Council can help sustain and nurture meaningful activities for area youth, with WIA and other public youth programs working in collaboration to augment these efforts and to support school-year interventions for in-school and out-of-school youth. Both the summer and year-round youth components of a local area plan should reflect program and service designs that have demonstrated effectiveness in preparing youth to assume productive roles in the workforce.
- Local workforce investment boards and Youth Councils should coordinate the delivery of youth services at the local level to ensure that all of the area's key players and programs for youth services are involved in the local Team Pennsylvania CareerLink partnerships and youth program designs. The comprehensive WIA plan should include a strategy that is built on program elements and allowable activities consistent with authorizing and funding statutes of each partner. The comprehensive WIA plan should also reflect the priorities and goals of the various local youth program partners. For example, local performance measures for basic skills attainment can be developed to reflect progress on state assessments for in-school youth and related local efforts, an area of interest for all Pennsylvania school districts, thereby combining the efforts and outcomes of the WIA Title I program and the local educational programs administered through the local school districts.
- The Team Pennsylvania CareerLink system is Pennsylvania's delivery system for the Workforce Investment Act (WIA). There will be a minimum of one comprehensive Team Pennsylvania CareerLink site in each local workforce investment area by January 1, 2000. Many local workforce investment areas will have multiple Team Pennsylvania CareerLink sites. Through the local Team Pennsylvania CareerLink sites, Pennsylvania's youth will be able to access a wide array of information designed to assist them in the transition from school to careers and lifelong learning experiences. The Team Pennsylvania CareerLink system offers a framework to link academic and occupational learning and connections to the job market and employers.

In addition to the services available at the comprehensive Team Pennsylvania CareerLink sites, youth will be able to access the Internet based virtual Team Pennsylvania CareerLink site. The virtual Team Pennsylvania CareerLink will enable students to access information from any computer and can be utilized by guidance counselors and teachers as well. Youth will have an opportunity to obtain information on careers as well as employment and training opportunities. For WIA Title I eligible in-school youth, the wide network of intensive and training services available through WIA Title I and other Team Pennsylvania CareerLink partners will be closely coordinated with local school district programs/AVTS programs/services to maximize flexibility and opportunities for Pennsylvania's youth.

For out-of-school youth, the full array of Team Pennsylvania CareerLink services is available. They will be able to receive a preliminary assessment of their skill levels, aptitudes, abilities, and support service needs to enter the workforce of the 21st Century. WIA eligible out-of school youth may participate in either youth or adult programs or both depending upon the decisions made in the development of their individual assessments.

- Local workforce investment boards have the opportunity to develop innovative and creative programs to serve Pennsylvania's youth through the Workforce Investment Act. WIBs can access other available resources through partnerships with grantees and other service providers eligible to receive funds through such programs as Wagner-Peyser, Carl Perkins, Adult Literacy, and Welfare-to-Work. Such collaboration will enable Pennsylvania's youth to become productive members of Pennsylvania's workforce.
- Programming for WIA Title I-eligible youth should be framed within the economic development context of the local workforce investment area. Local youth program designs should include connections to employers and job markets. Local workforce investment boards and Youth Councils should develop policies and programs that take into account the full range of issues that can have an impact on the success of youth in the labor market.
- Youth Councils will develop a design framework that provides: (1) objective assessments of academic and occupational skill levels of participating youth, (2) individual service strategies that reflect the assessment and identify a career goal, and (3) preparation for post-secondary educational opportunities, linkages between academic and occupational learning, and connections to employers and job markets.
- Local boards and Youth Councils are strongly encouraged to think comprehensively and systematically about youth programs and services described under WIA, and to develop area youth plans that establish priorities that allow for as many eligible youth as possible based on available resources within the local area to receive services under WIA Title I. In this way, youth programming will be guided by the effective practices embodied in WIA program elements, and low-income students with multiple barriers to employment who are the focus of WIA funding will have access to the full range of education and career opportunities available within the local area.
- The HRIC further encourages local workforce investment boards to use "follow-up service" as an important feedback mechanism to gauge customer satisfaction and to improve program quality.

The commonwealth encourages local workforce investment boards to develop strong Youth Councils with the full range of youth program responsibilities allowable under the Act.

A Career in Health Care: It Pays in So Many Ways!

