WIOA STATE PLAN FOR
THE STATE OF CALIFORNIA

CONTENTS

WIOA State Plan for the State of California 1
Overview 5
Options for Submitting a State Plan 6
How State Plan Requirements Are Organized 8
I. WIOA State Plan Type 9
Combined Plan partner program(s) 10
II. Strategic Elements 11
a. Economic, Workforce, and Workforce Development Activities Analysis 12
b. State Strategic Vision and Goals 58
c. State Strategy 74
III. Operational Planning Elements 89
A. State Strategy Implementation 90
b. State Operating Systems and Policies 159
IV. Coordination with State Plan Programs 250
Preface 251
V. Common Assurances (for all core programs) 256
VI. Program-Specific Requirements for Core Programs 258
Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B 259
Program-Specific Requirements for Wagner-Peyser Program (Employment Services) 291
Program-Specific Requirements for Adult Education and Family Literacy Act Programs 314
Program-Specific Requirements for Vocational Rehabilitation 335
VII. Program-Specific Requirements For Combined State Plan Partner Programs 420
Appendix 1. Performance Goals for the Core Programs 421
Table 1. Employment (Second Quarter after Exit) 422
Table 2. Employment (Fourth Quarter after Exit) 423
Table 3. Median Earnings (Second Quarter after Exit) 424
Table 4. Credential Attainment Rate 425
Table 5. Measureable Skill Gains 426
Table 6. Effectiveness in Serving Employers 427
Table 7. Combined Federal Partner Measures 428
Appendix 2. Other State Attachments (Optional) 429
Information in this Appendix is provided to reviewers solely to facilitate an understanding of the overall structure of the narrative detailing the Common Elements of the Unified Plan.

Some information from the Unified Plan was not replicated here because using the portal proved too difficult. Relevant omitted information is provided elsewhere as requested. 430

Preface 431

Executive Summary Including Statement Pertaining to Vision and Goals (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D)) 435

Chapter 2: Overview of Workforce Development Activities in the State and Background On Client Populations Served (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(B)), WIOA Sec. 102 (b)(1)(C), Sec. 102(b)(2)(C)(iii)) 442

Chapter 3: Comprehensive Overview of Policy Strategies (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D-E)) 455

Chapter 4: The California Workforce Development Board, Its Role, and Functions (corresponding to the Operational Planning Elements of the State Plan related to the State Board's Functions, WIOA Secs. 101(d), 102b(2)(A)), and 102 b(2)(C)(i)). 464

Chapter 5: Implementing The Seven Policy Strategies: Organizational Roles, and Operational Alignment Under the Plan (corresponding to the Operational Planning Elements of the State Plan, and the Operating Systems and Policies required under WIOA Sec. 102 (b)(1)(C) and b(2)(B)) 476

Chapter 6: Creating Cross-System Data-Capacity (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(E) as well as Operational Planning Elements and Operating Systems 102(b)(2)(C)(ii)-(iii), and (v)) 492

Chapter 7: State Policies and Organizational Charts (Corresponding to Operating Systems and Policies plan requirements delineated in WIOA Section 102(b)(2)(C)(i), (vi), (vii) and corresponding DOL Planning Guidance Sections III (b)(2)-(3) and (7)-(8)) 508

Chapter 8 is not replicated here because the portal will not take it. Relevant information is provided above. 521

Chapter 9: Summary and Concluding Remarks 522

DOR Policy Priorities and WIOA Program Strategies 527

Temporary Assistance for Needy Families (TANF)-Working Group Agreement on Career Pathways and Subsidized Employment Partnerships, CDSS, CWDA, CWDB, CCCCO ... 530

POINTS 1-5 531

TANF-Working Group Agreement on One-Stop Partnerships, CDSS, CWDB, CWDA, CCCCO 532

POINTS 1-5 533

Title II and CWDB Working Memorandum of Understanding Regarding One-Stop Partnerships 534

POINTS 1-8 535

Title II Planning Workgroup Agreement (Career Pathways) 536

POINTS 1-6 537

Youth Partnership Agreement 539

OUT OF SCHOOL YOUTH (OSY) 541

IN SCHOOL YOUTH (ISY) 542
TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT 543
EMPLOYER ENGAGEMENT 544
WORK BASED LEARNING ACTIVITIES 545
CAREER PATHWAYS 546
ONE-STOP ACCESS 547
California Employment Development Department (EDD)-Working Group 548
Partnership Agreement 549
POINTS 1-8 550
Points 9 to 15 551
Points 16 to 19 553

OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances, and
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. Yes

Combined State Plan. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. No

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) No

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING INDUSTRY SECTORS AND OCCUPATION

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

A more thorough analysis is found in Appendix F which provides much more information for the all the areas mentioned above, including information on the state's nascent research pertaining to skills gaps analysis and information on the knowledge skills and abilities needed by employers in select occupations. Appendix G provides regional economic and workforce profiles for areas of the state that will be engaged in regional planning efforts under the policy direction of this State Plan.

California's Economy is Big and Growing

With a gross domestic product (GDP) of over $2.1 trillion in 2014, a labor market with more than 19 million participants, and a nonfarm economy with over 16 million jobs, California has the largest economy of any state in the nation. Between 2009 and 2014, the economy grew by $198 billion, growing 1.1. percent in 2010, 1.2 percent in 2011, 2.5 percent in 2012, 2.3 percent in 2013, and 2.4 percent in 2014. Between February 2010 and February 2014, California recovered the 1.3 million jobs it lost during the Great Recession and the state is currently enjoying sustained economic growth, both in terms of GDP and jobs.

This chapter contains information on the state and regional economy through July 2015. Since then, the economy has continued to grow in terms of jobs, reduced unemployment and gross state

product. More recent data and ongoing analyses are provided by the Labor Market Information Division (LMID) of EDD and the State Department of Finance on their websites.

The Great Recession and Its Aftermath

U.S. economic business cycles are officially arbitrated and dated by the National Bureau of Economic Research (NBER) based on their analysis of a basket of economic indicators, including real GDP, real income, employment, industrial production, and wholesale-retail sales. According to NBER, the U.S. Great Recession began December 2007 and ended in June 2009. California's economy, however, entered recession in July 2007 and emerged from recession later than the nation as a whole, beginning its recovery seven months later in February 2010.[1] Relevant details pertaining to the recession include the following:

- California lost 1,333,000 nonfarm jobs from July 2007 through February 2010, a decline of 8.6 percent, and about one of every twelve of the state's nonfarm jobs.
- By the time the recession ended, all of California industry sectors had experienced substantial job losses with one notable exception.
    - Educational and health services added 117,800 jobs over the period.
    - Construction (335,900) experienced the largest job loss in number over the period, followed by trade, transportation, and utilities (311,000).
    - Three additional industry sectors lost more than 100,000 jobs: manufacturing (226,100), professional and business services (222,500), and financial activities (137,700).
- Additionally, all regional labor markets in the state experienced substantial job losses during the recession.[2]
    - The Southern regional labor market, which includes Los Angeles, Ventura, Orange, Riverside, and San Bernardino Counties, lost 689,900 jobs.
    - Nonfarm job losses in the state's seven remaining regional labor markets ranged from a high of 251,000 in the San Francisco Bay Area to a low of 5,300 jobs in the Eastern Sierra, the state's smallest regional labor market (which includes Amador, Calaveras, Inyo, Mono, Mariposa, and Tuolumne Counties).
- Overall unemployment in California skyrocketed during the Great Recession. From its pre-recession low of 4.9 percent during the months of March 2006 through December 2006, California's seasonally adjusted unemployment rate rose by 7.3 percentage points to a peak of 12.2 percent in the months of February through April and September and October of 2010.
- The number of unemployed rose from a pre-recession low of 859,000 persons in August and September 2006 to a peak of 2,231,000 in October 2010, an increase of nearly 1.4 million persons (160 percent).
- All of California's regional labor markets experienced steep increases in unemployment during the Great Recession.
    - Unemployment rate increases in California's regional labor markets over this same period ranged from a low of 5.9 percentage points in the San Francisco Bay Area and Coastal regional labor markets to a high of 8.8 percentage points in San Joaquin Valley.
    - The unemployment rate in each of California's 58 counties rose by 4.0 percentage points or more.
- All demographic groups experienced rising unemployment:
    - The unemployment rate among California men rose by 8.1 percentage points compared to 6.4 percent among women.

    - Unemployment rates rose among all of California's major racial and ethnic groups between March 2007 and December 2010, with the largest increase occurring among African Americans (9.8 percentage points) and Latinos (9.2 percentage points) and the smallest increases occurring among Asians (6.0 percentage points) and Whites (7.3 percentage points).
- Unemployment was strongly correlated with age (work experience) and education (skill level), with inexperienced youths and less educated or unskilled workers suffering most.
    - The unemployment rate among youths age 16 to 24 increased from 10.8 percent in March 2007 to 22.8 percent in December 2010. In contrast, the unemployment rate among prime working age Californians age 25 to 54 increased from 3.9 percent in March 2007 to 10.9 percent in December 2010.
    - The unemployment rate among California workers who attained less than a high school diploma shot up from 9.3 percent in March 2007 to 19.1 percent in December 2010, an increase of 9.9 percentage points.
    - High school diploma holders and workers who had attended some college but hadn't received a degree fared little better, experiencing unemployment rate increases of 9.7 and 9.3 percentage points, respectively.
    - In contrast, the unemployment rate among associate degree holders and those with a bachelor's degree or higher increased by 6.5 and 4.0 percentage points over the same period. The unemployment rate among workers with a Bachelor's degree or higher stood at just 6.7 percent in December 2010.
- In real terms, California GDP fell from $2.0 trillion in 2008 to $1.9 trillion in 2009, a decrease of 4.4 percent. The state lost $88 billion in economic activity in a single year.

Economic Recovery in the Aggregate

California total nonfarm employment finally bottomed out in February 2010 and the economy has been expanding ever since. However, the recovery from the recession was initially a slow and arduous process. It took until February 2014 for California to recover the 1,333,000 nonfarm jobs it lost during the 31-month period from July 2007 to February 2010. Fortunately, California's economic and employment growth since February 2014 has been strong:

- California total nonfarm payrolls grew by 2,027,700 jobs from February 2010 through July 2015, an increase of 14.4 percent over this 65-month period.
- Over the first 22 months of the expansion, or from February 2010 through December 2010, the California economy added 342,200 jobs, growing 15,600 nonfarm jobs per month or 1.3 percent.
- Beginning in 2012, California's economic expansion took off. The state gained 1,685,500 jobs from December 2011 through July 2015, growing at a remarkably consistent pace of 39,200 jobs per month, or 3.3 percent annually.
- Ten of California's eleven industry sectors gained jobs including the following:
    - Professional and business services added 412,000 jobs, the most of any sector over this period.
    - Educational and health services added 391,100 jobs.
    - Leisure and hospitality added 274,400 jobs.
    - Trade, transportation, and utilities added 253,500 jobs.
- In percentage terms, construction enjoyed the fastest job growth, growing at an annualized pace of 7.3 percent.
- Looking at the entire February 2010 to July 2015 expansion, professional and business services gained the most jobs, 541,200 with half, or about 273,000 jobs, occurring in the

professional, scientific, and technical services subsector. Educational and health services had the second largest job gain with 454,500, four-fifths of which occurred in the health care and social assistance subsector.

In July 2015, California total nonfarm employment exceeded its pre-recession peak in July 2007 by 694,700 jobs. In this same month, employment increased in six industry sectors: educational and health services; professional and business services; leisure and hospitality; other services; trade, transportation, and utilities; and mining and logging. However, as of July 2015, employment in five industry sectors had yet to return to their July 2007 levels. These included the following: manufacturing, construction, financial activities, government, and information.

Demand and Growth Industries in the Recovery

Four industry sectors have driven the expansion: professional and business services; educational and health services; leisure and hospitality; and construction (even though employment still has not returned to July 2007 levels in construction). Within these sectors are a range of high, middle, and low paying industries. However, the drivers of California's economy have been in the high technology and information services subsectors (including social media), international trade, and in the recovering housing market. table 1, on the next page, details the California industry subsectors that experienced the largest job gains and grew at the fastest rate over the three years ending in July 2015.[3]

- Several information technology industries are among California's fastest growing industries, including: other information services; data processing, hosting, and related services; computer systems design and related services; management, scientific, and technical consulting services; electronic computer manufacturing; and specialized design services. These tend to be high paying industries that demand highly skilled workers.
- California's fastest growing industries also include several industries associated with California's rebounding housing and construction sector, including but not limited to: building material and garden equipment and supply dealers; building finishing contractors; residential and nonresidential building construction; building foundation and exterior contractors; lumber and other construction materials merchant wholesalers; and offices of real estate agents and brokers. These industries tend to employ middle-skilled workers and pay middle-level wages.

Table 1: California's Fastest Growing Industries Over the Last Three Years of the Economic Expansion (July 2012 - July 2015; Not Seasonally Adjusted Data)

	Largest Job Gains
Educational Services, Health Care, and Social Assistance	26.5%
Professional & Business Services	24.6%
Leisure & Hospitality	18.9%
Wholesale Trade	16.0%
Information	15.7%
Mining and Logging	14.8%
Retail Trade	14.2%
Transportation, Warehousing & Utilities	13.7%
Financial Activities	11.5%
Other Services (excludes 814-Private Household Workers)	10.0%
Government	4.1%

	Largest Job Gains
Manufacturing	-3.2%

Source: California Employment Development Department, Labor Market Information Division

Middle-skilled occupations are those that require more than a high school education but less than a four-year degree. The top twenty-five middle-skilled occupations (see table 5) that are expected to generate the most middle-skill job openings are projected to account for nearly 497,000 job openings during the 2012-2022 period. These openings include approximately 225,000 openings due to job growth and 272,000 due to replacement needs.[4]

- Registered nurses top the list with 92,300 openings during the period.
- Ten of the top twenty-five occupations are in a health care related field and are expected to generate 256,000 openings during the ten-year period.
- Annual salaries range from $19,115 for manicurists and pedicurists to $100,312 for dental hygienists.
- An analysis of the knowledge, skills, and abilities required by these jobs is available below:

KNOWLEDGE	Administration and Management	Biology	Chemistry	Clerical	Communications and Media	Computers and Electronics	Customer and Personal Service	Education and Training	Engineering and Technology	English Language	Geography	Law and Government	Mathematics	Mechanical	Medicine and Dentistry	Personnel and Human Resources	Philosophy and Theology	Production and Processing	Psychology	Public Safety and Security	Sales and Marketing	Sociology and Anthropology	Telecommunications	Therapy and Counseling	Transportation
Registered Nurses	N	Y	N	Y	N	N	Y	Y	N	Y	N	N	Y	N	Y	N	N	N	Y	N	N	Y	N	Y	N
Teacher Assistants	N	N	N	Y	N	Y	Y	Y	N	Y	Y	N	Y	N	N	N	N	N	Y	N	N	Y	N	Y	N
Heavy and Tractor-Trailer Truck Drivers	Y	N	N	N	N	N	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	N	Y	N	N	N	N	Y
Nursing Assistants	N	N	N	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	Y	N	N	Y	Y	N	N	N	Y	N
Medical Assistants	Y	N	N	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	N	Y	Y	N	N	N	Y	N
Licensed Practical and Licensed Vocational Nurses	N	N	Y	Y	N	N	Y	Y	N	Y	N	N	Y	N	Y	N	Y	N	Y	N	N	N	N	Y	N
Computer User Support Specialists	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N
Preschool Teachers, Except Special Education	Y	N	N	N	N	N	Y	Y	N	Y	Y	N	N	N	N	N	Y	N	Y	Y	N	Y	N	Y	N
Hairdressers, Hairstylists, and Cosmetologists	Y	N	Y	N	Y	N	Y	Y	N	Y	N	N	Y	N	N	Y	N	N	Y	N	Y	N	N	N	N
Dental Assistants	N	N	Y	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	Y	Y	N	Y	N	N	N	N

*Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.*

SKILLS	Active Learning	Active Listening	Complex Problem Solving	Coordination	Critical Thinking	Equipment Maintenance	Instructing	Judgment and Decision Making	Learning Strategies	Monitoring	Operation and Control	Operation Monitoring	Persuasion	Reading Comprehension	Service Orientation	Social Perceptiveness	Speaking	Time Management	Writing
Registered Nurses	Y	Y	N	Y	Y	N	Y	N	N	Y	N	N	N	Y	Y	Y	Y	N	N
Teacher Assistants	N	Y	N	Y	Y	N	Y	N	Y	Y	N	N	N	Y	Y	Y	Y	N	N
Heavy and Tractor-Trailer Truck Drivers	N	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	N	Y	N	N	Y	Y	N
Nursing Assistants	Y	Y	N	Y	Y	N	N	N	N	Y	N	N	N	Y	Y	Y	Y	N	Y
Medical Assistants	Y	Y	N	Y	Y	N	N	N	N	Y	N	N	N	Y	Y	Y	Y	N	Y
Licensed Practical and Licensed Vocational Nurses	N	Y	N	Y	Y	N	N	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	N
Computer User Support Specialists	Y	Y	N	Y	Y	N	Y	N	N	Y	N	N	N	Y	Y	N	Y	N	Y
Preschool Teachers, Except Special Education	N	Y	N	Y	Y	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	Y	N
Hairdressers, Hairstylists, and Cosmetologists	Y	Y	N	N	Y	N	Y	N	Y	Y	N	N	Y	N	Y	Y	Y	N	N
Dental Assistants	Y	Y	N	N	Y	N	Y	N	N	Y	N	N	N	Y	Y	Y	Y	N	Y

*Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.*

ABILITIES	Arm-Hand Steadiness	Control Precision	Deductive Reasoning	Far Vision	Finger Dexterity	Fluency of Ideas	Inductive Reasoning	Information Ordering	Manual Dexterity	Multilimb Coordination	Near Vision	Oral Comprehension	Oral Expression	Originality	Problem Sensitivity	Rate Control	Reaction Time	Response Orientation	Speech Clarity	Speech Recognition	Static Strength	Trunk Strength	Visual Color Discrimination	Visualization	Written Comprehension	Written Expression
Registered Nurses	N	N	Y	N	N	N	Y	Y	N	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	Y
Teacher Assistants	N	N	N	N	N	N	Y	Y	N	N	Y	Y	Y	N	Y	N	N	N	Y	Y	N	N	N	N	Y	Y
Heavy and Tractor-Trailer Truck Drivers	N	Y	N	Y	N	N	N	N	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	Y	N	N	N	N	N
Nursing Assistants	N	N	Y	N	N	N	N	N	N	N	Y	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	N	N	Y	N
Medical Assistants	N	N	Y	N	N	N	Y	N	N	N	Y	Y	Y	N	Y	N	N	N	Y	Y	N	N	N	N	Y	Y
Licensed Practical and Licensed Vocational Nurses	N	N	Y	N	N	N	Y	Y	N	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	Y
Computer User Support Specialists	N	N	Y	N	N	N	Y	Y	N	N	Y	Y	Y	N	Y	N	N	N	Y	N	N	N	N	N	Y	Y
Preschool Teachers, Except Special Education	N	N	Y	N	N	Y	N	Y	N	N	N	Y	Y	Y	Y	N	N	N	N	Y	N	N	N	N	Y	Y
Hairdressers, Hairstylists, and Cosmetologists	Y	N	Y	N	Y	Y	N	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	Y	Y	N	N
Dental Assistants	Y	N	Y	N	N	N	Y	N	N	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	Y

As noted in the previous section the new BLS national projections indicate that nearly 4 job openings will come from replacement for every 1 opening caused by job growth. So the 2012-2022 projections shown below will be revised to account for the substantial job growth that occurred between 2012 and 2014, as well as the growing retirements that will occur between 2022 and 2024, tipping the balance of job openings strongly toward replacing existing workers.

The State Plan recognizes and encourages regional partners to be aware of the importance of understanding replacement job openings for employers, workers and students.

The projections below are in the process of being updated by LMID.

Table 5: CA's Top 25 Middle-Skilled Occupations with Replacement Needs (2012-2022)

For the table below, middle-skilled occupations are defined as occupations that require some college, a postsecondary non-degree award, or an associate's degree as defined by education levels provided by the U.S. Department of Labor's Bureau of Labor Statistics in 2012.

Average Annual Job Openings	Occupational Title	New Jobs	Replacement Needs [2]	Total Jobs	2014 First Quarter Wages [4]	2014 First Quarter Wages [4]
29–1141	Registered Nurses	4,300	4,930	9,230	$45.87	$95,415
25–9041	Teacher Assistants	1,190	3,280	4,470	[5]	$29,623
53–3032	Heavy and Tractor–Trailer Truck Drivers	2,240	2,180	4,410	$19.77	$41,117
31–1014	Nursing Assistants	2,310	1,870	4,180	$13.66	$28,426
31–9092	Medical Assistants	1,890	1,560	3,450	$15.83	$32,940
29–2061	Licensed Practical and Licensed Vocational Nurses	1,560	1,480	3,040	$25.11	$52,225
15–1151	Computer User Support Specialists	1,530	960	2,490	$26.24	$54,582
25–2011	Preschool Teachers, Except Special Education	250	1,570	1,820	$15.26	$31,727
39–5012	Hairdressers, Hairstylists, and Cosmetologists	810	950	1,750	$11.07	$23,045
31–9091	Dental Assistants	700	940	1,640	$17.71	$36,850
27–2011	Actors	400	1,100	1,500	$40.83	N/A
29–2021	Dental Hygienists	510	560	1,060	$48.23	$100,312
15–1134	Web Developers	680	340	1,020	$35.04	$72,874
23–2011	Paralegals and Legal Assistants	530	490	1,020	$27.44	$57,081
49–2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	600	380	980	$30.72	$63,897
33–2011	Firefighters	180	780	970	$33.49	$69,659
49–9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	460	510	970	$25.34	$52,702
29–2012	Medical and Clinical Laboratory Technicians	450	420	870	$20.48	$42,593
29–2041	Emergency Medical Technicians and Paramedics	390	460	850	$14.40	$29,947

Average Annual Job Openings	Occupational Title	New Jobs	Replacement Needs [2]	Total Jobs	2014 First Quarter Wages [4]	2014 First Quarter Wages [4]
51–1011	First–Line Supervisors of Production and Operating Workers	60	740	800	$26.70	$55,539
29–2071	Medical Records and Health Information Technicians	340	440	780	$19.61	$40,782
39–5092	Manicurists and Pedicurists	550	190	740	$9.19	$19,115
25–4031	Library Technicians	90	550	640	$19.89	$41,359
31–9011	Massage Therapists	310	180	500	$17.09	$35,540
15–1152	Computer Network Support Specialists	190	290	470	$35.44	$73,724

Source: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

IV. SKILL GAPS

Describe apparent ‘skill gaps’.

A. UNEMPLOYMENT AND LABOR FORCE DATA POST–RECESSION

Unemployment has decreased steadily over the current expansion. California’s seasonally adjusted unemployment rate stood at 6.2 percent in July 2015, which was the lowest rate since February 2008. California’s unemployment rate fell by 6.0 percentage points from its most recent peak of 12.2 percent in October 2010 through July 2015.

- There were 1,179,000 unemployed Californians in July 2015, fewer than in any month since March 2008.
- The number of unemployed Californians fell by 1,052,000 from its recessionary high in October 2010 through July 2015. California civilian unemployment fell at a remarkably consistent pace over this period and as of July 2015, has fallen in 56 out 57 months. Despite improvement, 320,000 more Californians were unemployed in July 2015 than in September 2006, which was the pre–recession low.
- The unemployment situation has improved across age, racial and ethnic, and educational attainment groups during the current expansion. According to a 12–month average of Current Population Survey data, California’s unemployment rate peaked at 12.2 percent in December 2010 and fell to 6.7 percent in July 2015. Over this period:
- The unemployment rate among youths age 16 to 24 decreased from 22.8 percent in December 2010 to 13.8 percent in July 2015.
- The unemployment rate of California men fell by 6.3 percentage points to 6.6 percent and the rate among women fell 4.4 percentage points to 6.9 percent.

B. TABLE 8: CA’S TOP 25 MIDDLE–SKILLED OCCUPATIONS WITH REPLACEMENT NEEDS (2012–2022)

For the table below, middle–skilled occupations are defined as occupations that require some college, a postsecondary non–degree award, or an associate’s degree as defined by education levels provided by the U.S. Department of Labor’s Bureau of Labor Statistics in 2012.

Average Annual Job Openings	Occupational Title	New Jobs	Replacement Needs [2]	Total Jobs	2014 First Quarter Wages [4]	2014 First Quarter Wages [4]
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Average Annual Job Openings	Occupational Title	New Jobs	Replacement Needs [2]	Total Jobs	2014 First Quarter Wages [4]	2014 First Quarter Wages [4]
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23–2011	Paralegals and Legal Assistants	530	490	1,020	$27.44	$57,081
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33–2011	Firefighters	180	780	970	$33.49	$69,659
49–9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	460	510	970	$25.34	$52,702
29–2012	Medical and Clinical Laboratory Technicians	450	420	870	$20.48	$42,593
29–2041	Emergency Medical Technicians and Paramedics	390	460	850	$14.40	$29,947
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31–9011	Massage Therapists	310	180	500	$17.09	$35,540
15–1152	Computer Network Support Specialists	190	290	470	$35.44	$73,724

Source: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.

Notes:

*The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

**Cells highlighted in green are at or above the median hourly and median annual wage for all occupations in California. Cells highlighted in red are below the median hourly and median annual wage for all occupations in California. The median hourly wage for all occupations in California was $18.90 and the median annual wage for all occupations in California was $39,315 for the first quarter of 2014.

[1] New jobs are only openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change.

[2] Replacement needs estimate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

[3] Total jobs are the sum of new jobs and replacement needs.

[4] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self–employed or unpaid family workers.

[5] In occupations where workers do not work full–time all year–round, it is not possible to calculate an hourly wage.

- Unemployment rates among each of California's major racial and ethnic groups decreased substantially, with the largest decrease occurring among Latinos (6.9 percentage points) and the smallest decrease occurring among Asians (4.7 percentage points).
- Unemployment rates also fell across the educational attainment spectrum. The largest unemployment rate decrease occurred among those who had not completed high school (8.6 percentage points) and the smallest decrease occurred among persons holding at least a bachelor's degree (2.9 percent).[1]

The labor force includes all persons classified as employed or unemployed.[2]

- The state's civilian labor force was made up of 17.9 million employed and 1.1 unemployed persons in July 2015.
- California's labor force represented 12.1 percent of the U.S. labor force in July 2015.
- California has held a 12 percent share of the U.S. labor force since March 2013; the largest share held by any state.
- Since the start of California's economic expansion in February 2010 to July 2015, the state's civilian labor force increased by 801,000 persons. During this period, the number of employed persons increased by 1.8 million people and the number of unemployed persons declined by 1.0 million people.
- The state increased its labor force by 4.4 percent over the course of the current expansion, growing at twice the pace set by the nation (2.2 percent) during this period.

The labor force participation rate (LFPR) refers to the share of the working age population that is actively participating in the labor force (i.e., is employed or is unemployed). Historically, LFPR increases when the economy is in expansion but dips when it is in recession, but has expanded over time. This appears to have changed in both California and the nation during the Great Recession.

- The seasonally adjusted California LFPR peaked at 66.1 percent in the months of August through October 2008 and began to fall precipitously thereafter.
- By January 2012, which was previously identified as the point in time that job growth in California began to expand robustly, the LFPR had fallen 3.1 percentage points to 63.0 percent.
- LFPR continued to fall even as the labor market strengthened until it bottomed out at 62.3 percent in October 2013. This was the state's lowest LFPR since April 1976. From October 2013 through July 2015, the California LFPR was stable, increasing by 0.1 percentage point only.

It is not immediately clear why the LFPR has not increased even after five years of economic expansion. The aging and retiring baby boom population has dampened labor force participation. Labor force participation rates typically begin to decrease when workers turn 55 and fall at an increased pace thereafter.

According to the Current Population Survey of households, the LFPR among Californians age 54 was 76.3 percent in 2014. In contrast, the LFPR of persons aged 60 was 63.4 percent, the LFPR of persons age 63 was 52.3, the LFPR of persons age 65 was 50.0 percent, and that of persons age 70 was 21.5 percent. The oldest baby boomers that were born in 1946 would have turned 60 in 2006 and 65 in 2011. Thus, waves of aging baby boomers will have a dampening effect on the overall California LFPR. However, this tells only part of the story because the wave of retiring baby boomers has really only just begun.

The unprecedented decrease in the California LFPR since late 2008 also suggests that large numbers of Californians responded to employment losses and bleak prospects to finding a job during the Great Recession by exiting the labor force, and even after over five years of economic expansion and employment growth, many have yet to be drawn into the labor force.

C. WHILE CALIFORNIA'S ECONOMY IS BIG AND GROWING, IT IS STILL CHARACTERIZED BY INEQUALITY

While the economy has entered a period of sustained expansion and unemployment has dropped for all demographic groups and in all the state's regional labor markets, California's economy continues to be marked by demographic and regional inequality. Some of this inequality stems from differences in educational attainment, differences in demand by industry and occupation, and the sectoral composition of varying regional labor markets.

DEMOGRAPHIC INEQUALITY

Unemployment rates continue to be stratified by race, ethnicity and age (See table 6).

- In July 2015, the 12 month average unemployment rate for blacks was 12.9 percent, twice that of whites (6.4). The rate for Asians was 4.7 percent, and for Latinos/Hispanics it was 7.8 percent.
- Members of the civilian labor force between the ages of 16 and 19 had the highest unemployment rate of any group in July 2015, with a rate of 21.7 percent.
- Persons between the ages of 20 and 24 had an unemployment rate that was twice (11.4 percent) as high as individuals that were 35 years or older. Those in the labor force between the ages of 45 and 54 had the lowest unemployment rate (4.8 percent) in July. The unemployed between the ages of 35 and 44 (5.1 percent); and 55 years and older (5.4 percent) had unemployment rates that were just over 5.0 percent.

California youths face a particularly challenging labor market after the events of the business cycle these last eight years. In fact, the labor force participation rates among California youths, and particularly teens, have steadily eroded over time.

- The LFPR among California teens peaked at 46.9 percent in March 2001.
- By the December 2005, the teen LFPR had fallen to 38.6, and by December 2010 it had fallen to 28.1 percent.

- It was only in the months of October and November 2014 that the teen LFPR appears to have bottomed out at 24.5 percent, after which it increased to 27.3 percent by July 2015.

The LFPR of California youths age 20 to 24 peaked at 76.4 percent in April 2002. By December 2005, it had fallen to 73.0 percent and by December 2010, it had fallen to 67.5 percent. In July 2015, the youth LFPR stood at 66.3 percent.

In contrast, the LFPR of prime working age Californians held constant at around 80 percent from the beginning of 2000 through the middle of 2015, give or take a percentage point or two. In contrast, older workers have been staying in the labor force longer:

- In January 2000, only 12.1 percent of Californians age 65 and over participated in the labor force. The 65 and over LFPR rose to 15.6 percent by December 2005 and to 16.8 percent by December 2010.
- The trend of rising LFPR among Californians age 65 and over has accelerated thereafter, rising to 20.0 percent in July 2015.

REGIONAL INEQUALITY

Unemployment rates in California's eight economic markets ranged from a low of 4.5 percent in the San Francisco Bay Area to a high of 9.9 percent in the San Joaquin Valley in July 2015 (see table 7). Regional disparity in unemployment rates is consistent with regional disparities experienced during both the recession and recovery.

- Overall, inland areas of California experienced deeper job losses than coastal areas during the Great Recession. From July 2007 through July 2010, which is the period of time that best captures the Great Recession using not seasonally adjusted data, total nonfarm payrolls in inland areas fell by a total of 387,800 jobs, or by 10.1 percent. This compares to an 8.0 percent (1,414,200 jobs) job loss in coastal areas. Generally speaking, job losses in construction and manufacturing were deeper in inland areas than in coastal areas, although the difference is mostly one of degree.
- In contrast, coastal areas of California have experienced stronger job growth than inland areas during the current expansion. Total nonfarm payrolls in coastal areas grew by 1,414,200 jobs from July 2010 through July 2015, an increase of 13.7 percent. This bettered the 13.0 percent (448,200 jobs) increase in nonfarm payrolls that occurred in inland areas over the same period.

TABLE 9: UNEMPLOYMENT RATES BY AGE, GENDER, RACE/ETHNICITY, AND EDUCATIONAL ATTAINMENT AT KEY POINTS OF CALIFORNIA'S BUSINESS CYCLE (UNEMPLOYED AS A PERCENT OF THE LABOR FORCE; 12–MONTH AVERAGE OF CURRENT POPULATION SURVEY DATA)

	Mar 07	Dec 10	Jul 15	Change:	Change:
Total (All Groups)	4.8	12.2	6.7	7.4	–5.5
Age					
Age 16–19	17.9	34.4	22.5	16.5	–11.9
Age 20–24	7.8	19.0	11.3	11.2	–7.7
Age 25–34	4.4	12.0	7.0	7.6	–5.0

	Mar 07	Dec 10	Jul 15	Change:	Change:
Age 35–44	3.9	10.7	5.0	6.8	–5.7
Age 45–54	3.5	9.9	4.8	6.4	–5.1
Age 55–64	3.5	9.5	5.3	6.0	–4.2
Age 65+	3.0	9.0	5.8	6.0	–3.2
Gender					
Men	4.8	12.9	6.6	8.1	–6.3
Women	4.9	11.3	6.9	6.4	–4.4
Race/Ethnicity					
White	4.6	11.9	6.4	7.3	–5.5
Black	9.7	19.5	12.9	9.8	–6.6
Asian	3.4	9.4	4.7	6	–4.7
Hispanic/Latino	5.5	14.7	7.8	9.2	–6.9
Educational Attainment					
Did not complete high school	9.3	19.1	10.5	9.9	–8.6
High school graduates, no college	5.6	15.3	8.5	9.7	–6.7
Some college, no degree	4.4	13.7	7.5	9.3	–6.2
Associate degree	3.1	9.6	6.3	6.5	–3.3
Bachelor's degree or higher	2.7	6.7	3.8	4.0	–2.9

- Closer inspection reveals that job growth in coastal areas was stronger than in inland areas early in the expansion, but has been slightly weaker later in the expansion. Whereas total nonfarm payrolls in coastal areas grew by 4.0 percent from July 2010 through July 2012, they grew by 2.6 percent in inland areas. In contrast, total nonfarm payrolls grew by 9.4 percent in coastal areas from July 2012 through July 2015, compared to 10.1 percent in inland areas.

Here it is important to note that inequalities between coastal and inland areas of California do not simply emanate from the business cycle, but instead reflect differences in the structure of coastal and inland area economies, and the way the sector composition of these disparate areas interact with the business cycle. (Some of the fastest growing sectors during the recovery have a greater presence on the coast).

- In July 2015, a much higher percentage of total industry jobs were in the following industries in inland areas than in coastal areas: total farm employment (7.0 percent of jobs in inland areas, but only 1.4 percent of jobs in coastal areas); government (19.0 percent inland v. 12.7 percent coastal); trade, transportation, and utilities (19.2 percent inland v. 17.0 percent coastal).
- In contrast, the following industries made up a much larger proportion of total industry jobs in coastal areas than in inland areas: professional and business services (16.7 percent coastal jobs v. just 10 percent inland); information (3.5 percent coastal v. 1.0 inland); manufacturing (8.5 percent coastal v. 6.6 percent inland); financial activities (5.2 percent coastal v. 3.6 percent inland); and leisure and hospitality (11.9 percent coastal v.10.3 percent) inland. As discussed earlier, these industries have been some of the fastest growing in the state.

TABLE 10: JULY UNEMPLOYMENT RATES IN CALIFORNIA ECONOMIC MARKETS: 2005 – 2015 (UNEMPLOYED AS A PERCENT OF THE LABOR FORCE: NOT SEASONALLY ADJUSTED DATA)

	Jul 05	Jul 06	Jul 07	Jul 08	Jul 09	Jul 10	Jul 11	Jul 12	Jul 13	Jul 14	Jul 15
CALIFORNIA	5.5	5.2	5.7	7.6	11.7	12.6	12.2	10.9	9.3	7.9	6.5
Coastal	4.9	4.7	5.0	6.3	9.4	10.6	10.5	9.6	8.2	6.9	5.7
Eastern Sierra	5.7	5.4	5.8	7.6	11.4	12.9	12.8	11.8	9.5	8.0	6.5
Northern	6.9	6.5	7.1	8.8	12.7	14.1	14.2	13.0	10.7	9.1	7.4
Sacramento	5.2	5.1	5.7	7.5	11.5	12.9	12.5	11.1	9.2	7.7	6.2
San Francisco Bay Area	5.2	4.6	4.9	6.2	10.3	10.5	9.8	8.6	7.0	5.8	4.5
San Joaquin Valley	8.2	7.8	8.4	10.3	14.6	16.6	16.3	14.8	12.6	11.1	9.9
Southern	5.3	5.0	5.5	7.8	12.0	12.8	12.5	11.2	9.8	8.3	6.8
Southern Border	5.1	4.9	5.6	7.3	10.9	12.1	11.9	10.7	9.1	7.9	6.3

Regional inequality is also related to the differences in wages earned in different sectors and the way these relate to the structural composition of different labor markets.

- Categorizing industries by wage levels reveals that high–wage industry sectors represent a much larger share of total coastal economy jobs (34.0 percent) than inland economy jobs (21.5 percent).
- In contrast, middle wage industry sector jobs comprise 57.9 percent of inland area jobs and low wage industries account for 20.4 percent of inland jobs.
- The share of middle– and low–wage industry sector jobs in coastal areas was 49.2 and 16.8 percent, respectively.

The different wage structure of coastal and inland area economies is magnified if the trade, transportation, and utilities sectors are broken into wholesale trade; retail trade; and transportation, warehousing, and utilities, because the low wage retail trade subsector represents a larger share of inland area employment than coastal employment. While this change does not affect the share of high wage industry jobs in either the inland or coastal economies, it does increase the share of low wage industry jobs in inland economies to 31.8 percent from 20.4 percent and the share of low wage industry jobs in coastal economies to 26.6 percent from 16.8 percent in coastal economies.

The concentration of high wage industry jobs in coastal areas is magnified upon review of the component parts of professional and business services sector in coastal and inland areas. An analysis of fourth quarter 2014 data indicated that over three–fifths (61.3 percent) of professional and business services jobs in coastal areas were in the high wage professional, scientific, and technical services and management of companies and enterprises subsectors compared to just two–fifths (42.2 percent) in inland areas. In other words, professional and business services jobs are more likely to be high wage jobs in coastal areas but low wage jobs in inland areas.

Because of the differences in the industry structure of coastal and inland areas, unemployment rates in inland areas tend to be higher than in coastal areas. In July 2015, the unemployment rate in inland areas of California was 8.1 percent but just 5.9 percent in coastal areas.

COMPARATIVE UNEMPLOYMENT BY SECTOR AND OCCUPATION

When the state's eleven major industry sectors are compared, the leisure and hospitality (7.3 percent), and the construction (7.0 percent) sectors had the highest unemployment rates in July 2015. Each sector's unemployment rate tends to be higher than other sectors, due to the seasonal nature of each sector. The demand for workers within an industry such as financial services tends to be throughout the year while workers in the leisure and hospitality sector tend to be in the highest demand during the months in which tourism is highest. Other relevant data include the following:

- The trade, transportation, and utilities (6.5 percent), and other services (6.1 percent) sectors each had unemployment rates that hovered above 6.0 percent in July 2015.
- The sectors with the lowest unemployment rates were the government (3.3 percent) and financial activities (3.3 percent) sectors in July 2015.