General Facts:

- One in 10 Pennsylvanians are working in a health care career.
- Although much of the media attention has focused on the shortage of nurses, there is high demand for virtually every other type of health care worker.
- Health services is one of the largest industries in the United States, with more than 11 million jobs.
- Nearly 13 percent of all wage and salary jobs created in the next 8 years will be in health services.

Demand:

- The demand for health care workers will grow at twice the rate of all other occupations between now and 2010.

Demand for Health Care Workers Exceeds Growth Rate for All Occupations

	2000 (000s)	2010 (000s)	Percent Change (%)
Total U.S. Employment	145,594	167,754	15%
Total Health Occupations	11,111	14,339	29%
Physicians	598	705	18%
Dentists	152	161	6%
Pharmacists	217	270	24%
Registered Nurses	2,194	2,755	26%
Mental & Behavioral Health Occupations	628	793	26%
Therapists	479	639	33%
Public & Environmental Health	241	302	25%
Health Technicians & Technologists	2,459	3,090	26%
Health Service Occupations	3,197	4,264	33%

Source: United States Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics

- Nearly half of the fastest growing occupations are concentrated in health care services.

Fastest Growing Occupations, USA 1992-2005 (Bureau of United States Labor Statistics)

Occupation	% Change
Home health aides	138%
Human service workers	136%
Personal and home care aids	130%
Computer engineers and scientists	112%
Systems analysts	110%
Physical and corrective therapy assistants and aides	93%
Physical therapists	88%

Paralegals	86%
Teachers, special education	74%
Medical assistants	71%
Detectives, except public	70%
Correction officers	70%
Child care workers	66%
Travel agents	66%
Radiologic technologists and technicians	63%
Nursery workers	62%
Medical records technicians	61%
Operations research analysts	61%
Occupational therapists	60%
Legal secretaries	57%
Teachers, kindergarten and preschool	54%
Manicurists	54%
Producers directors, actors and entertainers	54%
Speech-language pathologists and audiologists	51%
Flight attendants	51%
Guards	51%
Insurance adjusters, examiners, and investigators	49%
Respiratory therapists	48%
Psychologists	48%
Paving, surfacing, and tamping equipment operators	48%

- Hospitals in Pennsylvania and across the country are experiencing shortages of almost every type of health care worker. In a recent national survey of hospitals, hospitals were found to have the following average vacancy rates for these occupations.

Position	Mean Vacancy Rate
Radiology Technologists	15.3 %
Registered Nurses	13.0%
Licensed Practical Nurses	12.9%
Pharmacists	12.7%
Nurse Assistant	12.0%
Laboratory Technologists and Technicians	9.5%
Billers and Coders	8.5%

- Health care workers can work in any number of places, wherever health care services are provided. Workers are especially needed in hospitals, nursing and personal care facilities, physician and dentist offices, home health agencies, laboratories, and other health care settings, such as dialysis centers.
- There are many reasons for the increased demand for health care workers, including:
 - new technology makes more diagnostic and clinical procedures available to consumers.
 - a growing and aging population increases the overall demand for health care services. Today, there are 350 million x-ray and other radiology procedures performed in the United States. Of that number, 85 million or 24 percent are performed on persons over the age of 85. By 2020, 500 million procedures will be performed, and 206 million or 41 percent will be done on persons older than 85 years of age. The same is true for laboratory testing, prescription drugs, and other health care services.
 - less people entering and graduating from all types of health service education and training programs. In Pennsylvania, graduations from nursing education programs dropped by 53 percent between 1995 and 2002. Graduations from medical laboratory technology, respiratory therapy, radiology technology, surgical technology, and cardiovascular technology education and training programs in Pennsylvania also declined dramatically during this time period.
 - an older health care workforce. Many of those currently working in health care will near retirement age over the next ten years, only increasing the existing demand for skilled health care workers. There is a strong demand for persons looking to change careers and young adults.

Rewards of a Career in Health Care:

- Intellectual challenge and the ability to use specialized skills and expertise in working with other members of the health care team.
- The opportunity to work with a variety of age groups in a variety of setting throughout your career.
- The ability to make a difference in improving the lives of individuals and families.
- Competitive salaries and benefits. And, salaries are likely to increase because of the increased demand for skilled workers for high demand occupations.