Between July 2010 and July 2015, the construction sector's unemployment rate dropped by 16.5 percentage points, the highest decline of any industry sector over the past five years. The information (8.7 percentage points) and manufacturing (7.7 percentage points) sectors experienced declines in excess of 7 percentage points during this five–year period as well. The industry sector with the smallest five–year decline was the educational and health services sector, whose rate dipped from 6.3 percent in July 2010 to 4.6 percent in July 2015. This sector's unemployment rate has been amongst the lowest of any of the state's industry sectors over the past five years.

Members of the workforce within farming, fishing, and forestry (17.3 percent); construction (8.7 percent); and transportation and material moving (8.4 percent) occupations had the highest unemployment rates in July 2015. Occupational groups with the lowest unemployment rates were the management, business, and financial (3.3 percent), and professional and related occupations (3.7 percent) groups.

Workers within personal service occupations such as gaming dealers, recreation workers, and ushers made up the largest share (237,000) of unemployed persons statewide. Furthermore, one out of every five unemployed persons (21.4 percent) was in a service occupation.

In July 2010, the unemployment rates of the farming, fishing, and forestry (27.0 percent), and the construction (26.9 percent) occupational groups exceeded 20.0 percent. In addition, the transportation and material moving (15.5), and production (15.5 percent) groups had unemployment rates that topped 15.0 percent as well. The only groups with unemployment rates below 10.0 percent were the management, business, and financial occupational groups (7.7 percent), and professional and related occupations (6.6 percent) groups.

EDUCATIONAL ATTAINMENT AND THE LABOR MARKET

Among California's unemployed, the largest share (29.4 percent) of individuals was high school graduates with no college experience and their unemployment rate was 8.5 percent in July 2015.

The unemployed with an associate degree (8.0 percent share) or a bachelor's degree or higher (19.9 percent share) made up the smallest shares of the unemployed population.

The members of the unemployed with the highest unemployment rate (10.6 percent) were those with less than a high school diploma.

Unemployed persons with a bachelor's degree or higher had the lowest unemployment rate (3.8 percent).

Unemployed individuals of all education levels experienced declines in their respective unemployment rates over the past five years. The unemployment rate of those with less than a high school diploma dropped by the 8.8 percentage points between July 2010 and July 2015, the largest drop when compared to other education levels. The unemployment rates of individuals with an associate degree (2.5 percent) or a bachelor's degree or higher (2.7 percent) declined by less than 3 percentage points over the past five years.

Immigrant workers in California have less educational attainment, where 37% of California's immigrants age 25 and older had not completed high school, compared to 9% of U.S.–born California residents.

A quarter of California's foreign–born residents had attained at least a bachelor's degree, compared to a third of U.S.–born residents.

Foreign–born residents accounted for 72% of all high school dropouts in the state and 31% of college–educated residents.[3]

LONG TERM UNEMPLOYMENT AND INEQUALITY

Persons defined as long–term unemployed are those that sought work and remained jobless for twenty–seven weeks or more. In July 2015, 2.6 million of the nation's unemployed were classified as long–term unemployed. During this month, 31.1 percent (395,000 unemployed) of California's 1.3 million unemployed were unemployed long–term.

At the start of the Great Recession, 16.8 percent of the state's unemployed population was unemployed for twenty–seven weeks or more. In March 2011, the share of long–term unemployed peaked at 46.8 percent, as just over 1 million people were unemployed for twenty–seven weeks or more.

Since the March 2011 peak, the share of long–term unemployed has steadily declined and by July 2015, roughly one out of every three unemployed persons (31.1. percent) was defined as long–term unemployed. Despite this decline, July's percent share was roughly twice as high as the share during the start of the U.S. recession (16.8 percent).

In terms of age groups, nearly one out of every four long–term unemployed people (23.1 percent) were between the ages of 24 and 34 years old, followed by persons aged 55 years and older (21.0 percent). The unemployed between the ages of 16 and 24 made up 18.2 percent of the long–term unemployed. The smallest shares (17.4 percent) of long–term unemployed were between the ages of 45 and 54.

The highest level of education for nearly 50 percent (47.1 percent) of the state's long–term unemployed was a high school diploma or less. Just over 29 percent of the long–term unemployed had a high school diploma and no college experience (29.1 percent) and 18.0 percent of the state's long–term unemployed had less than a high school diploma.

Despite an improved economy, the share of long–term unemployed has remained relatively high when compared to its levels at the start of the most recent recession. Research suggests that business trends such as the increased use of a contingent workforce contributed to the slow, rather than rapid, decline in the number of long–term unemployed. Contingent workers are hired by firms to address seasonal and cyclical workloads and the labor demands of just–in–time production. Examples of contingent workers are as follows: independent contractors, part–time, seasonal, temporary, and leased workers.

Research conducted by Manpower and Staffing Industry Analysts suggest that businesses will continue to increase their use of this specialized workforce to meet their needs. In addition, the Bureau of Labor Statistics 2010–2020 forecast projects that the number of jobs in the employment services industry, which includes temporary help services, was expected to increase at an annual rate of 2.1 percent through 2020.

HIGH WAGE V. LOW WAGE JOBS

The Bureau of Labor Statistics identifies high wage jobs as those jobs that exceed the median earnings for jobs on the whole at the state or national level. The following wage analysis is based upon Occupational Employment Statistics (OES) wage data collected by EDD's Labor Market Information Division (LMID) for the state of California.

In California, the median hourly wage in 2015 was $19.20, which equates to $39,900 per year. Roughly, one out of every three jobs in the state of California could be classified as a high wage job in 2015. Just over 60 percent of the state's jobs were low wage jobs, jobs that did not exceed the state's median hourly wage of $19.20.

Major occupational groups were designed by the U.S. Office of Management and Budget as a means of bringing together detailed occupations, which have similar qualifications, skills, training, and experience. Generally speaking, the state's high wage jobs derived from the following occupational groups: management, business, computer, engineering, sciences, legal, education, design, healthcare practitioners and construction. According to the most recent estimates (May 2014), 5.4 million jobs or 35.4 percent of the state's workforce are associated these groups.

A majority of the state's low wage jobs are found in the following occupational groups: office and administrative support; sales; and food preparation. The total number of jobs found within these three groups (5.4 million) is comparable to the total number of high wage jobs (5.4 million) statewide.

Over 800,000 low wage jobs were found in the state's production occupations and transportation and material moving occupational groups. In terms of workforce size, the smallest low wage occupational groups were the state's community and social services (228,000 jobs), and farming, fishing, and forestry (211,000 jobs) occupational groups.

The management and legal occupational groups had the highest hourly wages earning $53.49 and $48.05, respectively. Within these groups, the occupations with the highest hourly wages were as follows: chief executives (>$90.00), judges ($83.85), architectural and engineering managers ($75.42), marketing managers ($72.90), and lawyers ($69.53).

The farming, fishing, and forestry ($9.25); food preparation ($9.85); and personal care and service ($11.06) occupational groups had the lowest hourly wages statewide. Among these groups, the occupations with the lowest wages included: forest and conservation workers ($8.19); animal

product graders and sorters ($9.20); gaming dealers ($9.26); dining room attendants ($9.30); fast food cooks ($9.36); and manicurists ($9.36).

D. DEMOGRAPHIC DATA AND DATA ON TARGET POPULATIONS

This section provides an overview of California's population, major demographic groups, and target populations that WIOA is intended to serve.

DEMOGRAPHY

- California has the largest population in the nation with over 38 million people.
- Women made up the largest share of the state's population. Over 50 percent (51.1 percent) of the state's population was made up of women in July 2015.
- In July 2015, men made up 48.9 percent of the state's population.
- One out of every three (35.0 percent) Californians was Hispanic in July 2015. The overall population of Hispanics in the state increased from 9.5 million in July 2010 to 10.6 million in July 2015. Just over 40 percent of the state's Hispanic population were within the age groups of 16 and 24 (22.6 percent), and 25 and 34 (21.5 percent).
- Hispanics have grown at a faster rate than non–Hispanics over the past five years in California. Between July 2010 and July 2015, the state's Hispanic population has grown by 11.2 percent, outpacing the growth rate of non–Hispanics (4.7 percent) by 6.5 percentage points.
- In July 2015, whites made up 75.5 percent of the state's total population and year–over this demographic group increased by 76,700 people. This includes Hispanics who self–identify as white.
- Asians made up 15.6 percent of the state's population in July 2015. The percent share of Asians in California has increased from 14.8 percent in July 2014 to 15.6 percent in July 2015.
- The number of blacks in the state has increased and this group's percent share has held steady at 6.4 percent over the past two years.
- American Indian, Alaskan Native and Hawaiian/Pacific Islanders made up less than 2 percent of the state's total population in July 2015.

EDUCATIONAL ATTAINMENT

- More than one out of every three Californians had an associates or a bachelor's degree or higher in July 2015. Just over nine million people in California had a bachelor's degree or higher and 2.4 million people had an associate degree.
- The overall number of persons with either an associate or bachelor's degree or higher has increased over the past five years. Between July 2010 and July 2015, the number of persons with a bachelor's degree or higher increased by just over 1 million people.
- Over this same period, the number of individuals with an associate degree increased by 140,700 people.
- The number of persons over 18 with less than a high school diploma has been on the decline.
- Roughly 5.8 million people had less than a high school diploma in 2010, but that number has steadily declined and hovered around 5.5 million people in 2015.
- Over this five–year period, the percent share of persons with less than a high school diploma fell from 20.5 percent (July 2010) to 18.1 percent (July 2015).

- The percent shares of high school graduates with no college experience and those with some college and no degree remained relatively unchanged over the past five years. High school graduates made up 23.4 percent of the state's population in July 2010 and 23.7 percent in July 2015, despite increasing by 564,900 people over that period of time.
- Tables 8, 9 and 11 provide information on educational attainment by race, ethnicity, and nativity.
- Educational attainment levels for African American and Latinos tend to be lower than for Non–Latino whites.
- California has a large population of foreign born residents with a lower level of educational attainment.

VETERANS

- In July 2015, California accounted for 8.6 percent of the nation's 21.3 million veterans. Over 1.8 million veterans resided in California in 2015. Year–over–year, the state experienced an increase of roughly 16,000 veterans between July 2014 and July 2015.
- Twenty–eight percent of the state's military veterans served during the Vietnam era (August 1964 to April 1975). During the Gulf War I (August 1990 to August 2001) and Gulf War II (September 2001 or later) eras, over 200,000 military veterans were involved in each military campaign.
- California's 188,400 women veterans made up 10.2 percent of the veterans' population statewide in July 2015.

IMMIGRANT WORKERS

- In 2011, 27% of Californian's are foreign born; and make up about one–third of the workforce.
- Immigrants are more likely than U.S.–born residents to be employed but make less money.
- in 2011, 66% of immigrants were in the labor force, compared to 62% of the U.S–born.
- The median income for households with foreign–born householders in 2011 was 20.9% lower than that for households with U.S–born householders ($48,851 compared to $61,752). And foreign–born residents are more likely than the U.S.–born to live in poverty (18.9% compared to 15.7%).
- Foreign–born residents represent more than 30% of the population of seven California counties: Santa Clara, San Francisco, Los Angeles, San Mateo, Imperial, Alameda, and Orange.
- Half of the children in California have at least one immigrant parent.
- About eight of every ten immigrants (81%) in California are working–age adults (age 18 to 64), compared to four of every seven (57%) U.S.–born California residents. This means that more than a third (34%) of working–age adults in the state are immigrants.
- According to the Department of Homeland Security, almost half (47%) of California's immigrants are naturalized U.S. citizens, and another 26% have some other legal status (including green cards and visas.[4]

Given federal relief provided in 2012, the numbers of WIOA eligible immigrants are expected to rise given the clarity shed by Federal DOL regarding DACA recipients' eligibility for WIOA services.

CALIFORNIANS WITH DISABILITIES

- In July 2015, there were 2.9 million working age Californians with a disability, nearly 10 percent of the state's general population.[5]
- The unemployment rate for persons with a disability in the civilian labor force was 13.1 percent in July 2015, more than twice as high as the state unemployment rate (6.2 percent).
- In July 2014, nearly 40 percent of persons with a disability within California's labor force had an associate degree or higher. Roughly, 30 percent (28.2 percent) of disabled persons had a bachelor's degree or higher and 10.4 percent had an associate degree.
- Members of California's civilian labor force with and without a disability had comparable levels of educational attainment, with the largest difference being between shares with a bachelor's degree or higher. One–third of non–disabled persons (35.4 percent) had a bachelor's degree or higher, 7 percentage points more than the share for persons with a disability (28.2 percent).
- The labor force participation rate for disabled persons was 19.7 percent in July 2014, 1.3 percentage points higher than its rate in July 2013 (18.4 percent).

YOUTH EMPLOYMENT TRENDS

- In July 2015, workers between the ages of 16 and 24 made up 13.1 percent of the state's workforce. Over the past five years, their percent share of the workforce has remained unchanged at 13.0 percent.
- The unemployment rate for 16 to 24 year olds was 13.8 percent in July 2015.
- Nearly two–thirds (63.6 percent) of all 16 to 24 year olds in California were employed in either the leisure and hospitality, or trade, transportation, and utilities sector in July 2015.
- In terms of occupations, 44 percent or roughly 1.2 million 16 to 24 year olds in California were employed in a sales (23.0 percent) or service (21.0 percent) occupation in July 2015.
- In July 2015, over 85 percent of the state's 16 to 24 year olds were not in the labor force because they were in school.

ROLE OF IN–MIGRATION

Migration is defined as the movement of people from one location to another permanent place of residence. The reasons why people migrate are due to push and pull factors. Push factors such as retirement, movement of a business, or lack of work often drive people from their current place of residence. A healthy economy and a pleasant climate are examples of pull factors.

- According to the latest figures from the American Community Survey, 485,500 people migrated out of California in 2013 and 581,700 migrated in from the nation's forty–nine states.
- In terms of global migration, one out of every four Californians was foreign born in 2014. Roughly 9.7 million California residents were either foreign–born citizens by naturalization or foreign–born non–citizens.
- The number of foreign–born non–citizens has been on a steady decline since 2010, as this group of foreign born went from 5.2 million in 2010 to 4.8 million in 2014. In contrast, the number of foreign–born citizens by naturalization has increased by 7.2 percent going from 4.5 million in 2010 to 4.8 million in 2014.
- Table 10 provides data on nativity by age for California and illustrates that over a quarter of the population is foreign born.

EX–OFFENDERS

- Data from the Bureau of Justice Statistics' Survey of State Criminal History Information Systems indicates that 27.8 percent or roughly 8 million Californians 18 years or older had a criminal record on file with the state in 2012.
- California's parole population has been on the decline since 2007 and this trend is forecasted to continue through 2015. Between 2007 and 2013, the state's parole population decreased from 126,000 to 51,000, a decline of 59.4 percent. From 2013 to 2015, parolee numbers are projected to decline by 22 percent, from 51,000 in 2013 to 40,000 in 2015.

HOMELESS

- California had 114,000 sheltered and unsheltered homeless people in 2014, roughly 20 percent of the nation's homeless population.
- Year–over–year, the state's homeless population declined by 4,600 persons (3.9 percent).
- Between 2007 and 2014, California's homeless population dropped by 25,000 persons.
- 30 percent of California's homeless population was located in Los Angeles in 2014.

TABLE 11: EDUCATIONAL ATTAINMENT BY RACE AND ETHNICITY FOR CALIFORNIA

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	2,550,370	16.1%	174,090	12.1%	45,634	25.2%	489,864	13.9%	14,726	16.1%	1,207,388	44.9%	105,209	15.2%
High school graduate (includes equivalency)	3,315,406	20.9%	349,007	24.2%	47,507	26.2%	510,061	14.5%	28,533	31.2%	679,329	25.2%	136,191	19.6%
Some college or associate's degree	4,966,709	31.4%	603,774	41.8%	63,147	34.8%	802,170	22.8%	34,437	37.6%	579,145	21.5%	251,278	36.2%
Bachelor's degree or higher	4,996,551	31.6%	316,210	21.9%	25,145	13.9%	1,721,431	48.9%	13,886	15.2%	226,124	8.4%	201,688	29.0%
Total	15,829,036	100.0%	1,443,081	100.0%	181,433	100.0%	3,523,526	100.0%	91,582	100.0%	2,691,986	100.0%	694,366	100.0%

Source: U.S. Census Bureau, 2009–2013 American Community Survey, 5–Year Estimates

TABLE 12

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	3,178,618	41.2%	683,037	6.1%
High school graduate (includes equivalency)	1,883,877	24.4%	2,195,356	19.7%
Some college or associate's degree	1,821,646	23.6%	3,847,666	34.5%
Bachelor's degree or higher	837,012	10.8%	4,441,034	39.8%
Total	7,721,153	100.0%	11,167,093	100.0%

Source: U.S. Census Bureau, 2009–2013 American Community Survey, 5–Year Estimates

TABLE 13: NATIVITY BY AGE FOR CALIFORNIA

Age	Born in state of residence	Born in other state in the United States	Native; born outside the United States	Foreign born
Under 5 Years	2,371,899	92,422	20,939	42,492
5 to 17 Years	5,787,667	379,394	66,481	480,924
18 to 24 Years	2,857,255	350,322	47,701	706,675
25 to 34 years	2,769,455	764,089	65,293	1,821,321
35 to 44 years	1,979,606	815,163	77,850	2,299,754
45 to 54 years	2,008,823	1,129,097	79,654	2,016,200
55 to 59 years	818,936	635,095	32,388	781,357
60 and 61 years	282,099	255,119	10,204	271,419
62 to 64 years	365,994	361,994	13,613	353,622
65 to 74 years	666,381	934,917	23,086	801,834
75 years and over	466,861	934,705	18,840	600,241
TOTAL	20,374,976	6,652,317	456,049	10,175,839

Source: U.S. Census Bureau, 2009–2013 American Community Survey, 5–Year Estimates

TABLE 14: NATIVITY BY EDUCATIONAL ATTAINMENT FOR CALIFORNIA, 25 YEARS AND OLDER

Educational Attainment	Born in state of residence	Born in other state in the United States	Native; born outside the United States	Foreign born
Less than high school graduate	849,296	436,409	41,242	3,260,334
High school graduate (includes equivalency)	2,218,753	1,083,388	57,745	1,706,148

Educational Attainment	Born in state of residence	Born in other state in the United States	Native; born outside the United States	Foreign born
Some college or associate's degree	3,593,729	1,912,882	106,481	1,687,568
Bachelor's degree	1,822,974	1,411,730	74,100	1,444,642
Graduate of professional degree	873,403	985,770	41,360	847,056
TOTAL	9,358,155	5,830,179	320,928	8,945,748

Source: U.S. Census Bureau, 2009–2013 American Community Survey, 5–Year Estimates

OTHER RELEVANT FEATURES OF THE LABOR MARKET: CHURN AND THE NEED FOR SKILLS

The labor market today is characterized by much greater volatility and puts more competitive pressure on workers to upskill than in the past.[6]

- Firms, and even whole industries, now come and go with greater frequency, changing the kinds of occupations and skills in demand in regional labor markets.
- Globalization has placed many California workers in direct competition with workers in developing nations.
- New technologies have eliminated some jobs but also have raised the skills needed to perform others, especially in occupations that rely on science, technology, engineering, and math.
- Increasingly, workers need postsecondary education and training to keep–up as well as access middle–skill jobs in an ever–changing, technologically reliant economy.