Salaries	Median Annual Earnings
Clinical Laboratory Technologist	\$40,510
Licensed Practical Nurse	\$29,440
Medical Assistant	\$23,005
Nuclear Medicine Technologist	\$47,632
Physical Therapist	\$54,810
Pharmacist	\$70,950
Radiation Therapist	\$50,898
Radiology Technologist	\$37,356
Registered Nurse	\$44,470
Respiratory Therapist	\$37,680
Sonographer	\$46,280
Surgical Technologist	\$27,580

From the United States Bureau of Labor, Occupational Handbook, 2000 Earnings

- Flexible schedules – part-time and full-time with flexible hours.
- Job security. The ability to find a job in just about any community in the United States.

Education Requirements:

- Although some of the occupations in high demand require education preparation and training at the bachelor’s degree level or beyond, there are many occupations that require only 2-years education and training.
- Many health care employers are offering scholarships and loan repayment programs for people who agree to work for them after graduation.
- Many health care employers are providing tuition benefits to assist their employees pursue advanced training and education.

To Find Out More about Health Care Careers:

- Visit <http://www.pahealthcareers.org/> to learn more about various health care careers, pose questions to a professional working in that field, locate a list of schools in Pennsylvania that offer the different health education and training programs, and obtain information about scholarship and loan programs.
- Call the local Team Pennsylvania CareerLink center in your community to explore health care employment and education opportunities.
- Contact your local community college or other nearby postsecondary schools to learn about what health care careers education programs they offer.
- Take advantage of any health care career open house or fair in your community.

A Career in Nursing: It Pays in So Many Ways!

General Facts:

- Nurses are the backbone of the health care delivery system. Nurses deliver the majority of care to patients in all different kinds of settings, from the hospital to the home. Nurses are key in providing hands-on care to patients and families, assessing patient response to medical treatment and intervention, coordinating care among different health care providers, providing education to patients and families, and assisting patients and families make decisions about their care. Communities count on nurses being there to deliver care when it is needed.
- Nurses can work in a number of places, such as hospitals, nursing homes, home health agencies, clinics, physician offices, schools, and many other places where health care is provided. Nurses also may choose to specialize in a particular area, such as critical care, pediatric, surgical, gerontology, administration, education/teaching, or entrepreneurs.

Demand:

- Jobs for registered nurses will grow 23 percent between 1999 and 2008, faster than the average for all other occupations. In this same time period, 79,000 openings for registered nurses will exist.
- By 2020, the number of registered nurses will fall 20 percent below minimum needs, resulting in a shortage of well over 400,000 registered nurses.
- The Pennsylvania Department of Labor and Industry's Center for Workforce Information and Analysis projects that there will be 3,955 annual openings for registered nurses through 2005.
- There are many reasons for the increased demand for health care workers, including:
 - new technology makes more diagnostic and clinical procedures available to consumers.
 - a growing and aging population increases the overall demand for health care services.
 - less people entering and graduating from all types of health service education and training programs. In Pennsylvania, graduations from nursing education programs dropped by 53 percent between 1995 and 2002. Graduations from medical laboratory technology, respiratory therapy, radiology technology, surgical technology, and cardiovascular technology education and training programs in Pennsylvania also declined dramatically during this time period.
 - an older health care workforce. Many of those currently working in health care will near retirement age over the next ten years, only increasing the existing demand for skilled health care workers. There is a strong demand for persons looking to change careers and young adults.

Rewards of a Career in Nursing:

- ☑ Intellectual challenge and the ability to use specialized skills and expertise in working with other members of the health care team.
- ☑ The opportunity to work with a variety of age groups in a variety of setting throughout your career.
- ☑ The ability to make a difference in improving the lives of individuals and families.
- ☑ Competitive salaries and benefits. And, salaries are likely to increase because of the increased demand for skilled workers for high demand occupations.
- ☑ Flexible schedules – part-time and full-time with flexible hours.
- ☑ Job security. The ability to find a job in just about any community in the United States.

Salaries	Median Annual Earnings
Licensed Practical Nurse	\$29,440
Registered Nurse	\$44,470

From the United States Bureau of Labor, Occupational Handbook, 2000 Earnings

Education Requirements:

- Requirements for each level of nursing vary. Some programs may be completed in as little as 12 months, while others require a master’s or doctoral degree.
- Many health care employers are offering scholarships and loan repayment programs for people who agree to work for them after graduation.
- Many health care employers are providing tuition benefits to assist their employees pursue advanced training and education.

To Find Out More about Nursing and Other Health Care Careers:

- Visit <http://www.pahealthcareers.org/> to learn more about various health care careers, pose questions to a professional working in that field, locate a list of schools in Pennsylvania that offer the different health education and training programs, and obtain information about scholarship and loan programs.
- Call the local Team Pennsylvania CareerLink center in your community to explore health care employment and education opportunities.
- Contact your local community college or other nearby postsecondary schools to learn about what health care careers education programs they offer.
- Take advantage of any health care career open house or fair in your community.

Helpful Websites for Health Care Career Information

Team Pennsylvania CareerLink

<http://www.pacareerlink.state.pa.us>

Provides a one-stop delivery of career services to job seekers, employers, and other interested individuals. Job seekers visiting the site can search for jobs, create an online resume, view training programs, complete an online skill assessment, review Pennsylvania's latest employment statistics, link to other career websites, and more.

Pennsylvania Department of Labor & Industry's Career Guide

<http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&Q=187022>

Contains articles on how to make career choices, conduct a job search, choose a college or training program, and obtain financial aid. The guide contains outlook information for 150 selected careers.

Pennsylvania Department of Labor & Industry's Occupational Outlook Handbook

<http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&q=190907>

Contains detailed occupational information for over 230 occupations, covering the majority of jobs in Pennsylvania.

Pennsylvania Governor's School of Health Care

<http://www.pitt.edu/~pgshc/>

Contains information on a five-week program held each July and August for 110 students from across the state that are interested in learning more about health care and health care careers. The program focuses on exposing students to the health care delivery system, learning about the importance of primary care, and understanding how to serve as a community advocate to address Pennsylvania's health care needs.

Pennsylvania Health Careers

<http://www.pahealthcareers.org/>

Contains information on dozens of health care careers in the areas of nursing, pharmacy, therapy, and technologists and technicians, describes what workers do on the job, training and education needed, earnings, expected job prospects, schools in Pennsylvania that provide the necessary training, and links to related sites. It also contains a directory of scholarships available from Pennsylvania's hospitals and a message board to post questions to practicing health care professionals.

Pennsylvania Health Occupations Students of America

<http://www.pahosa.org/>

Contains information about Pennsylvania Health Occupations Students of America (HOSA), a national student organization that provides leadership development, motivation and recognition exclusively for students enrolled in health occupations education course or instructional programs.

The Career Key

<http://www.careerkey.org/>

Contains information on choosing a career, changing a career, and selecting a school. Though the schools that are listed are in North Carolina, the rest of the site contains information applicable to anyone, such as an aptitude test that links to a career inventory and the Occupational Outlook Handbook.

Occupational Outlook Handbook

<http://stats.bls.gov/oco/home.htm>

A nationally recognized source of career information designed to provide assistance to individuals making decisions about their future work lives. Revised every two years, it describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

Pharmacist-related Websites

American Association of
Colleges of Pharmacy
1426 Prince Street
Alexandria, VA 22314
(703) 739-2330
<http://www.aacp.org>

American College of Clinical
Pharmacy
3101 Broadway
Suite 380
Kansas City, MO 64111
(816) 531-2177
<http://www.accp.com>

American Pharmaceutical
Society
2215 Constitution Avenue,
NW
Washington, DC 20037-2985
(202) 628-4410
<http://www.aphanet.org>

American Society of Health
System Pharmacists
7272 Wisconsin Avenue
Bethesda, MD 20814
(301) 657-3000
<http://www.ashp.org>
<http://www.pshp.org> (for the
Pennsylvania affiliate)

National Association of
Boards of Pharmacy
700 Busse Highway
Park Ridge, IL 60068.
<http://www.nabp.net>

Pennsylvania State Board of
Pharmacy
PO Box 2649
Harrisburg, PA 17105-2649
(717) 783-7156
<http://www.dos.state.pa.us/bpoa/phabd/mainpage.htm>

National Pharmacy
Technician Association
PO Box 683148
Houston, TX 77268
<http://www.pharmacytechnician.org>

Pharmacy Technician
Certification Board
2215 Constitution Avenue,
NW
Washington, DC 20037-2985
(202) 429-7576
<http://www.ptcb.org>

Therapy-related Websites

(mental, social health, occupational, physical, recreational, speech/language)

American Psychological Assn.