Labor market churn is significant and puts low–skill workers at the most risk.

- Every year, roughly 30–40 percent of U.S. workers are hired into a new job or leave their old job, and the state has very few institutions or programs designed to deal with this level of job transition experience.[7]
- Job turnover typically affects workers at different strata, with low–skill and inexperienced workers, typically youth and adults that are basic skills deficient, less likely to sustain employment or access middle–skill occupational opportunities.
- While moving from job to job has benefits, parallel movement from one low–skill job to another typically hurts workers.[8]

E. TABLE 15: CALIFORNIA MIDDLE SKILL SUPPLY/DEMAND TABLE, 2012–2022

California Middle Skill[9]

Occupational Title	Average Annual Total Projected Job Openings[11]	Supply	Supply	Demand	2014 First Quarter Wages[10]	2014 First Quarter Wages[10]
Registered Nurses	9,230	5,085	458	58,060	$45.87	$95,415
Teacher Assistants	4,470	49	37	8,743	— [13]	$29,623
Heavy and Tractor–Trailer Truck Drivers[14]	4,410	0	0	34,706	$19.77	$41,117
Nursing Assistants	4,180	0	302	3,805	$13.66	$28,426
Medical Assistants	3,450	355	1,171	8,003	$15.83	$32,940
Licensed Practical and Licensed Vocational Nurses	3,040	306	711	8,245	$25.11	$52,225
Computer User Support Specialists	2,490	44	63	19,571	$26.24	$54,582
Preschool Teachers, Except Special Education	1,820	71	175	7,815	$15.26	$31,727
Hairdressers, Hairstylists, and Cosmetologists	1,750	130	1,388	4,967	$11.07	$23,045
Dental Assistants	1,640	145	429	7,207	$17.71	$36,850

F. POLICY IMPLICATIONS OF LABOR MARKET ANALYSIS

While California is enjoying resurgent economic growth, the recovery has been uneven with some regions of the state and some populations faring significantly better than others. Typically workers with higher levels of training and education fare better in the labor market while those areas of the state that are experiencing more rapid growth and lower levels of unemployment have occupations and industry sectors that require a characteristically more skilled workforce.

As California continues to increase economic growth, the workforce and education system will need to address the conditions of the new labor market by adapting to employer needs and by building and maintaining career pathways embedded in growing industry sectors.

Much of the job growth in the next decade will be in middle–skill occupations particularly in jobs where replacement needs are significant as a result of workforce retirements. These jobs require education beyond high school but not a four–year degree and provide opportunities for economic mobility. According to the National Skills Coalition's analysis of California's middle–skill job needs, the state is facing a substantial shortfall of middle–skill workers over the next ten years.

By focusing on these middle skills jobs the state can align its workforce and education programs to serve populations with barriers to employment as well as the business community. The chapters that follow outline the state's plan to achieve these complimentary objectives by making strategic investments in career pathway programs that serve regional industry sector needs.

[1] However, July 2015 unemployment rates remained highest among workers who had not completed high school (10.5 percent) and lowest among workers who had obtained at least a Bachelor's Degree (3.8 percent).

[2] The "employed" are persons 16 years and over in the civilian non–institutional population that worked at least one hour as a paid employee during a reference week, that includes the 12th day of the month. The "unemployed" are persons 16 years and older who had no employment, but were available for work and made efforts to find employment within the previous four weeks.

[3] www.ppic.org/main/publication_show.asp?i=258.

[4] http://www.ppic.org/main/publication_show.asp?i=258

[5] The U.S. Department of Housing and Urban Development defines a person with a disability as any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Examples of major life activities include: walking, talking, hearing, seeing, breathing, performing manual tasks, or caring for oneself.

[6] Benner, Chris. "Opening the Black Box: Space, Time and the Geography of the Labor Process." September 2011.http://www.slideshare.net/ChrisBenner/opening–the–black–box–space–time–and–the–geography–of–the–labor–process.

[7] See Benner, September 2011.

[8] Stoker, R. & Wilson, L. (2006) *When Work Is Not Enough: State and Federal Policies to Support Needy Workers.* The Brookings Institute:

[9] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see http://www.bls.gov/emp/ep_education_training_system.htm

[10] EDD/LMID Occupational Employment Statistics; Median hourly and annual wages are the point at which half of workers earn more and half earn less. The wages are from the 2014 first quarter and do not include self–employed or unpaid family workers.

[11] For the 2012–2022 period, the total projected job openings reflect the sum of new and replacement jobs.

[12] The data from The Conference Board Help Wanted OnLine™ (HWOL) data series reflects occupations with the highest number of online job advertisements in 120 day period ending September 2, 2015.

[13] In occupations where workers do not work full–time all year–round, it is not possible to calculate an hourly wage.

[14] Heavy and Tractor–Trailer Truck Drivers represent an occupation where potential candidates are generally trained through private, independent truck driving schools. Training programs for this occupation may not be available at the California Community Colleges.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

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* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

CHAPTER 2: OVERVIEW OF WORKFORCE DEVELOPMENT ACTIVITIES IN THE STATE AND BACKGROUND ON CLIENT POPULATIONS SERVED (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(B)), WIOA SEC. 102 (B)(1)(C), SEC. 102(B)(2)(C)(III))

With over 38 million people, and about 12 percent of the nation's population, California's workforce and education systems are tasked with serving more people than any other state. These services are provided through largely decentralized service delivery structures that include 11,000 K–12 Schools, over 1,000 School Districts, over 1,000 Charter Schools, 113 Community Colleges (in 72 Community College Districts), 58 County Welfare Departments, 58 County Offices of Education, 48 Local Boards, and more than half a dozen state departments and agencies, including the LWDA, HHS, the State Board, EDD, the Department of Industrial Relations Division of Apprenticeship Standards (DIR–DAS), the State Board of Education (SBE), CDE, CCCCO, DOR, the California CDSS, and ETP.

This chapter provides an overview of workforce and education activities in the state, client populations served by state plan partners, and an assessment of the strengths and weaknesses of programs and departments that participated in the state planning process. Discussion of the

strategic and operational roles and organizational structures of the various entities who are partner to this plan are discussed in later chapters.

THE LABOR AND WORKFORCE DEVELOPMENT AGENCY

LWDA oversees the departments and boards responsible for issues related to workers and their employers. The LWDA is responsible for labor law enforcement, workforce development, and benefit and payment adjudication. Boards and departments under the LWDA that do work directly related to workforce development include the State Board, EDD, DIR–DAS and ETP. LWDA serves as the Governor's lead agency on WIOA implementation and has been actively involved overseeing the development of the State Plan.

THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD (STATE BOARD)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems", the board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on the design of state workforce policies and their coordination with other relevant programs, including education and human service programs.

As required by federal and state statutes, the State Board has a business majority, and 20 percent workforce representation, which includes 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K–12 and community college representation to ensure coordination between the state's education and workforce systems (detail on board composition is provided in later chapters and appendices).

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development, who both provide oversight of the State Board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The State Board, in consultation with state plan partners, drafts the State Plan and serves as the broker, convener, facilitator, and matchmaker to bring the disparate elements of the state's workforce, education, human services, and economic development programs into alignment through coordinated partnership. In addition to playing this role, the State Board sets policy for WIOA Title I programs, including statewide policy pertaining to Local Board responsibilities, as well as policy directly relevant to the design and operations of the One–Stop system.

Clients/Service Population: The Board does not directly deliver services to a client population. The board's primary responsibility is to set policy for WIOA Title I programs and to work with WIOA core program and other state plan partners to align programs and services to build a comprehensive system. In this respect the State Board's clients are its state plan partners.

Strengths: The board has robust representation of businesses and leading workforce experts in the state, including members from strategic industry sectors such as health care, advanced manufacturing, and green energy.

Weaknesses: With greater emphasis in both state and federal statute on system alignment, sector engagement, skills attainment, and career pathways, the State Board will need to build greater

capacity with two objectives in mind: (1) providing greater technical assistance to both Local Boards and other partners involved in ongoing regional organizing efforts, and (2) building capacity to improve policy coordination and program alignment with WIOA core programs and other state plan partners at the state level. As detailed in later chapters, this capacity–building is currently underway.

LOCAL WORKFORCE DEVELOPMENT BOARDS AND AREAS

California's 48 Local Boards operate to ensure the provision and coordination of WIOA Title I services in the forty–seven Local Workforce Development Areas (Local Areas) designated as service areas by the Governor. Local Boards provide day to day administrative and policy oversight for the delivery of services to job seekers and businesses. The specific service strategies of a Local Board are designed to reflect regional labor market needs, economic and social conditions, and demographics, and they must be consistent with the policy direction of the State Plan. Accordingly, Local Boards are the central partners in carrying out the State Workforce Development Plan.

The chief local elected official (CLEO) of each of the forty–seven Local Areas appoints a Local Board with a local membership similar to the State Board – including a business majority and 20 percent workforce representation, including 15 percent organized labor. The Local Board develops and submits a local strategic plan to the Governor, appoints and provides oversight for AJCC operators, and selects eligible organizations to provide services for youth and adults. Local Boards in California have over 600 business representatives serving on their boards.

Clients/Service Population: Adult, dislocated worker, youth, and universal access clients number 1.7 million individuals, including about 60,000 clients who receive certificates through AJCCs. Incumbent workers are an emerging client of the Local Boards. Local Boards serve 65,000 businesses annually and partner in the AJCCs with California Work Opportunity and Responsibility to Kids (CalWORKs), community colleges, economic development agencies, DOR, adult education providers, and veteran's services providers.

Strengths: Local Boards have a lot of experience braiding resources and integrating service delivery through the One–Stop system. Local Boards have deep connections to their local communities, and are gaining greater experience working through state and local led regional initiatives, including sector and career pathway strategies as well as initiatives to provide services to target populations.

Weaknesses: Local Boards need to increase client access to training and education programs that align with regional labor market dynamics, including apprenticeship programs and career pathway programs that grant "stackable" credentials. Local Boards would like to see greater investment in the training of frontline staff who engage clients, more technical assistance from the state on how to adopt best practices and build model partnerships, and more coordination at the local and regional level.

EMPLOYMENT DEVELOPMENT DEPARTMENT

EDD is the largest public workforce development institution in the country and a member of the State Board. Located within LWDA alongside the State Board, EDD administers the WIOA Title I, federal Wagner–Peyser Act (WPA, WIOA Title III), labor market information, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), and youth, disability, and veterans programs. EDD is also California's major tax collection agency, administering

the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over $100 billion annually, EDD has nearly 9,000 employees providing services at more than 200 locations throughout the state. Those services most relevant to the workforce system include all of the following:

- job search and placement services to job seekers including counseling, testing, occupational and labor market information, assessment, and referral to employers
- recruiting services and special technical services for employers
- program evaluation
- developing linkages between services funded under WPA and related federal or state legislation, including the provision of labor exchange services at educational sites
- providing services for workers who have received notice of permanent layoff or impending layoff, or workers in occupations which are experiencing limited demand due to technological change, impact of imports, or plant closures
- collecting and analyzing California's labor market information and employment data
- developing a management information system and compiling and analyzing reports from the system and
- administering the "work test" for the state unemployment compensation system and providing job finding and placement services for Unemployment Insurance claimants

Complementary Roles of EDD and the State Board

The primary role of the State Board is policy development, while EDD is responsible for Wagner–Peyser job services, WIOA compliance, local technical assistance, administrative oversight, and the provision of labor market information. The State Board and EDD collaborate closely to implement the Governor's vision and the policy objectives of the State Plan.

Clients/Service Population: EDD processes over 1.5 million initial unemployment insurance claims per year, over half a million disability insurance claims, and provides job services to 1.5 million people through Wagner–Peyser programs. EDD also operates several programs for targeted populations including job services programs for veterans, the disabled, youth, TAA, and foster youth.

Strengths: EDD's online labor exchange system, The California Job Openings Browse System (**CalJOBS℠**) is accessible to both employers and job seekers throughout the state. **CalJOBS℠** contains over half a million job listings and is accessed by more than a million job seekers every year.

Weaknesses: Unemployment Insurance services and Wagner–Peyser job services have not been fully integrated into the AJCC system. EDD will be working to more fully integrate Wagner–Peyser staff into the AJCC system and is developing a plan to comply with mandatory partnership requirements pertaining to how Unemployment Insurance recipients are served.

Employment Training Panel

ETP is a statewide business–labor incumbent worker training and economic development program. ETP supports economic development in California through strategic partnerships with business, labor, and government and through the provision of financial assistance to California businesses to support customized worker training programs that attract and retain businesses; provide workers with secure jobs that pay good wages and have opportunities for advancement; assist employers to

successfully compete in the global economy; and promote the benefits and ongoing investment in employee training among employers.

Clients/Service Population: ETP serves over 400 employers a year and 60,000 incumbent workers who receive training.

Strengths: The pay for performance nature of ETP contracts helps facilitate 70 percent retention rate for trained employees, resulting in both layoff aversion and business expansion.

Weaknesses: ETP has tended to grant on the job training (OJT) contracts to single employers and will be looking to increase the use of multi–employer contracts as part of the state's move toward the use of sector strategies. ETP has traditionally not worked very closely with Local Boards and will enhance partnerships with Local Boards as part of regional organizing efforts around career pathways and sector engagement, as warranted by regional labor market needs.

CALIFORNIA COMMUNITY COLLEGES

The CCCCO participates on the State Board and on its WIOA Workgroup Committee. The Vice Chancellor for Workforce and Economic Development Division (WEDD) chairs the State Board's WIOA Workforce Committee while the Executive Director of the State Board recently co–chaired CCCCO's "Strong Workforce Taskforce" (Taskforce) in an effort by the Chancellor's Office and the community college Board of Governors to improve career technical education programs delivered through the community college system. The WEDD operates using a "sector strategies" policy framework known as "Doing What Matters for Jobs and the Economy" (DWM). Critical programs operating under the DWM framework, other CCCCO divisions, and the 113 community college system include the following:

Economic & Workforce Development Program

The Economic and Workforce Development (EWD) program helps community colleges become more responsive to regional labor markets. The CCCCO provides funding for ninety–nine grants totaling $22.8 million and supports the community colleges in their mission to advance and improve career technical education and serve businesses to bolster regional economies. EWD's industry sectors of focus include advanced manufacturing; advanced transportation and renewable energy; biotechnology and life science; allied health; global trade and logistics; agriculture, water and environmental technologies; energy efficiency and utilities; and informational communication technologies and digital media, retail, hospitality and tourism, and small business.

Apprenticeship Instruction

Apprenticeship programs offer both OJT and classroom training. To provide apprenticeship training for their employees, many employers partner with the California community colleges or with CDE's Regional Occupational Programs/Centers and Adult Schools. The community colleges have approximately 25,000 apprentices enrolled in over 160 apprenticeship programs comprised of a total of sixty–six trades/crafts titles located on thirty–nine campuses.

Carl D. Perkins Career Technical Education

WEDD administers Perkins Act funds to provide resources to seven Regional Consortium composed of representatives of CTE, workforce development, economic development, and contract education programs based at colleges within an economic region. These consortia partner with workforce professionals, educators and industry, to incubate, sustain, and spin off sector partnerships. Regional Consortia chairs participate with the region's larger workforce and economic development networks to help community colleges advance a region's prosperity. Additional Perkins Act funding is provided for local assistance to improve existing community college CTE programs.

Community College Career Technical Education programs

The state's major investment in CTE ($1.7 billion) comes from credit and non–credit course offerings at California's 113 community colleges, with over a quarter of all community college full time equivalent students (FTES) enrolled in CTE courses. Community college credit and non–credit occupational programs are generally locally designed and delivered. Courses are part of a pathway leading to a credential, certificate, or transfer to a four–year college or stand–alone classes that can enhance students' skills in a range of occupational fields.

Community College CalWORKS program

The community college CalWORKs program, partners with state and county human services offices, and state and local workforce development boards. Community college CalWORKs programs provide services including counseling, case management, child care, work study, and job development/job placement services to students on CalWORKs cash aid. At the colleges, community college CalWORKs programs partner with career centers, financial aid, and other student services programs including Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program.

Disabled Student Programs and Services (DSPS)

In the 2014–2015 FY, the California community college system served over 121,000 students who registered with their colleges DSPS program. The program provides support services, specialized instruction, and educational accommodations to students with disabilities, so that they can participate as fully and benefit as equitably from the college experience as their non–disabled peers. A Student Educational Contract (SEC) is developed for each student which links student´s goals, curriculum program, and academic accommodations to his/her specific disability–related educational limitation. Examples of services available through DSPS are test–taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing–impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. There are also five colleges in the state that partner with DOR on College to Career, or C2C, a cooperative program designed to meet the unique needs of students who are challenged with intellectual disabilities and/or autism in postsecondary education and the workforce.

Clients/Service Population: California's 113 community colleges offer 350 different fields of study, 8000 certificate programs, and 4,500 associate degree programs. More than a quarter of the state's 2.1 million community college students enroll in a community college CTE course.

Strengths: Community colleges offer low cost education programs that are accessible to the public, including populations with barriers to employment. Many community colleges have strong partnerships with Local Boards and locally administered TANF programs. Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and "The Doing What Matters for Jobs and the Economy" program, regional consortia have been formed to respond programmatically to the needs of some of the state's leading and emerging industry sectors. Community colleges also have a variety of programs designed to serve populations with barriers to employment including Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program, Foster and Kinship Care Education (FKCE) and Foster Youth Success Initiatives (FYSI).

Weaknesses: Following a nine month taskforce process involving stakeholders, including CTE Deans, local college leadership, leadership from the Chancellor's Office, and faculty from throughout the system, the Strong Workforce Taskforce issued a report identifying policy recommendations to improve CTE programs by better aligning programs and curricula with regional labor markets, building stronger regional partnerships with K–12, workforce, and adult education providers; providing a more robust supportive services system to ensure student success; creating new and better data partnerships with other programs; improving professional development opportunities for faculty; and, adopting innovative funding strategies to ensure the sustainability of CTE programs.

STATE BOARD OF EDUCATION, CALIFORNIA DEPARTMENT OF EDUCATION, AND LOCAL EDUCATIONAL PROGRAMS

The SBE is the K–12 policy–making body for academic standards, curriculum, instructional materials, assessments and accountability. The SBE adopts instructional materials for use in grades kindergarten through eight. The SBE also adopts regulations to implement a wide variety of programs created by the Legislature, such as charter schools, and special education. In addition, the SBE has the authority to grant local education agency requests for waivers of certain provisions of the state *Education Code*, and acts on petitions to unify or reorganize school district boundaries. Finally, the SBE is officially the designated "State Education Agency" that is charged with providing policy guidance to the state and local education agencies regarding all federal education policies and programs such as the Elementary and Secondary Education Act, Carl D. Perkins Career Technical Education Improvement Act of 2006, WIOA, the Individuals with Disabilities Education Act, etc. The SBE has eleven members, all of whom are appointed by the Governor and serve four–year, staggered terms, with the exception of the student member, who serves a one–year term. The State Superintendent of Public Instruction, who heads the CDE, serves as the SBE's executive officer and secretary.

CDE is the administrative and oversight body for K–12 programs, including career technical education and adult education and literacy programs in California. Four divisions within the CDE have program responsibilities associated, directly and/or indirectly, with WIOA. These divisions include the Career and College Transition Division, the Special Education Division, the English Learner and Support Division, and the Coordinated Student Support Division.

The Career and College Transition Division includes programs for adult education, including CTE. Specifically, the adult education programs in the State of California provide adult basic and secondary education skills including English, math, and ESL foundational competencies needed to enter postsecondary education and citizenship preparation. In addition to the K–12 adult schools, the CDE, through the WIOA, Title II grant, also funds libraries, community–based organizations, correctional institutions, and several community colleges for these programs. CTE integrates core

academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The federal program to support CTE in California is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 which the CDE jointly administers with the CCCCO.

The Special Education Division oversees programs operated by approximately 1,100 local educational agencies (LEAs) to provide students up to age 22, who receive services under an Individualized Education Program, with a free and appropriate public education. Students with disabilities age 16–22 must be provided transition services based on their assessed needs, strengths, preferences, and interests to facilitate movement from school to post school activities. These post school activities may include postsecondary education, training, competitive integrated employment, and independent living. Workability I is a state–funded grant program awarded to 280 LEAs to provide an array of transition services to middle and high school students, including work experience for high school students.

The English Learner Support Division oversees the federal Every Student Succeeds Act (ESSA), English Learner Title III, and Migrant Title I part C programs and funding for the state of California. The division coordinates K–12 state and federal efforts and programs to serve migrant farmworkers, seasonal farmworkers, out of school youth, English learners and immigrant students and their families. The goal of these programs is to provide students with access to the core academic content, and to overcome language barriers and other barriers caused by the migratory patterns of students. These programs are often supported through partnerships with adult education and WIOA. The parents of the K–12 migrant students, English learner students, immigrant students, and out–of–school youth benefit from the partnerships with adult education and WIOA.

Coordinated Student Support Division oversees California's Educational Options programs which work with at–risk K–12 students, including those habitually truant or at risk of not graduating, students who have been expelled or have been placed in a juvenile court facility, those unable to attend school due to a medical problem, and foster youth. These students generally attend a county– or district–administered school, structured to address the student's individual challenges. The most common educational school types include county community and juvenile court schools administered by a county office of education, and continuation, community day, and opportunity schools operated by school districts. For students where a classroom setting is not possible or appropriate, schools have a variety of programs available to meet these special needs, including home and hospital instruction and independent study. For these schools and programs, the goal of providing students with the environment, curriculum, and supportive services they need to reach their full academic potential, graduating, and successfully transitioning to postsecondary education or employment, is often supported through partnerships with WIOA Title I Youth Programs and community based organizations.

Clients/Service Population: Transition services are provided to 137,000 Students with Disabilities (SWDs) statewide, including 94,000 served by Workability 1 programs; 23,000 at–risk students are served through county run juvenile justice facilities and county community schools; over half a million students are served under adult education, basic skills, and English as a Second Language programs, including federal WIOA Title II programs, and related state funded programs operated the state's seventy Adult Education Block Grant Consortia (jointly administered with community colleges); CDE also oversees CTE programs serving 970,000 secondary students and 59,000 adult CTE students.

Strengths: CDE, through the Career Pathways Trust, has distributed $500,000,000 over the past two years through a one–time appropriation to establish regional collaborative relationships and partnerships with business entities, community organizations, and local institutions of postsecondary education to develop and integrate standards–based academics with career–relevant, industry–themed pathways and work–based learning opportunities that are aligned to high–need, high–growth, or emerging regional economic sectors. Additionally, CDE is distributing $900,000,000 through the CTE Incentive Grant Program, which is a three–year (2016–2019) statewide grant with the goal of providing pupils in K–12 with the knowledge and skills necessary to transition to employment and postsecondary education. The CDE has also developed a strong community of practice on secondary transitions and has integrated work–based learning approaches for students with disabilities; ensured WIOA Title II grantees have the flexibility to match curriculum with the goals and objectives of other WIOA funded programs; and implemented an evaluation process for the Coordinated Student Support programs that utilizes information provided by program participants to help improve programs.

Weaknesses: Many students in CDE and local education agencies (LEA) programs need access to supportive services such as counseling, childcare, and transportation services which could be addressed by better coordination at the state, local, and regional level between programs overseen by CDE, human service programs, and other workforce and education programs; CDE also lacks common student identifiers across educational segments which creates obstacles to data matching and tracking individuals into the labor market.

GOVERNOR'S OFFICE OF BUSINESS AND ECONOMIC DEVELOPMENT

GO–Biz was created to serve as California's single point of contact for economic development and job creation efforts. GO–Biz offers a range of services to business owners including: attraction, retention and expansion services, site selection, permit streamlining, clearing of regulatory hurdles, small business assistance, international trade development, and assistance in accessing state government programs.

The unified state plan focuses on both emerging and established industry sectors, as well as entrepreneurship and small business growth. GO–Biz will provide critical information on employer trends in all of these contexts, in conjunction with local and regional economic development organizations, including Innovation Hubs (iHubs), Small Business Development Centers (SBDCs), and Economic Development Corporations (EDCs). Through analysis of these trends, GO–Biz and other key public workforce development institutions will collaborate to align workforce policy with domestic and international trade and business development.

Clients/Service Population: GO–Biz works directly with businesses to help these organizations understand opportunities to start, maintain, and grow operations in California. This assistance includes, but is not limited to: site selection, permit assistance, international trade development, connectivity to strategic partnerships, information on incentive programs, and referrals to local and state business assistance resources. In addition to direct business assistance, GO–Biz also administers and supports programs led by regional business assistance and economic development organizations. The GO–Biz Innovation Hub (iHub) program stimulates partnerships, economic development, and job creation around specific research clusters by leveraging assets such as research parks, technology incubators, universities, and federal laboratories to provide an innovation platform for startup companies, economic development organizations, business groups, and venture capitalists. GO–Biz administered a capital infusion program for California's Small Business Development Center Network in both 2014 and 2015, supported by one–time funding from the state

budget. In addition, GO–Biz began to administer the State Trade Export Promotion (STEP) program in 2015, in partnership with the California Community Colleges, California Department of Food and Agriculture, the Los Angeles Area Chamber of Commerce, and Los Angeles Biz Fed.

Strengths: Through its direct interactions with California businesses of all sizes and industry sectors, GO–Biz helps California businesses communicate their workforce development needs to ETP, Local Boards, educational institutions and training providers. In conjunction with its local, regional and state partners, GO–Biz connects businesses with workforce needs to applicable resources. These partner organizations often possess unique knowledge of emerging economic sectors, entrepreneurial activity, strategic industry partnerships, and overlapping skills requirements across multiple industry sectors. In addition, GO–Biz provides businesses and workforce development partners with information on a variety of business incentive programs that encourage hiring and/or training.

Weaknesses: GO–Biz has the opportunity to increase its reach to a wider audience of business, education and training partners and to coordinate business assistance activities with state, regional and local partners. Under the state plan, GO–Biz will engage workforce development partners at the state and regional level to help align workforce development programs with employer needs.

HEALTH AND HUMAN SERVICES AGENCY

As one of California's key public workforce development institutions, HHSA represents the Department of Aging, DOR, CDSS and the Office of Statewide Healthcare Planning and Development on the State Board and actively supports job placement and training services for: individuals with disabilities, socially and economically disadvantaged, at–risk youth and other traditionally underrepresented populations with high unemployment rates.

DEPARTMENT OF REHABILITATION

The mission of DOR is to work in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equalityfor individuals with disabilities in California. DOR administers the largest vocational rehabilitation (VR) program in the country. Employment services are provided annually by approximately 1,300 staff in over eighty–five offices in California over an extended period of time to approximately 100,000 individuals with significant disabilities to assist them to prepare for and obtain competitive employment in integrated work settings at or above minimum wage.

Generally, the population provided services through the VR program are individuals with disabilities who are not employed, or who are not employed consistent with their potential (also known as "under–employed"). The distinct needs of DOR participants (also referred to as DOR consumers) vary greatly depending upon individual, disability–related impediment(s) to employment and the consumer's employment goal. In collaboration with the DOR Senior Vocational Rehabilitation Counselor–Qualified Rehabilitation Professional (SVRC–QRP), consumers engage in an interactive process to evaluate their individual disability–related functional limitations or needs and identify VR services required to prepare for, secure, retain or regain employment that is consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

After determining eligibility, through a comprehensive assessment and planning process and in collaboration with theSVRC–QRP, the consumer develops an Individualized Plan for Employment (IPE) that identifies the employment goal and required VR services to achieve that goal. VR plan services may include, but are not limited to:

- Counseling and guidance.
- Referrals and assistance to get services from other agencies.
- Pre–Employment Transition Services
- Job search and placement assistance.
- Vocational and other training services, including, but not limited to, pre–employment training and soft skills training.
- Evaluation of physical and mental impairments.
- On–the–job or personal assistance services.
- Interpreter services.
- Rehabilitation and orientation or mobility services for individuals who are deaf or hard of hearing and/or blind or low vision.
- Occupational licenses, tools, equipment, initial stocks, and supplies.
- Technical assistance for self–employment.
- Rehabilitation assistive technology services and devices.
- Supported employment services.
- Services to the family.
- Transportation as required, such as travel and related expenses, that is necessary to enable the consumer to participate in a VR service.
- Transition services for students.
- Work Incentive Planning, which includes providing information on potential employment earning impacts to Supplemental Security Income (SSI), Social Security Disability Income (SSDI), and Ticket to Work (TTW).
- Expansion of employment opportunities for individuals with disabilities, including, but are not limited to, professional employment and self–employment.
- Post–employment services.

Client/Service Population: In federal fiscal year 2014, DOR provided services to approximately 98,000 eligible individuals with disabilities, including 6,500 who were blind or visually impaired; 13,300 with cognitive disabilities; 18,200 with learning disabilities; 4,900 with intellectual or developmental disabilities; 6,500 deaf or hard of hearing individuals; 19,100 with physical disabilities; 26,100 with psychiatric disabilities; 1,200 with traumatic brain injury; and 2,200 individuals with other disabilities.

Strengths: DOR employs qualified SVRC–QRPs with master's degrees who are trained in assessment, career planning, job placement, and assistive technology services to meet the employment needs of eligible individuals with disabilities. DOR utilizes a consumer–centered approach to service delivery through a team that includes SVRC–QRPs, service coordinators, employment coordinators, and other support staff to deliver effective and timely consumer services throughout the state. The employment coordinators provide labor market analysis, employer engagement, disability sensitivity training, and other supportive services to assist clients in achieving an employment outcome. Coupled with the direct services provided by the team, DOR maintains a network of partnerships with community based disability organizations and other public agencies, including high schools, community colleges, universities, and county mental health agencies to provide a greater range of employment services and opportunities to DOR consumers than would otherwise be available through any single agency. Lastly, given its focus and expertise, DOR has

positioned itself to provide California's leadership voice in state government and administers other programs, including the Disability Access Services, to assist in removing barriers to full inclusion of individuals with disabilities in the workforce, in state government, and in community life.

Weaknesses: The VR program is not an entitlement program. Lacking sufficient funding to serve all eligible consumers in the VR program, DOR is currently operating under an Order of Selection (OOS) process. Federal regulations stipulate that whenever a state has insufficient funds to serve all eligible applicants for VR services, an OOS system must be developed and implemented that will ensure individuals with the most significant disabilities are provided services first. DOR has been operating under an OOS process since September 1995. Currently, DOR is providing services to all eligible individuals with the most significant disabilities (category I) and eligible applicants with significant disabilities (category II). Additionally, services are being provided to eligible applicants with disabilities (category III) who applied on or before November 30, 2015. For individuals with disabilities who do not meet the OOS (category III), there is insufficient number of service providers and community resources, especially in rural areas, that are physically and/or programmatically accessible to support their employment and independence needs.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

CDSS oversees the operation of California's Temporary Assistance to Needy Families (TANF) program, known as CalWORKs, and the programs operated under Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), known as CalFresh E&T. These programs are administered directly by California's counties.

CalWORKs operates in all fifty–eight counties providing temporary cash assistance to meet family basic needs and welfare–to–work services to help families become self–sufficient. CalWORKs programs are able to provide a wide array of services, including education and training, ancillary supportive services such as childcare and transportation support, and help with domestic violence and substance abuse issues.

CalFresh E&T is currently offering employment and training services for non–assistance CalFresh participants, including individuals who are required to be work registrants, volunteers, and able–bodied without dependents in twenty–four California counties.

Clients/Service Population: CalFresh E&T serves over 70,000 Californians. The CalWORKs caseload is approximately 530,000 cases, which equates to about 1.2 million Californians. Approximately 270,000 of these cases are eligible for welfare–to–work programs.

Strengths: CalFresh E&T has strong relationships with Local Boards in the counties where it operates and the program is good at ensuring access to mental health and substance abuse services. CalWORKs has a robust subsidized employment program and has a lot of flexibility in the types of services it can provide. CalWORKs has an existing relationship with community colleges to provide support for CalWORKs recipients enrolled in academic and career pathway programs. While maintaining the work–first policies of TANF, recent changes in CalWORKs have increased the emphasis towards a work–focused, skills attainment, and barrier removal agenda to ensure that TANF recipients are positioned to achieve long–term successful outcomes and upward mobility.

Weaknesses: CalWORKs serves a higher percentage of needy families than the rest of the nation. CalWORKs is designed primarily to combat child poverty by continuing to aid children even when the

adults cannot (e.g., due to time limits or exemptions) or refuse to participate in the welfare–to–work program. CalWORKs serves many exempt adults with significant barriers to employment.

DEPARTMENT OF INDUSTRIAL RELATIONS – DIVISION OF APPRENTICESHIP STANDARDS

The DIR–DAS administers California apprenticeship law and enforces apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journeyperson in an apprenticeable occupation. DIR–DAS promotes apprenticeship training through creation of partnerships, consults with program sponsors and monitors programs to ensure high standards for on–the–job training and supplemental classroom instruction. Through this effort, the retiring skilled workforce is replenished with new skilled workers to keep California's economic engine running strong.

Clients/Service Population: DIR–DAS serves industry, educational institutions, government, and apprentice and journey level workers. California leads the nation with 53,366 apprentices registered in over 540 programs recognized by DAS.

Strengths: The apprenticeship model of skill development, "earn and learn", has a proven track record of placing workers in high–wage, middle–skills career pathways. The apprenticeship system of training is efficient and cost–effective and results in higher retention rates, lower turnover, and reduced costs for recruitment of new employees. The curriculum and on–the–job training are guided by industry and meet industry needs. Apprenticeship connects employers with public education facilities for related classroom instruction.

Weaknesses: The majority of existing apprenticeship programs are established for occupations in the construction and building trades. Women and minorities continue to be underrepresented in many apprenticeship programs.

WIOA SECTION I66 INDIAN/NATIVE AMERICAN PROGRAMS

The WIOA Section 166 Indian/Native American (INA) Program supports employment and training activities for Indian, Alaska Native, and Native Hawaiian people, helping more fully develop their academic, occupational and literacy skills to help them compete more effectively in the job market and achieve personal and economic self–sufficiency. There are eight WIOA Section 166 INA Employment and Training grantees in California that collectively receive $5.67 million to provide services to Indian and other Native American populations in California:

- Northern California Indian Development Council, Inc.
- Ya–Ka–Ama Indian Education and Development, Inc.
- United Indian Nations, Inc.
- California Indian Manpower Consortium
- Tule River Tribal Council
- Candelaria American Indian Council
- Southern California Indian Resource Center, Inc.
- Indian Human Resource Center.

The State Board is committed to ensuring the AJCC provide Indian and Native Americans equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards

to include in their local plans their strategies to collaborate with their area Section 166 grantee(s) to provide Indian and Native Americans equal access to AJCC services and WIOA service provider opportunities and will engage the INA grantees and EDD in discussions about aligning client tracking and reporting systems.

Clients/Service Population: Section 166 INA Program serves Indians, Alaska Natives, and Native Hawaiians who are unemployed, or underemployed, or low–income individuals, or a recipient of a lay–off notice.

Strengths: The INA programs promote the economic and social development of Indian communities. Services are provided in a culturally appropriate manner, consistent with the principles of Indian self–determination.

Weakness: The funding allocated to INA programs is insufficient to meet the needs of the population and in most areas of California there is a weak system for co–enrolling the INA population with the AJCC system. Many INA grantees are located in rural areas and lack access to technology and support services including transportation.

SECTION 167 FARMWORKER SERVICE PROGRAMS

The National Farmworker Jobs Program is a nationally–directed, locally–administered program of employment and training services for migrant and seasonal farmworkers. Created under the Economic Opportunity Act of 1964, and currently authorized section 167 of WIOA, the program seeks to counter the chronic unemployment and underemployments experienced by migrant seasonal farmworkers (MSFW) who depend primarily on seasonal jobs in California's agricultural sector. There are five WIOA Section 167 farmworker service programs represented statewide by La Cooperativa Campesina de California: collectively, they receive $19.38 million from the Department of Labor for PY 2015–16.

- Center for Employment Training, Inc.
- California Human Development Corporation
- Central Valley Opportunity Centers, Inc.
- County of Kern, Employers' Training Resource
- Proteus Inc.

These programs provide services throughout California but especially in rural areas where farmworkers live and work. Training services include English as a Second Language (ESL), General Education Development (GED), adult and family literacy, basic education, vocational education, and employer–based training. Related services such as childcare, transportation, emergency services, housing, counseling, job placement, and follow–up services enhance these training efforts.

The State Board is committed to ensuring the **America's Job Center of California**℠ (AJCC) provide Migrant/Seasonal Farm Workers equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their Local Plans their strategies to collaborate with their Section 167 grantee(s) to provide MSFW equal access to AJCC services and WIOA service providers. The State Board will encourage AJCC's to do the following:

- Share employer, labor market information and job training opportunities within the local region

- Support growers by listing farm–related job openings within the agricultural community
- Co–recruit, co–enroll, and co–case manage MSFWs who can benefit from workforce development services at the local level and develop opportunities for leveraging funding to acquire the support service needs of MSFWs and other low–income individuals in job training and long term employment sustainability., and
- Share staff training and bi–lingual resources to co–develop a strong comprehensive workforce staff service network at the local level across program titles for all local partners.

Clients/Service Population: WIOA Section 167 grantees serve eligible migrant/seasonal farmworkers and their dependents. Eligible farmworkers are those individuals who primarily depend on employment in agricultural labor that is characterized by chronic unemployment and underemployment.

Strengths: WIOA Section 167 grantees have well–developed relationships with Local Boards and the AJCC system, provide occupational skills training, related supportive services, and housing assistance to the MSFW population. Many Section 167 grantees also qualify as Eligible Training Providers, list programs on the State ETPL, and also receive referrals from AJCCs.

Weakness: The funding allocated to MSFW programs is insufficient to meet the needs of the population and many MSFWs have limited English language capacity and do not have access to supportive services, including transportation and child care, which limits opportunities for them to attain skills, credentials, and degrees from the “mainstream” educational system.

JOB CORPS

Job Corps is the nation’s largest and most comprehensive residential education and job training program for at–risk youth, ages 16 through 24. Through a nationwide network of campuses, Job Corps offers a comprehensive array of career development services to prepare young people for successful careers. Job Corps employs a holistic career development training approach which integrates the teaching of academic, vocational and employability skills, and social competencies through a combination of classroom, practical and work–based learning experiences to prepare youth for stable, long–term, high–paying jobs.

Job Corps’ focus is consistent with the State Plan. Through local and regional planning guidance, the State Board will ensure that Local Boards work with Job Corps and coordinate regionally with California’s Job Corps centers in San Bernardino, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose.

Clients/Service Population: Job Corps serves young men and women age 16–24 who are out of school and have barriers to employment.

Strengths: Job Corps is a comprehensive program which provides high school diploma and equivalency programs, occupational skills training, work readiness, and housing and supportive services to young men and women enrolled in the program.

Weakness: While California has six Job Corps Centers, not all local areas can access services.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

• The Senior Community Service Employment Program is housed within the California Department of Aging and funding is provided at the local level through 14 subrecipients, including

i. Marin, Alameda, Fresno-Madera, Kings-Tulare, Ventura, and Los Angeles County Area Agencies on Aging,

ii. Sourcewise

iii. San Joaquin, San Bernardino, Riverside, Orange, San Diego and Stanislaus County Departments of Aging, and

iv. City of Los Angeles, Department of Aging.