750 First Street, NE
Washington, DC 20002

(202) 777-2742

<http://www.apa.org>

National Assn. of School Psychologists

4030 East West Highway,
Suite 402

Bethesda, MD 20814

(301) 657-0270

<http://www.nasponline.org>

Pennsylvania Board of Psychology

P.O. Box 2649

Harrisburg, PA 17105-2649

(717) 783-7155

<http://www.dos.state.pa.us/bpoa/psybd/mainpage.htm>

National Assn. of Social Workers

750 First Street NE, Suite
700

Washington, DC 20002-4241

(202) 408-8600

<http://www.naswdc.org>

Council on Social Work Education (for its Directory of Colleges/Universities with Accredited Social Work Programs)

1725 Duke St, Ste. 500

Alexandria, VA 22314-3457

(703) 683-8080

<http://www.cswe.org>

PA. Occupational Therapy Assn.

(800) 871-7682

<http://www.pota.org>

PA Academy of Audiology

<http://www.paaudiology.org/>

The American Occupational Therapy Assn.

4720 Montgomery Lne

P.O. Box 31220

Bethesda, MD 20824-1220

(312) 652-2682

<http://www.aota.org>

National Board for Certification in Occupational Therapy

800 South Frederick

Avenue, Suite 200

Gaithersburg, MD 20877-

4150

(301) 990-7979

<http://www.nbcot.org>

PA. State Board of Occupational Therapy

P.O. Box 2649

Harrisburg, PA 17105-2649

(717) 783-1389

<http://www.dos.state.pa.us/bpoa/otbd/mainpage.htm>

American Physical Therapy Assn.

1111 North Fairfax St.

Alexandria, VA 22314-1488

(800) 999-2782

<http://www.apta.org>

PA. Physical Therapy Assn.

4701 Devonshire Road,

Suite 6

Harrisburg, PA 17109

(800) 962-PPTA

<http://www.ppta.org>

PA. State Board of Physical Therapy

PO Box 2649

Harrisburg, PA 17105-2649

(717) 783-7134

<http://www.dos.state.pa.us/bpoa/ptbd/mainpage.htm>

American Assn. for Respiratory Care

11030 Ables Lane

Dallas, TX 75229-4593

(972) 243-2272

<http://www.aarc.org>

National Board for Respiratory Care

8310 Nieman Road

Lenexa, KS 66214

(913) 599-4200

<http://www.nbrc.org>

National Council of State Board of Examiners for Speech-Language Pathology & Audiology

11829 Hunting Ridge Court

Potomac, MD 20854

(301) 460-2198

American Speech-Language-Hearing Assn.

10801 Rockville Pike

Rockville, MD 20852

(301) 897-5700

<http://www.asha.org>

PA. State Board of Examiners in Speech-Language & Hearing

P.O. Box 2649

Harrisburg, PA 17105-2649

(717) 783-1389

<http://www.dos.state.pa.us/bpoa/spebd/mainpage.htm>

American Academy of Audiology

8300 Greensboro Street

Suite 750

McLean, VA 22102

(800) AAA-2336

<http://www.audiology.org/professional/>

Technologists and Technician-related Websites

(biomedical, cardiac/vascular, emergency medicine, health information management)

Biomedical

Assn. for the Advancement
of Medical Instrumentation
1110 Glebe Rd Ste 220
Arlington, VA 22201-4595
(703) 525-4890
<http://www.aami.org>

Biomedical Engineering
Society
8401 Corporate Drive
Suite 110
Landover, MD 20785-2224
(301) 459-1999

American Society for
Healthcare Engineering
One North Franklin Street
27th Floor
Chicago, IL 60606
(312) 422-3800
<http://www.ashe.org>

Institute for Electrical and
Electronic Engineers
445 Hoes Lane
P.O. Box 1331
Piscataway, NJ 08855-1331
(732) 981-0060
<http://www.ieee.org>

Cardiac/Vascular

Alliance of Cardiovascular
Professionals
4456 Corporation Lane
Suite 165
Virginia Beach, VA 23462
<http://www.acp-online.org>

Joint Review Cmte.
on Education in
Cardiovascular
Technology
3525 Ellicott Mills Dr.
Suite N
Ellicott City, MD
21043-4547
<http://www.sicp.com/jr-c-cvt/>

Society of Vascular
Technology
4601 Presidents Drive
Suite 260
Lanham, MD 20706-4365
<http://www.svt.net>

The American Society of
Extracorporeal Transfusion
503 Carlisle Dr.
Suite 125
Herndon, VA 20170
(703) 435-8556
<http://www.amsect.org>