• In addition, there are 8 national SCSEP grantees with projects in California:

i. AARP Foundation

ii. Experience Works, Inc.

iii. National Council of the Aging, Inc.

iv. Senior Service America, Inc.

v. Asociación Nacional Pro Personas Mayores

vi. National Asian Pacific Center on Aging

vii. National Indian Council on Aging

viii. SER – Jobs for Progress National, Inc.

The Senior Community Service Employment Program (SCSEP) provides part-time work-based training opportunities at local community service agencies for older Californians who have poor employment prospects and are unemployed. SCSEP assists individuals in finding employment opportunities in the community through a variety of supportive services such as personal and job-related counseling, job training, and job referral. SCSEP providers also educate employers about the benefits of hiring older workers. The Senior Community Service Employment program was not required to participate in the development of the WIOA unified plan. The SCESP state plan includes a commitment to coordinate with the America's Job Centers of Californian and requires their state funded grantees to participate in negotiating the Memorandum of Understanding for the AJCC system. The SCSEP State plan includes a commitment to leverage funds by co-locating SESP participants at AJCCs, but does not include a commitment to cost sharing. The California MOU Directive requires the SCESP as a required partner in the AJCC system, and directs local boards to provide basic and individual career services and training services to customers referred by SCSEP.

Clients/Service Population: SCSEP serves low-income residents of California who are over 55. Priority is given to individuals with barriers to employment.

Strengths: Provide part time subsidized employment to older adults.

Weakness: Not all Workforce Development areas have SCSEP programs and funding is limited.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

For this answer we refer you to the response provided in the section immediately preceding this one as the analysis of strengths and weaknesses for the system components is embedded in the overview of the system components.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

Our analysis of the system's capacity to carry out it's mission is embedded in the text of Chapter 2 of our State Plan in which we discuss both the strengths and weaknesses of each of the individual programs that participated in the development of the plan. That information is provided in the narrative provided in the section preceding the last question. As you can see from the relevant text, we have specified what our programs do well and where they need to improve. Our collective ability to carry out our programs' missions will depend upon our ability to improve upon each program's weaknesses while maintaining our capacity to do those things we do well. We envision building capacity across programs by aligning our programs both regionally and locally using the policy strategies detailed in Chapter 3 (provided further down in the strategies section) through the division of labor specified in Chapter 5 (provided in the operations section).

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State's strategic vision for its workforce development system.

PREFACE

The Labor and Workforce Development Agency (LWDA) and the California Workforce Development Board (State Board) are pleased to present California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. This plan combines both federal and state planning mandates into a single document:

- The federal Workforce Innovation and Opportunity Act (WIOA) requires the Governor, via the California Workforce Development Board (State Board), and in coordination with WIOA core programs operated by the California Department of Education (CDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DOR), to submit a unified state plan to the United States Department of Labor (DOL) and the United States Education Department (ED).
- This Unified Plan outlines a comprehensive four–year strategy for the investment of federal workforce training and employment services dollars in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the six core programs funded under WIOA. These programs include Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Basic Education and Basic Skills programs, Title III Wagner–Peyser Employment Services programs, and Title IV Vocational Rehabilitation services.
- This plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for moving the State of California toward the policy objectives of a WIOA combined plan. To this end, the plan initiates the expansion of partnership beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K–14 Career and Technical Education (CTE) programs, California's Employment Training Panel (ETP) incumbent worker training services, as well as state general–funded Adult Basic Education Block Grant programs administered by regional consortia under state statutes, and, as appropriate, state funded CTE programs delivered through both the K–12 educational system and California's community colleges. The goals of the plan, discussed below, are intended to be met collectively by the partners to the plan.
- While this plan aspires to the policy objectives of a combined plan, <u>it is not a combined plan</u> and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, this State Plan should be treated as a unified plan.
- California state law requires the State Board to collaborate with the California Community College Chancellor's Office (CCCCO), CDE, the State Board of Education (SBE) which sets policy for various education programs in the state, other appropriate state agencies, and local workforce development boards (Local Boards) to develop a comprehensive state plan

that serves as a framework for public policy, fiscal investment, and the operation of all state labor exchange, workforce education, and training programs.

- State law specifically directs the State Board to develop a plan that fosters the building of regional alliances between workforce and education professionals and employers to develop programs that meet industry's workforce needs.
- State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. This State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this State Plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state's publically–funded workforce and education systems.

The chapters that follow lay out the Governor's vision, goals, and strategic policy orientation for the State Plan. Early chapters provide background and an overview of the general policy orientation informing the plan. Later chapters provide more concrete consideration of service delivery and program coordination strategies that will inform day to day operations at the state, local, and regional levels. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to Local Boards and regional partnerships to design programs that best meet the needs of local and regional economies, provided that they adhere to the policy vision of the State Plan in a manner that produces results.

A BRIEF NOTE ON PROCESS

This State Plan was collaboratively developed and thoroughly vetted with a wide range of stakeholders.

Beginning in December of 2014, state partner departments and agencies, and stakeholders representing Local Boards, business, and labor, publically met periodically under the auspices of the WIOA Implementation Committee Workgroup (WIOA Workgroup) of the State Board. This group worked collaboratively to develop the vision, programmatic strategy, and shared goals for the State Plan.

Between bimonthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner departments and agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, SBE, CDE, CCCCO, EDD, DOR, the California Department of Social Services (CDSS), ETP, the California Workforce Association (CWA), the California Welfare Directors Association (CWDA), and designated representatives of Local Boards.

Initially, three multiagency staff and stakeholder workgroups were formed to discuss the State Plan. These included a "Mapping the Field" workgroup, a "Data–Sharing and Performance Accountability" workgroup, and a "Local and Regional Service Coordination" workgroup.

Over the course of March and April 2015, these three staff workgroups each met twice. During these six meetings, workgroups discussed the requirements of WIOA, assessed and shared information about each other's programs (including the specific needs of client populations), identified cross–

system common program elements, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints and their potential impacts on coordination efforts. The purpose of these meetings was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be better coordinated and aligned "on the ground" at the point of contact.

Following this series of meetings between staff workgroups, a series of high level "bilateral" meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners (the State Board, SBE, CDE, CCCCO, EDD, DOR, CDSS and ETP) and other stakeholders (the California Welfare Directors Association and the California Workforce Association).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, seven issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included each of the following: SBE/CDE–CCCCO–State Board workgroup on adult education, basic skills, and Carl Perkins programs; a DOR–State Board workgroup on vocational rehabilitation services; a CDSS–CWDA–State Board workgroup on TANF programs; a State Board and CWA workgroup on youth services; a workgroup on **America's Job Center of California℠** (AJCC)(the One–Stop Design Workgroup); an EDD–State Board workgroup on labor market information; and the Data–Sharing and Performance Accountability workgroup. In addition, State Board staff met with representatives of the Section 166 Indian/Native American grantees and the Section 167 Migrant/Seasonal Farmworker grantees to solicit input into the state planning process.

All State Board workgroup efforts were overseen by the LWDA which met with the State Board and EDD periodically over the course of the planning process to ensure timely adoption of a State Plan.

In November 2015, a draft of the State Plan was provided to LWDA and partner departments who were given an opportunity to make comments and revisions before submitting the plan to the public for comment. Following these initial revisions, a public presentation of plan content was made to the State Board's WIOA Workgroup, and on December 2nd, the draft State Plan was made public and an initial 30 day public comment period was opened. This public comment period was extended to January 15, 2016 at the request of the CWA.

In December 2015, State Board staff, in partnership with local boards and the CWA, conducted a six–event regional "WIOA Roadshow". The local boards and WIOA Workgroup members ensured strong and diverse turnout at each event. The intent of the briefings was to achieve buy–in across the state for the common vision and framework represented in the State Plan and adopted by each of the state plan partners. The other goal was to start to build momentum for regional alignment and leadership for the development and implementation of regional and local plans. Over 600 people participated in the Roadshow events, representing workforce boards, community colleges, local schools, businesses, labor, and community organizations.

In January 2016, the Executive Committee of the State Board, the full State Board, and SBE all unanimously approved the State Plan with the understanding that the State Plan would undergo

minor revision following a review of public comment. This document is the final draft of the State Plan and contains post public comment revisions necessary to strengthen the content of the plan.

NOTE ON THE ORGANIZATION OF THE STATE PLAN

The content and organization of the State Plan is designed to provide a comprehensive overview of the Governor's policy focus while also serving as a federal compliance document. Due to redundancies in planning guidance and the need to ensure compliance with federal planning requirements, some content contained in this plan appears in multiple chapters as well as the plan's Appendices. Such duplication was minimized as much as possible.

In general, the language contained in the Executive Summary and chapters 1–5 provide background and a broad overview on the policy objectives and strategies that guide the plan. These chapters have been developed with readability in mind. Beginning in chapter 6, the language necessarily becomes more technical as a consequence of plan requirements issued by the federal government.

EXECUTIVE SUMMARY INCLUDING STATEMENT PERTAINING TO VISION AND GOALS (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(D))

POLICY OBJECTIVES

Consistent with WIOA, the State Board has developed its State Plan with three policy objectives in mind. These objectives affect both state–level policy and administrative practices across programs as well as local policy and service delivery:

- Fostering "demand–driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both long–term economic self–sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills–development.

INDUSTRY ENGAGEMENT

This State Plan adopts a dual–customer focus and is intended to provide policy direction for a system that serves both employers and job seekers. The State Plan attempts to do this by laying out a policy framework for aligning education, training, and employment services with regional labor market needs through a process of regional industry sector engagement. By organizing currently fragmented employment and training programs to meet the skill demands of employers in industry sectors that are driving regional employment, the system helps create opportunities to move workers up a career ladder using targeted incumbent worker training while also moving new hires into jobs

using strong employer engagement practices, relevant training investments, supportive services, and basic skills remediation where necessary.

SERVING INDIVIDUALS WITH BARRIERS TO EMPLOYMENT

Both federal and state law mandate that services be provided to individuals with barriers to employment. As noted above, the State Board believes the best way to serve both employers and job seekers, including those with barriers to employment, is to align training, education, and employment services with industry needs, including the skills and training needs of California's employers. This will mean, in many instances, providing access to training and education programs that align with regional labor market trends. For some individuals, this will also require the provision of remedial education services, including services designed to improve literacy and numeracy, English language literacy, as well as programming that facilitates high school dropout recovery, to better position these individuals to participate in training and education programs that are calibrated to employers' needs.

JOB PLACEMENT IN QUALITY JOBS

The ultimate goal of the workforce system is to help people get a good job, and for those who don't have the requisite skills to immediately get a good job, the goal is to ensure access to the employment services, supportive services, training, and education programming that will help these individuals eventually get a good job.

State law directs the State Board to develop strategies that help people enter and retain employment and emphasizes the development of policies that lead to "placement in a job providing economic security or job placement in an entry–level job that has a well–articulated career pathway or career ladder to a job providing economic security." State law defines these jobs as those that provide, "a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."

The State Board recognizes that not all jobs are good jobs and that education and training alone will not solve the problem of poverty. There is a hidden cost to low wage work that is ultimately borne by communities, particularly communities of color and immigrant populations. The State Board is committed to developing a workforce system that enables economic growth and shared prosperity on the basis of innovation, quality, and skills attainment rather than low wages, contingent employment, and low or no benefits. As such, state plan partners and providers covered by the plan should make it a priority to work with employers who offer jobs with good wages and benefits, support for ongoing skill training and employee advancement, good working conditions (including paid sick days, paid family leave, and paid medical or short–term disability leave), and adequate hours with predictable schedules that enable employees to meet their family caregiving commitments.

CUSTOMER–CENTERED SERVICES

The State Board recognizes that services provided will vary on the basis of customer need. For some, these services will necessarily involve enrollment in remedial basic skills programming prior to, or concurrently with, enrollment in career technical education or job training. For other individuals, participation in job readiness training may be necessary prior to labor market entry. It is important to

recognize that individuals with significant barriers to employment may need multiple interventions and access to a menu of services provided over an extended period of time before they will be able to find and enter a good job. However, for other individuals served by the workforce system, especially dislocated workers with an in–demand skillset, finding a good job may require only access to information about which employers are hiring in their local area or region.

STATE PLAN GOALS

Between 2017 and 2027, the state will produce a million “middle–skill” industry–valued and recognized postsecondary credentials broadly defined here as sub–baccalaureate credentials with demonstrable labor market value, including industry–recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry–valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state’s workforce needs. During this time the state will also double the number of people enrolled in apprenticeship programs.

These goals are aspirational in nature and are based on the need for workforce and education programs to calibrate the production of credentials to labor market trends. The actual number and type of credentials awarded will be determined regionally on the basis of systematic industry engagement. This requires that employers and other industry sector leaders be engaged to help lead the assessment and, where necessary, work with training and education providers to redesign relevant training and education programs. In this regard, regional partnerships between industry and labor, training and education providers, and Local Boards will be vitally important to the success of the State Plan.

Additionally, any and all efforts to align training and education programs with regional labor market trends should be validated by the labor market. This will be done by examining the employment and wage rates of those who participate in and complete relevant programs. The real test of whether programs are serving the needs of both employers and workers is whether those who are receiving services are getting good jobs that put them on a path to upward mobility.

FRAMEWORK FOR PROGRAM ASSESSMENT

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs’ collective ability to produce industry–valued, recognized postsecondary credentials and the apprenticeship enrollments discussed above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non–core programs to align performance measurement for state–funded workforce and education programs for which the California Legislature has mandated performance reporting.

Specifically, the state will emphasize “demand–driven skills–attainment” in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards, the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will

validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry–valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training–related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other State Plan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State Board will work with EDD, Local Boards, and state plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with state plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

GENERAL POLICY FRAMEWORK FOR PROGRAM ALIGNMENT

STATE PLAN POLICIES

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in chapter 3) will include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, and English as a Second Language training, so as to allow those with basic skills deficiencies the ability to participate.

- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- “Earn and learn”—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor–management apprenticeship, pre–apprenticeship, and non–traditional apprenticeship programs.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross–system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

This State Plan provides the policy framework and direction for day–to–day operations of WIOA–funded programs, while also laying out a vision for collaboration with non–WIOA programs that provide relevant programs and services. Across California, regional partnerships have developed to address the state’s workforce challenges. The role of state agency and state department plan partners under this plan is to help develop regional leadership and local and regional program alignment and scale by means of coordinated policy direction, program oversight, program support, and technical assistance for and to local and regional service providers covered by the plan. State Plan, state agency and departmental partners include the following:

- Labor and Workforce Development Agency (LWDA)
- California Workforce Development Board (CWDB)
- California Community Colleges’ Chancellor’s Office (CCCCO)
- California Department of Education (CDE)
- California Board of Education
- Employment Development Department (EDD)
- Employment Training Panel (ETP)
- Department of Rehabilitation (DOR)
- California Department of Social Services (CDSS)
- Health and Human Services Agency (HHS)
- Governor’s Office of Business and Economic Development (GO–Biz)

While the foregoing state plan partners have the responsibility for providing relevant policy direction to the operators of relevant programs, a primary focus of this policy is to facilitate coordinated and seamless service delivery at the local and regional level to improve employment outcomes for students, workers, and job seekers. As such, state plan partners will work to identify and remove policies, administrative practices and implementation practices that result in the fragmentation of services delivered locally or regionally. The success of the State Plan depends on the administrative and operational efforts of Local Boards and other local providers of training, education, and employment services, including local educational agencies (such as county offices of education, K–12 schools, and adult schools), local community colleges, county welfare departments, and any relevant community–based organizations, non–profits, or labor unions who participate in the local and regional partnerships developed under this plan. The state recognizes the critical importance of

partnership with and between these entities and values their efforts to bring local and regional perspectives to any and all WIOA implementation efforts.

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS"

California's State Workforce Innovation and Opportunity Act requirements pertaining to coordination between the K–12, community college, and WIOA systems, as well as state mandated efforts to implement sector strategies as the operational framework for the state's workforce system are met under this State Plan by making federally required WIOA regional plans the primary mechanism for achieving the state's mandated alignment of educational and training programs with regional industry sector needs

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies discussed in the preceding section: sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional consortia and other providers on the state's eligible training provider list to build "regional sector pathway" programs, by which we mean, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials aligned to regional industry workforce needs. "Regional Sector Pathway" programs should be flexibly designed and include, as appropriate, remedial programming, so as to allow those with limited basic skills, including limited language skills, an ability to work their way along these pathways.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and Go–Biz will provide technical assistance to regional partnerships, comprised of industry leaders, workforce professionals, and regional training and education providers to help align programs and services delivered with industry sector workforce needs.

Under the State Plan, the key regional partners involved with the development and implementation of regional plans will include the following:

- Industry sector leaders, associations, business organizations, and organized labor (required under this State Plan)
- Regionally organized local workforce development boards (required under WIOA)
- Local economic development agencies (required under WIOA)
- Regional consortia of community colleges (required under this State Plan and pending state legislation)
- Regional consortia of adult basic education providers, including both WIOA Title II and other state–funded basic education programs (required under this State Plan)
- Representatives of K–12 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit the students participating in their CTE programs (required under this State Plan)

Additional regional partners may also include ETP (California's state–funded incumbent worker training program); DOR; and County Welfare Agencies. These entities may wish to participate in

regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning efforts.

The State Board will encourage and recommend broad partnerships that include community–based organizations (CBOs) and non–profits, but the State Board will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs and priorities as long as regional plans and partnerships are consistent with the policy direction and goals of this State Plan.

Regional efforts under WIOA are expected to build upon the State Board's regional SlingShot initiative discussed later in the State Plan.

Local Plans and **America's Job Center of California℠**

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the **America's Job Center of California℠**, the state's One–Stop system, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One–Stop design, operations, and partnerships, Local Boards will be directed to operate One–Stops as an access point for programs that provide for "demand–driven skills attainment." From this perspective, One–Stops will be operated as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built–out or identified through the regional planning process described above.

One–Stops will continue to provide the full menu of One–Stop services, now known under WIOA as "career services", they have historically provided and One–Stops will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need it.

Further detail on One–Stop design and the operation of the AJCC is provided in the body of the State Plan.

WIOA section 134 requires that priority of service be given to recipients of public assistance, other low–income individuals, and individuals that are basic skills deficient for any expenditure of WIOA Adult program funds spent on individualized career services and training. Similarly, California Unemployment Insurance Code section 14000 (b) (6) requires that programs and services be accessible to "individuals with employment barriers, such as persons with economic, physical, or other barriers to employment." California Unemployment Insurance Code section 14013(d)(2) further directs the State Board to develop "strategies to support the use of career pathways for the purpose of providing individuals, including low–skilled adults, youth, and individuals with barriers to

employment, and including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment."

UIC 14013.

UIC 14005

2. GOALS

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

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* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

TARGET POPULATIONS REQUESTED REVISION

The State Has Three Goals Specific to Target Populations

- Integrating Individuals from Target Populations into broader workforce efforts
- Ensuring responsive customer-centered design at the local level of program operations
- Using the Discretionary Fund to leverage CBO expertise in serving target populations

The State's strategies and overall approach for meeting the needs of specific target populations, including individuals with barriers to employment are as follows:

- Integrating relevant individuals into broader efforts to implement State Plan priority policy strategies. The State seeks to avoid the creation of workforce silos which partition and segregate target populations from broader workforce, education, and training efforts. As such, the general policy framework of this State Plan has been developed in a comprehensive manner with the goals of placing individuals in jobs with upward mobility, recognizing that many individuals from relevant target populations will need to develop skills

competencies directly relevant to and marketable in regional labor markets. As such the plan emphasizes career pathways, sector strategies, and regional organizing efforts. This is the case whether we are talking about low-skill low wage workers, out of school youth, individuals with disabilities, migrant seasonal farmworkers, displaced homemakers, or any other individual from target populations. The State Plan provides a general policy framework for services and policies for all these individuals. We have not developed a separate State Plan for every population group as we think such an approach is antithetical to WIOA's emphasis on program alignment, system integration, and services coordination.