American Academy of
Cardiovascular Perfusion
P.O. Box 468
Pell City, AL 35125
<http://users.aol.com/OfficeAACP/home.html>

Emergency Medicine

National Assn. of
Emergency Medical
Technicians
408 Monroe Street
Clinton, MS 39056-
4210
(800) 34-NAEMT
<http://www.naemt.org>

National Registry of
Emergency Medical
Technicians
Box 29233
6110 Busch Blvd.
Columbus, OH 43229
(614) 888-4484
<http://www.nremt.org>

PA. Emergency Health
Services Council
5012 Lenker Street
Suite 210
Mechanicsburg, PA 17055
(800) 243-2EMS

Health Information Management

American Health Information
Management Assn.
233 North Michigan Avenue,
Suite 2150
Chicago, IL 60601
Phone (312) 233-1100
<http://www.ahima.org>

Nursing-related Websites

Discover Nursing (by Johnson & Johnson)
<http://www.discovernursing.net/>

Nurses for a Healthier Tomorrow
<http://www.nursesource.org/>

Nursing Spectrum Magazine Online
<http://www.nursingspectrum.com/>

NurseZone.com
<http://www.nursezone.com/>

The National Student Nurses' Assn.
45 Main Street, Suite 606
Brooklyn, NY 11201
(718) 210-0705
<http://www.nсна.org>

PA State Nurses Assn.
2578 Interstate Drive, Suite 101
Harrisburg, PA 17110
(888) 707-7762
<http://www.psna.org/>

American Assn. of Colleges of Nursing
One Dupont Circle, NW, Suite 530
Washington, DC 20036
(202) 463-6930
<http://www.aacn.nche.edu/>

Sigma Theta Tau International Honor Society of Nursing
550 W. North Street
Indianapolis, IN 46202
(888) 634-7575
<http://www.nursingsociety.org>

National League for Nursing
61 Broadway
New York, NY 10006
(800) 669-1656
<http://www.nln.org>

Visiting Nurse Assn. of Central PA.
3315 Derry Street
Harrisburg, PA 17111
(717) 233-1035
<http://www.vnacentralpa.org/>

PA. Assn. of School Nurses and Practitioners
<http://www.pasnapp.org/>

Financial Aid-related Websites

United States Department of Education
Federal Student Aid Portal
<http://www.ed.gov/offices/OSFAP/Students/>

Pennsylvania Higher Education Assistance Agency
<http://www.pheaa.org/>

UCLA's Online Scholarship Resource Center
<http://www.college.ucla.edu/usp/SRC/SS.htm>

Sallie Mae's Wired Scholar Website
<http://www.wiredscholar.com/>

Nursing Education Loan Repayment Program Information
<http://www.bhpr.hrsa.gov/nursing/loanrepay.htm>

FinAid Website
<http://www.finaid.org>

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Commonwealth of Pennsylvania, Governor's Office, Executive Order 2000-2, Pennsylvania Workforce Investment Board, February 14, 2000.

Federal Perspective – Implementing the Workforce Investment Act of 1998, http://www.paworkforce.state.pa.us/pa_workforce

Pennsylvania Implementation of Title I of the Workforce Investment Act of 1998, http://www.paworkforce.state.pa.us/pa_workforce

South Central Pennsylvania Regional Working Group on Health Care Employment and Training, A Prospectus: Television-Based Media Campaign to Encourage Workers Already in the Workforce to Consider Careers in Health Care, Summer, 2001.

Summary of Workforce Development Provisions of the Workforce Investment Act of 1998 (P.L. 105–220).

Team Pennsylvania Human Resources Investment Council, Building Pennsylvania's Workforce for the New Economy: Unified Plan for Workforce Investment, March 31, 1999.

United States Department of Labor, Employment and Training Administration, Workforce Investment Act of 1998, September 1998.

Verizon and Team Pennsylvania, The Workforce Development Toolkit for Economic Development Professionals, October 2000.

Workforce Investment Act of 1998

Workforce Investment Act of 1998, H.R. 1385, <http://www.thomas.loc.gov/>

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THE HOSPITAL & HEALTHSYSTEM
ASSOCIATION OF PENNSYLVANIA

4750 Lindle Road
P.O. Box 8600
Harrisburg, PA 17105-8600
717.564.9200 Phone
717.561.5334 Fax
haponline.org



Labor and Industry Building
Seventh and Forster Streets
Harrisburg, PA 17120
pacareerlink.state.pa.us