- Customer-centered services accessed through AJCCs. Day to day service delivery happens at the local level and as such, it is more appropriate to tailor services to target populations on the basis of local and regional assessment of target population needs. California has local and regional planning areas that are far bigger, in terms of number of individuals served, than entire multi-state regions of the country. These regions and local areas are very diverse and offer a more appropriate level of government operations at which to assess and respond to the needs of target populations. For example, Los Angeles County may have a greater need to provide a focus on dropout recovery than affluent Marin County. The rural areas of the state have far more farmworkers than the urban areas and as such, their respective plans will focus more on integrating farmworkers into the broader workforce system than the plans developed in large urban areas. In this regard the California State Plan has been developed as a conceptual map for putting together local and regional partnerships that actually operationalize and tailor the policy strategies emphasized in the State Plan through the development of custom services that respond to the needs of the target populations who reside in the communities where services are delivered.
- As explained in Chapter 4, the State Board invests Governor's Discretionary Fund monies to CBOs and Local Boards that develop innovative strategies to provide specialized services for target populations using the Workforce Accelerator Fund (WAF) grant program. Over the last three years the State Board has invested over ten million dollars in over 70 grants under the WAF program. Specific target populations include long term unemployed, returning veterans, individuals with disabilities, low-income workers, TANF recipients, out of school youth, ex-offenders, families undergoing reunification efforts, and transgender individuals,
- The State Plan also provides very specific detail about providing services to individuals with disabilities, out of school youth, TANF recipients, and those with basic skills deficiencies. The State's specific strategies for these groups are outlined in the State Plan partnership agreements provided in Appendix 2 as well as the Title II and Title IV sections of the plan. For example, partnership agreements contain the following information with respect to out of school youth:

State Plan partners, including the State Board, Department of Rehabilitation, Department of Social Services, CDE, and the Chancellor's Office have all agreed as part of the State Plan to work together to provide and coordinate services to youth, including out of school youth, in the following ways:

- Providing individual and joint guidance from their respective agencies to encourage local recruitment and service delivery collaboration efforts between America's Job Centers of California (AJCCs), County Welfare Departments (CWDs), Local Education Agencies (LEAs), foster care and justice systems for youth entering or exiting partner programs
- Providing support, technical assistance/professional development, and linkages to community based organizations (CBOs) providing services to "out of school youth"

- Agreeing to collaborate to develop a menu of best practices and model partnerships for youth programs utilizing both policy research and information from the field that will be available to Local Boards and their partners
- Communicating both jointly and individually with their local counterparts Local Boards, CWDs, LEAs, community colleges, justice systems, and DOR district offices on the necessity to partner locally to collectively implement WIOA youth policy objectives and program strategies. This communication will occur using individual written guidance, joint letters, and/or when appropriate, relevant policy directives
- Agreeing to engage in collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of out of school youth
- Developing youth awareness of the variety of careers available
- Helping youth explore career options to provide motivation and inform career decision-making.
- Helping youth apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness, knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).
- Helping youth train for employment in a specific field and range of occupations.
- Leveraging local resources to align education, employment, training, and supportive services to provide opportunities for career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, to prepare for youth to enter a career pathway or enrollment in post-secondary education
- Working jointly to identify models of One-Stop partnerships that support youth programs, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. To ensure the WIOA youth vision of supporting an integrated service delivery system and framework, partners and local areas will leverage other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

3. PERFORMANCE GOALS

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Table 1. Employment (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	54	Baseline	55	Baseline
Dislocated Workers	62	Baseline	62	Baseline
Youth	53	Baseline	54	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner–Peyser	44	Baseline	44	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	51	Baseline	52	Baseline
Dislocated Workers	57	Baseline	58	Baseline
Youth	47	Baseline	48	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner–Peyser	39	Baseline	39	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	5055	Baseline	5455	Baseline
Dislocated Workers	7123	Baseline	7523	Baseline
Youth	2436	Baseline	2636	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner–Peyser	4862	Baseline	5162	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 4. Credential Attainment Rate

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	52	Baseline	53	Baseline
Dislocated Workers	62	Baseline	63	Baseline
Youth	48	Baseline	48	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner–Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 5. Measureable Skill Gains

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	126542	Baseline	129340	Baseline
Wagner–Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 6. Effectiveness in Serving Employers

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner–Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

4. ASSESSMENT

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

FRAMEWORK FOR PROGRAM ASSESSMENT

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs' collective ability to produce industry-valued, recognized postsecondary credentials and the apprenticeship enrollments discussed above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the California Legislature has mandated performance reporting.

Specifically, the state will emphasize "demand-driven skills-attainment" in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards, the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other State Plan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State Board will work with EDD, Local Boards, and state plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with state plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

C. STATE STRATEGY

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7). "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

CHAPTER 3: COMPREHENSIVE OVERVIEW OF POLICY STRATEGIES (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(D-E))

The state will employ and will require state plan partners to adopt or participate, to the extent appropriate for each program, seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels in order to achieve the state's three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development .

POLICY STRATEGIES (WIOA SEC. 102 (B)(1)(D)

The seven policy strategies emphasized in this State Plan—sector strategies, career pathways, "earn and learn", organizing regionally, providing supportive services, building cross-system data capacity, and braiding resources and integrating services— are evidence-based and have been shown to work, helping ensure effective delivery of services, and increasing the likelihood that those who receive services obtain gainful employment.

This section of the State Plan provides a more comprehensive overview of the strategies the state will implement. The chapters that follow outline more specifically how these strategies will be put into operation and coordinated by the core programs and other state plan partners. The descriptions

given here are designed to outline their policy content and the rationale for their use. The chapter ends with a description of the manner in which local and regional workforce plans will operate as the mechanism for implementing local service delivery and regional coordination to assure that the policy objectives of this plan are carried out.

SECTOR STRATEGIES: A DEMAND-DRIVEN WORKFORCE INVESTMENT STRATEGY

“Sector strategies” are policy initiatives designed to promote the economic growth and development of a state’s competitive industries using strategic workforce investments to boost labor productivity. The strategic focus is on prioritizing investments where overall economic returns are likely to be highest, specifically in those sectors that will generate significant gains in terms of jobs and income.

Targeting the right sectors is essential and requires that policy makers use economic and labor market data to determine which industry sectors are best positioned to make gains if investments in workforce development are made. Investment decisions are typically also contingent on the degree to which a sector faces critical workforce supply problems, for example, whether the industry faces or will face a shortage of skilled workers in a particular occupation, whether or not these shortages are a consequence of either growth or retirements.

When done successfully, sector strategies can lead to mutually beneficial outcomes for business, labor, and the state by increasing competitiveness and growth, improving worker employability and income, and reducing the need for social services while also bolstering government revenues generated by both business and workers.

In order to ensure that policies help produce beneficial outcomes for workers as well as business, sector investments should take into consideration the quality of jobs for which training resources are made available. Ideally, training should result in livable wage jobs with benefits that provide access to career opportunities through job placement in an occupation that is part of a well-articulated career ladder.

A key element of sector strategies is the emphasis on industry and sector partnerships. These partnerships bring together multiple employers within a sector to find shared solutions to their common workforce problems.

Under sector partnerships, firms work with representatives of labor, as well as education and workforce professionals, to develop a concrete program to address that industry’s particular skills shortages. The development of shared solutions typically involves the convening of various stakeholders to develop a general understanding of the challenges the sector faces on an ongoing basis. For the process to be successful, partners need to regularly meet to develop a concrete plan to solve workforce problems by implementing agreed-upon remedies.

The collective focus on shared problem-solving sets sector strategies apart from more traditional training programs that focus on either individual workers or individual firms. Problems are addressed systemically and collectively. Industry partners examine the interrelated workforce needs of the entire industry, diagnose problems, and align the monetary and institutional resourcesof not only industry but also labor, and the relevant workforce and educational systems as the chief means to plug relevant skills gaps.

Where they have been implemented, sector strategies initiatives have funded the following activities:

- Convening industry partners on a regular, ongoing basis to build relationships between stakeholders and firms in the targeted industry sector.
- Providing resources for sector research related to industry and market trends affecting workforce needs.
- Developing multi-year plans focused on the training and placement of workers in occupations identified as strategic by industry leaders
- Boosting industry capacity related to workforce needs, such as developing common worker training centers, providing contract support services for industry employees, and research and development related to workforce development (for example, curricula development).
- Providing business services, such as help in implementing industry human resources best practices.
- Developing skills standards and new degrees and certificates as a basis to guarantee minimum job qualifications for workers in priority occupations.
- Developing well-articulated career pathways promoting job advancement for workers who are entering the sector, as well as those already employed in the sector.
- Identifying training providers and educators and working to align relevant programs with industry needs.

All of the foregoing activities are designed to (a) establish the partnership, (b) develop a concrete plan, and (c) foster the implementation of the plan through an ongoing alignment of resources and institutions to ensure that the training goals of the plan are carried out.

Under this State Plan, state plan partners and providers who participate in sector strategies are expected to do so in a manner that makes it a priority to work with employers who offer jobs with good wages and benefits. State law specifies that the implementation of sector strategies should lead to investments, “in education and workforce training programs that are likely to lead to jobs providing economic security or to an entry-level job with a well-articulated career pathway into a job providing economic security.”[1] State law defines “economic security” as “earning a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker’s community, and other factors that may vary by region.”[2]

CAREER PATHWAYS

California’s *Education Code* and the State Workforce Innovation and Opportunity Act both define career pathways in the following manner:

“Career pathways,” “career ladders,” or “career lattices” mean an identified series of positions, work experiences, or educational benchmarks or credentials with multiple access points that offer occupational and financial advancement within a specified career field or related fields over time.

Career pathways are designed to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts. The objective is to provide a packaged set of skills which has demonstrable labor market value at each stage of the learning process. Key elements of successful pathway programs include the following:

- Varied and flexible means of entry, exit, and participation through multiple “on and off ramps” and innovative scheduling practices.
- Entry and exit points are based on student, worker, or client’s needs as well as their educational or skill levels, allowing those with different skill levels to participate where appropriate.
- Flexible exit allows those who cannot complete a longer term program the ability to build longer term skills through short term serial training efforts.
- Pathways programs are characterized by a high degree of program alignment and service coordination among relevant agencies, which can typically include adult education and basic skills programs, community colleges CTE programs, high school CTE programs, workforce development board programs, as well as social services agencies.
- The receipt of industry-valued credentials at each stage of training.
- Employer engagement to ensure that training and education are relevant to the labor market.

Career pathways programs are particularly useful in serving populations with barriers to employment because they can be packaged in a way that responds to client population needs. Combining career pathway programs with sector strategies has the potential to help move populations with barriers to employment into the labor force while also meeting employer’s workforce needs, by providing disadvantaged individuals with a tangible and marketable skillset that is in-demand.

Under this State Plan and relevant state law, state plan partners and providers who engage in career pathway work should do so with the goal of placing workers and students in occupations that provide economic security or entry-level jobs that have a well-articulated career pathway or career ladder to a job that provides economic security.[3]

UTILIZING EARN AND LEARN STRATEGIES

“Earn and learn” policies are designed to facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Because many WIOA customers have barriers to employment and cannot afford to attend an education or training program full time, not only because of costs associated with training and education fees and tuition, but also because time spent in the classroom reduces time that can be spent earning income, “earn and learn” opportunities are an important strategy for success.

Under Senate Bill 342, (H.B. Jackson, Chapter 507, Statutes of 2015), the California State Workforce Innovation and Opportunity Act defines “earn and learn” policies as those training and education policies that combine “applied-learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing”. SB 342 points out that “earn and learn” programs typically bring together “classroom instruction with on-the-job training to combine both formal instruction and actual paid work experience.” These programs include, but are not limited to, all of the following:

- apprenticeships;
- pre-apprenticeships;
- incumbent worker training, including on-the-job training as outlined in WIOA
- transitional and subsidized employment;
- paid internships and externships; and
- project-based compensated learning.

The principles of “earn and learn” are broad enough to allow for flexible program design. As such, programs may be customized to serve clients on the basis of their given level of skills and their particular educational or training needs. Transitional and subsidized employment programs, for example, can be used to provide work experience to those who have none, facilitating the hiring of individuals that employers might not otherwise employ. These programs may help get TANF recipients and other individuals with barriers to employment into the labor market, thereby helping establish work experience and an employment history that individuals need to build their resume.

Other “earn and learn” programs, like the incumbent worker training programs operated by ETP, may serve other purposes, such as keeping the state’s workforce productive and its businesses competitive. Similarly, pre-apprentice and apprenticeship programs can provide access to formal skills training opportunities in a variety of occupational fields that typically provide good wages and a middle class income. To ensure the use of quality providers, California statute directs the State Board and Local Boards to ensure that any services funded by WIOA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by DIR-DAS for the relevant occupation and geographic area.

In general, “earn and learn” programs can be flexibly designed and paired with other policy strategies, such as sector strategies and career pathways, to increase the skills and employability of the workforce while also aligning workforce, education, and training programs with labor market dynamics and employer needs.

ORGANIZING REGIONALLY

Labor markets and industry are both organized regionally. Organizing workforce and education programs regionally increases the likelihood that workforce and education programs can be aligned to serve the needs of labor markets. The means to do this is regular ongoing industry engagement and the building of partnerships with industry and those agencies and departments, and other stakeholders whose programs and services directly impact the ability of the state’s workforce and education programs to service industry needs while also helping job seekers get the skills they need to succeed in the labor market.

Regional organizing efforts should aim for the development value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process. Ideally, “gains to exchange” will occur as long as partners transact with one another on the basis of specialization by providing services consistent with each programs’ core competencies. Partners are thereby able to leverage one another’s expertise, building a proverbial “sum that is greater than its parts.” When fashioned in this manner, regionally organized programs economize the use of scarce resources, while also allowing program operators to take programs to scale, reduce administrative costs, and package and coordinate services on the basis of specialization.

Federal and California state law both encourage efforts to align workforce and educational programs at the regional level in order to align programs with each other and regional labor market dynamics.

Prior to the passage of WIOA, California passed SB 118 (T. Lieu, Chapter 361, Statutes of 2013), SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and SB 698 (T. Lieu, Chapter 497, Statutes of 2011). Collectively these statutes directed the state’s workforce and community colleges workforce programs to think, plan, and invest regionally.

- SB 118 added regionally focused “sector strategies” language to what was then called the California Workforce Investment Act and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.
- SB 1402 reauthorized the CCCCO Economic and Workforce Development Program (EWD) and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs. Much of the policy language in SB 1402 is similar, if not always identical to, the language contained in SB 118.
- SB 698 directs the State Board to work with Local Boards to develop policies and standards for certification of Local Boards as “high performance” boards. These policies and standards are intended to encourage the involvement of major regional employers and industry groups in the Local Board planning process, the regional coordination and alignment of workforce and education services, and investments in training and education programs that align with regional labor market needs.

The new federal law also directs states to develop policies that enable the building of regional partnerships. WIOA specifically directs the Governor to designate regional planning areas aligned with regional labor markets so as to facilitate the implementation of sector strategies, the coordination of service delivery, the pooling of administrative costs, and the collective development of shared strategies among regionally organized Local Boards to ensure accountability and overall program performance.

From the State Board’s perspective, the objective of regional organizing efforts is not to create monolithic one-size-fits-all uniform workforce and education programs, but rather to coordinate service delivery on the basis of programs strengths while also aligning partner programs with each region’s particular labor market needs. The exact manner in which these partnerships come together will vary from region to region based on the unique set of circumstances that shape each region’s workforce needs.

PROVIDING SUPPORTIVE SERVICES

Many of the clients served by the state’s workforce and education programs face barriers to employment that also undermine their ability to complete a training or educational program which could help them upskill or reskill in a manner that increases their labor market prospects.

Whether individuals being served have disabilities, face employment discrimination, lack basic education, or grapple with poverty, it is evident that individuals often need access to a broad array of ancillary services to help them complete training or education programs and successfully enter the labor market.

Supportive services provided through the state’s workforce and education programs include everything from academic and career counseling, to subsidized childcare and dependent care, to transportation vouchers, to payment for books, uniforms, and course equipment, to substance abuse treatment, as well as the use of assistive technology for California’s disabled population. Supportive services may also include licensing fees, legal assistance, housing assistance, emergency assistance, and other needs-related payments that are necessary to enable an individual to participate in career and training services.

Supportive services are awarded to individuals in financial need, based on individual assessment and the availability of funds. Supportive service awards are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment.

Which type of supportive services should be provided depends on each particular client's needs and background, as well as the eligibility criteria for various services offered by state plan partner programs. The exact menu of services offered to program participants will vary from region to region and locality to locality, but state policy pertaining to One-Stop design and customer-centered service delivery provides for a comprehensive level of baseline service at the AJCCs.

Local and regionally organized workforce development boards will be encouraged to go beyond baseline service requirements to tailor-make a menu of services that suits their client populations' specific needs while reinforcing partnerships developed at the local and regional level.

BUILDING CROSS SYSTEM DATA CAPACITY

Under this State Plan, the following types of data will guide the design and evaluation of workforce and education programs in California:

- Diagnostic data pertaining to the relative importance of the different industries, sectors, and occupations throughout California.
- Diagnostic data analyzing the extent to which state education and training programs are preparing students and workers with the requisite industry-recognized skills and credentials to meet employer's skills needs and future industry demand for trained workers in relevant sectors and occupations across California's regions.
- Performance data on workforce and education programs, including required WIOA performance data.
- To the extent feasible, broader performance data, including impact analyses and return on investment studies that allow one to assess the value of the state's workforce and education programs, as well as the ability to track outcomes longitudinally to assess and evaluate the effectiveness of career pathways.

Diagnostic data are intended to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data are intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

State law in California directs the State Board and the Economic and Workforce Development (EWD), program of the CCCCO to operate workforce and education programs that are "data driven and evidence based". (See, for example, SB 118, T. Lieu, Chapter 562, Statutes of 2013, and SB 1402, T. Lieu, Chapter 361, Statutes 2012).

SB 118 (T. Lieu, Chapter 562, Statutes of 2013), specifically requires that the State Board provide periodic "skills-gap analysis enumerating occupational and skills shortages in the industry sectors and industry clusters identified as having strategic importance to the state's economy and its regional economies," and then use this analysis "to specify a list of high-priority, in-demand occupations for the state and its regional economies."

SB 1402 (T. Lieu, Chapter 361, Statutes 2012) requires that the CCCCO EWD program which provides financial support, technical assistance, and policy guidance to community college CTE programs, report performance data for the programs it funds. These data must include all of the following:

- measures of skills or competency attainment for those who receive training or education under the program;
- measures relevant to program completion, including measures of course, certificate, degree, and program of study rates of completion;
- measures of employment placement or measures of educational progression, such as transfer readiness, depending on whether the client is entering the labor market or continuing in education;
- measures of income, including wage measures for those who have entered the labor market following completion of the education or workforce training services offered under the program, ; and
- quantitative assessment of impacts on businesses which may include data pertaining to profitability, labor productivity, workplace injuries, employer cost savings resulting from improved business processes, levels of customer satisfaction, employee retention rates, estimates of new revenue generated, sales, and market penetration, as well as information pertaining to new products or services developed.

AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) requires that adult education providers working together in regional consortia develop a shared system of performance assessment that captures the following data:

- How many adults are served by members of the consortium
- How many adults served by members of the consortium have demonstrated improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees, or training programs,
- Placement into jobs
- Improved wages

AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) mandates the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II AEPs, as well as Trade Adjustment Assistance, and state apprenticeship programs. These programs must provide data to measure the following:

- program completion, degree and certificate completion;
- demographic participation, including veteran status, age, gender, race/ethnicity; and
- wage and labor market outcomes.

Like state law, WIOA requires the uses of regional labor market data for strategic planning and investment purposes, and requires performance reporting to measure program outcomes.

WIOA requires the use of the labor market data in the development WIOA regional plans and requires EDD's LMID to provide regional labor market data to facilitate regional planning.

Performance measures required under WIOA are similar to those required under state law and could conceivably be used to meet some California statutory requirements under SB 1402, AB 104, and AB 2148. These measures include the following:

- Participant employment, measured two quarters and four quarters after program exit.
- Median wage of employed program participants two quarters after exit.
- In-program, measurable skills gain of program participants in an education or training program leading to a postsecondary degree (methodology yet to be determined).
- Postsecondary credential or secondary degree attainment by program participants measured during participation or within one year after program exit.
- One or more measures of program effectiveness serving employers (measures yet to be determined).
- For youth programs, the share of program participants who are employed or who have been placed in an education or training program within two quarters and four quarters after program exit.

Under this State Plan, the State Board will identify opportunities to work with plan partners to share and, to the extent feasible, integrate both diagnostic and performance data to optimize program performance of all state plan partners.

INTEGRATING SERVICES AND BRAIDING RESOURCES

Integrating service delivery and braiding resources are ways that workforce and education programs can achieve program alignment and assure access to the broad array of services funded across the state's workforce and education programs. In California, resources will be braided and services integrated and aligned through the creation of "value-added"partnerships at the state, regional, and local levels.

A value-added partnership is one in which all partners gain from the partnership. Ideally, "gains to exchange" occur and partners transact with one another on the basis of specialization, providing services consistent with each programs' core competencies. Partners thereby leverage one another's expertise, building a proverbial "sum that is greater than its parts."

This approach to service delivery can take many forms but perhaps is best exemplified in the use of the AJCCs. WIOA maintains the One-Stop career center delivery system initiated under WIA, but re-focuses the system on skills development, attainment of industry-recognized/industry relevant credentials and degrees, and prioritization of career pathways in high demand sectors.

WIOA gives AJCC staff the flexibility to provide services based on the needs of the job seeker by eliminating the sequence of service provision of WIA, combining WIA core and intensive services into a new category called "career services", and by eliminating the requirement that job seeking customers must participate in multiple activities before entering into training.

For those who need it, services should provide job-seeking individuals with skills and tools necessary for successful participation in education and training programs that result in credentials/degrees and employment in career pathways in in-demand occupations. . In California, this will occur in a variety of ways depending on the needs of both employers and the client base in each regional and local area. Under the new model, One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as "career services", and will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter

the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need access to opportunities for further skills training as a pathway to job placement.

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[1] UIC 14005(o)(1)

[2] UIC 14005

[3] UIC 14013(d)(2).

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2).

GENERAL POLICY FRAMEWORK FOR PROGRAM ALIGNMENT

STATE PLAN POLICIES

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in chapter 3) will include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, and English as a Second Language training, so as to allow those with basic skills deficiencies the ability to participate.
- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized

labor, especially as this pertains to the development of partnerships with labor–management apprenticeship, pre–apprenticeship, and non–traditional apprenticeship programs.

- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross–system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

This State Plan provides the policy framework and direction for day–to–day operations of WIOA–funded programs, while also laying out a vision for collaboration with non–WIOA programs that provide relevant programs and services. Across California, regional partnerships have developed to address the state's workforce challenges. The role of state agency and state department plan partners under this plan is to help develop regional leadership and local and regional program alignment and scale by means of coordinated policy direction, program oversight, program support, and technical assistance for and to local and regional service providers covered by the plan. State Plan, state agency and departmental partners include the following:

- Labor and Workforce Development Agency (LWDA)
- California Workforce Development Board (CWDB)
- California Community Colleges' Chancellor's Office (CCCCO)
- California Department of Education (CDE)
- California Board of Education
- Employment Development Department (EDD)
- Employment Training Panel (ETP)
- Department of Rehabilitation (DOR)
- California Department of Social Services (CDSS)
- Health and Human Services Agency (HHS)
- Governor's Office of Business and Economic Development (GO–Biz)

While the foregoing state plan partners have the responsibility for providing relevant policy direction to the operators of relevant programs, a primary focus of this policy is to facilitate coordinated and seamless service delivery at the local and regional level to improve employment outcomes for students, workers, and job seekers. As such, state plan partners will work to identify and remove policies, administrative practices and implementation practices that result in the fragmentation of services delivered locally or regionally. The success of the State Plan depends on the administrative and operational efforts of Local Boards and other local providers of training, education, and employment services, including local educational agencies (such as county offices of education, K–12 schools, and adult schools), local community colleges, county welfare departments, and any relevant community–based organizations, non–profits, or labor unions who participate in the local and regional partnerships developed under this plan. The state recognizes the critical importance of partnership with and between these entities and values their efforts to bring local and regional perspectives to any and all WIOA implementation efforts.

Regional Plans and "Regional Sector Pathways"

California's State Workforce Innovation and Opportunity Act requirements pertaining to coordination between the K–12, community college, and WIOA systems, as well as state mandated efforts to implement sector strategies as the operational framework for the state's workforce system are met

under this State Plan by making federally required WIOA regional plans the primary mechanism for achieving the state's mandated alignment of educational and training programs with regional industry sector needs

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies discussed in the preceding section: sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional consortia and other providers on the state's eligible training provider list to build "regional sector pathway" programs, by which we mean, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials aligned to regional industry workforce needs. "Regional Sector Pathway" programs should be flexibly designed and include, as appropriate, remedial programming, so as to allow those with limited basic skills, including limited language skills, an ability to work their way along these pathways.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and Go–Biz will provide technical assistance to regional partnerships, comprised of industry leaders, workforce professionals, and regional training and education providers to help align programs and services delivered with industry sector workforce needs.

Under the State Plan, the key regional partners involved with the development and implementation of regional plans will include the following:

- Industry sector leaders, associations, business organizations, and organized labor (required under this State Plan)
- Regionally organized local workforce development boards (required under WIOA)
- Local economic development agencies (required under WIOA)
- Regional consortia of community colleges (required under this State Plan and pending state legislation)
- Regional consortia of adult basic education providers, including both WIOA Title II and other state–funded basic education programs (required under this State Plan)
- Representatives of K–12 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit the students participating in their CTE programs (required under this State Plan)

Additional regional partners may also include ETP (California's state–funded incumbent worker training program); DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning efforts.

The State Board will encourage and recommend broad partnerships that include community–based organizations (CBOs) and non–profits, but the State Board will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs and priorities as long as regional plans and partnerships are consistent with the policy direction and goals of this State Plan.

Regional efforts under WIOA are expected to build upon the State Board's regional SlingShot initiative discussed later in the State Plan.

Local Plans and **America's Job Center of California℠**

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the **America's Job Center of California℠**, the state's One–Stop system, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One–Stop design, operations, and partnerships, Local Boards will be directed to operate One–Stops as an access point for programs that provide for "demand–driven skills attainment." From this perspective, One–Stops will be operated as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built–out or identified through the regional planning process described above.

One–Stops will continue to provide the full menu of One–Stop services, now known under WIOA as "career services", they have historically provided and One–Stops will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need it.

Further detail on One–Stop design and the operation of the AJCC is provided in the body of the State Plan.

REVISIONS REQUESTED

EMPLOYMENT DEVELOPMENT DEPARTMENT

EDD is the largest public workforce development institution in the country and a member of the State Board. Located within LWDA alongside the State Board, EDD administers the WIOA Title I, federal Wagner-Peyser Act (WPA, WIOA Title III), labor market information, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), and youth, disability, and veterans programs. EDD is also California's major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over $100 billion annually, EDD has nearly 9,000 employees providing services at more than 200 locations throughout the state. Those services most relevant to the workforce system include all of the following:

- Job search and placement services to job seekers including counseling, testing, occupational and labor market information, assessment, and referral to employers
- Recruiting services and special technical services for employers
- Program evaluation

- Developing linkages between services funded under WPA and related federal or state legislation, including the provision of labor exchange services at educational sites
- Providing services for workers who have received notice of permanent layoff or impending layoff, or workers in occupations which are experiencing limited demand due to technological change, impact of imports, or plant closures
- Collecting and analyzing California's labor market information and employment data
- Developing a management information system and compiling and analyzing reports from the system and
- Administering the "work test" for the state unemployment compensation system and providing job finding and placement services for UI claimants

COMPLEMENTARY ROLES OF EDD AND THE STATE BOARD

The primary role of the State Board is policy development, while EDD is responsible for Wagner-Peyser job services, WIOA compliance, local technical assistance, administrative oversight, and the provision of labor market information. The State Board and EDD collaborate closely to implement the Governor's vision and the policy objectives of the State Plan.

- Clients/Service Population: EDD processes over 1.5 million initial unemployment insurance claims per year, over half a million disability insurance claims, and provides job services to 1.5 million people through Wagner-Peyser programs. EDD also operates several programs for targeted populations including job services programs for veterans, the disabled, youth, TAA, and foster youth.
- Strengths: EDD's online labor exchange system, The California Job Openings Browse System (CalJOBSSM) is accessible to both employers and job seekers throughout the state. CalJOBSSM contains over half a million job listings and is accessed by more than a million job seekers every year.

In addition to the accessibility and benefits of CalJOBSM, the EDD provides:

- Coordinated participation of UI trained staff in 19 AJCCs across the state, to provide mentoring and training on the methods for providing job seekers with access to UI program services.
- Dedicated workshops to UI claimants, including the Initial Assistance Workshop (IAW), Personalized Job Search Assistance (PJSA), and the Reemployment Services and Eligibility Assessment (RESEA).
- Established and consistent communication pathways within the Trade Adjustment Assistance (TAA) and California Training Benefits (CTB) programs, to expeditiously adjudicate determination requests for CTB eligibility within the UI program to provide meaningful access to services.

Weaknesses: Unemployment Insurance services and Wagner-Peyser job services have not been fully integrated into the AJCC system. The EDD has established consistent internal workgroups and will be working to more fully integrate Wagner-Peyser staff into the AJCC system and is developing a plan to comply with mandatory partnership requirements pertaining to how Unemployment Insurance recipients are served.

point for education and training services for those who want and need it.

The EDD administers the UI and Wagner-Peyser programs and is committed to providing representation in each of the 48 local areas, including providing staff that is well trained in delivering meaningful assistance in filing a UI claim, training, and access to UI services. Both UI and Wagner-Peyser program representatives will be party to Memorandum of Understanding (MOU) negotiations with the other local partners to identify service delivery and integration options. The EDD programs, including Unemployment Insurance, are committed to their roles as partners within the AJCC and consistently collaborate internally and with the local areas to further support the spirit and intent of WIOA.

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that support the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

CHAPTER 4: THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD, ITS ROLE, AND FUNCTIONS (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN RELATED TO THE STATE BOARD'S FUNCTIONS, WIOA SECS. 101(D), 102B(2)(A)), AND 102 B(2)(C)(I)).

THE STATE BOARD: ROLE, FUNCTIONS, AND OPERATIONAL STRUCTURE

Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act, "The California Workforce Development Board is the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce."

One primary responsibility of the State Board is to develop and implement, in close consultation with the Governor, a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act brings together state and federal planning requirements and requires that:

The California Workforce Development Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards, shall develop the State Plan to serve as a framework for the development of public policy, employment services, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs. The strategic workforce plan shall be prepared in a manner consistent with the requirements of the federal Workforce Innovation and Opportunity Act of 2014.

Part of the requirements for the unified state plan required under federal law is to specify how the state board will implement its federally required functions pertaining to the following:

- State plan development.
- Policy and program review to develop recommendations to build a comprehensive system.
- Fostering continuous improvement pertaining to:
    - system alignment,
    - access,
    - sector engagement,
    - career pathways,

    - regionalism,
    - One–Stop services, and
    - staff development.
- Development and updating of the performance accountability system
- The identification and dissemination of information on best practices related to:
    - One–Stop access for those with barriers to employment
    - building local board capacity
    - the use of effective training programs responsive to labor market needs
- The development and review of statewide policies pertaining to coordination of services through One–Stops, including:
    - objective criteria and procedures for assessing effectiveness and improvement;
    - guidance for allocation of infrastructure funds; and
    - policies relating to roles and equitable distribution of resources
- Developing innovative technological practices to improve One–Stops with regard to:
    - enhancing digital literacy skills
    - accelerating skills and credential attainment
    - professional development of One–Stop front line staff
    - ensuring technological accessibility for persons with disabilities
- The development of allocation formulas for the distribution of funds
- The preparation of annual reports
- The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out it functions with respect to the development and implementation of the unified plan.

THE STATE BOARD AND ITS COMPOSITION

The members of the State Board are appointed by the Governor in conformity with WIOA Section 101(b) and California UI Code Section 14012. As required by federal and state statutes, the State Board has a business majority (27 of 53 members), and 20 percent workforce representation, including 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K–12 and community college representation to ensure coordination between the state's education and workforce systems. Two legislative members are appointed by the Senate President Pro–Tem and two by the Speaker of the Assembly. A complete listing of State Board members and the category they represent is provided in chapter seven.

The State Board reports to the Governor through the chair of the State Board (appointed by the Governor) and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state. The chair has the responsibility to call and preside at all State Board meetings and perform other duties as required. The vice–chair acts as chair in the chair's absence and performs other duties as required.

STATE BOARD COMMITTEES

Because the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing executive committee, special committees, and ad hoc committees. Special committees are appointed by the State Board chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of

the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. The committees are:

- ***Executive Committee:*** The Executive Committee is a standing committee. It consists of a small number of State Board members evenly divided among business, labor, and government. It acts as a high–level strategic planning and jobs advisor to the Secretary of the LWDA and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.
- ***WIOA Implementation Workgroup:*** The State Board approved the creation of the WIOA Implementation Work Group in September 2014. Over the course of twenty–four months, this work group will ensure that California's implementation of the new law reflects state strategies and aligns resources accordingly. The group's work includes developing WIOA performance measures and multi–agency metrics, developing policy, catalyzing systems alignment and regional collaboration, and determining any needed governance changes.
- ***Increasing Skills and Credential Attainment Work Group:***The State Board approved the creation of the Increasing Skills and Credential Attainment Work Group in September 2014. This work group will develop a framework for the identification and prioritization of industry–valued credentials that benchmark skills and competencies for job–seekers and employers, supporting improved skill delivery and the regional calibration of labor market supply and demand. The Increasing Skills and Credential Attainment Work Group will support and catalyze experimentation, statewide workforce goals and large scale change.
- ***Health Workforce Development Council (HWDC):*** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected officials, the public workforce system, labor, philanthropic organizations, community–based organizations, health professional and advocacy organizations.
- ***Green Collar Jobs Council:***The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals.
- ***Advanced Manufacturing Workforce Development Council:***The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing; support regions in providing a skilled manufacturing labor force; identify national skills standards; and encourage regional industry sector partnerships.

STATE BOARD AND STATE PLAN DEVELOPMENT (102(B)(2)(A); 101(D)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This

group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi–monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, CDE, CCCCO, the EDD, DOR, CDSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level "bilateral" meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners, (the State Board, CDE, CCCCO, EDD, DOR, CDSS, ETP), and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, ETP, EDD, and the State Board
- CDE–CCCCO–State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR–State Board workgroup on Vocational Rehabilitation services;
- a CDSS–CWDA–CWDB–CCCCO workgroup on TANF programs;
- a multiagency and multi–departmental workgroup on Youth Services;
- a State Board lead workgroup on AJCC service delivery ("The One–Stop Design Workgroup");
- a EDD–State Board workgroup on labor market information; and
- the Data–Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

STAFF STRUCTURE AND ACTIVE ONGOING POLICY DIRECTION, TECHNICAL ASSISTANCE, AND CAPACITY BUILDING 102(B)(2)(A); 101(D)(2); 101(D)(3)(A–B)(F); 101(D)(3); 101(D)(5)(A–C); 101(D)(3); 101(D)(10)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems," the State Board and its staff provide active ongoing policy analysis, technical

assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The board's operational structure has recently been reorganized to facilitate WIOA implementation and to build a comprehensive workforce and education system, aligning core and non–core program services across the various employment, training, workforce, educational, and human service programs whose mission it is to get Californians hired into good jobs. The State Board's new operational structure is shown in the relevant chart in Chapter 7 .

Under the new structure, the State Board will operate as a "think and do" tank, reviewing programs and policies, and helping develop implementation strategies that foster the plan's policy objectives.

EXECUTIVE DIRECTOR

Strategy, operations, planning, and policy development are guided by the Executive Director who reports to both the chair of the State Board and the Secretary of Labor and Workforce Development. The Executive Director is also the face of and chief liaison for the organization in the board's dealings with other state department heads and workforce system stakeholders, such as CWA, the Community College Taskforce on Workforce Development, SBE, the State Labor Federation, Industry Associations, and community–based associations.

CHIEF DEPUTY DIRECTOR

The Chief Deputy Director is the State Board chief of staff and oversees the daily operations of State Board staff operating in three branches: the Policy, Legislation, and Research Branch; the Strategy, Innovation, and Regional Initiatives Branch, and the Administrative Branch. The deputy directors responsible for the operations in these three branches supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

THE ADMINISTRATIVE BRANCH

The Administration Branch is responsible for all of the administrative operations of the State Board, ensuring compliance on all federal WIOA reporting and state reporting and fiscal requirements, State Board budget development and oversight, administrative matters pertaining to hiring and termination, procurement of goods and services, grant administrative matters, and program logistics. Specific responsibilities include the following:

- fiscal operations and budget:
    - preparation of October and April budget revision
    - maintenance of the State Board's "above the line" WIOA and Proposition 39 budget authority and total dollars allocated
    - tracking of all State Board grant and initiative funds
    - provides a detailed monthly encumbrance and expenditure report to accurately project expenditures
- contracts and procurement

- human resources
- State Board staff development
- State Board committee member support
- solicitation of federal and state funding opportunities
- drafting of annual reports, publications and audit responses
- maintenance of the State Board's IT hardware and software equipment, email systems, telecommunications equipment, network printers and copiers and website
- handling the logistical needs of the State Board and all of its committees and workgroups

THE POLICY, LEGISLATION, AND RESEARCH BRANCH

The Policy, Legislation, and Research Branch is responsible for doing policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, but not limited to, the following areas:

- General policy development to further system alignment of workforce, job services, training, and education programs.
- Research and policy development toward the delivery of effective One–Stop services, including policies facilitating One–Stop access for those with barriers to employment.
- Research on policies concerning effective sector engagement.
- Research on the building of career pathways tailored to client population needs, including research on how successful partnerships braid funds to facilitate movement through a career pathway that straddles multiple programs or service delivery structures.
- Examination of effective regional organizing efforts so as to identify the key elements of successful regional partnerships.
- Providing policy information to system partners to aid staff development.
- Providing policy information on successful practices to facilitate the building of local board capacity.
- Evidence–based research and policy development on the use of effective training programs responsive to labor market needs.

The Policy, Legislation, and Research Branch unit played a lead role in convening state plan partners, informing these partners on the legislative requirements of WIOA, sharing policy research on evidence–based practices, and facilitating agreement on the policy content of the State Plan by staffing the multiple workgroups engaged in the planning process.

As the State Plan moves into implementation, this unit will continue to work with state plan partners and stakeholders to design and issue regional and local planning guidance as well as joint policy directives to ensure that core and non–core programs are operating in a manner that carries forward the objectives of the plan.

Planning guidance and policy directives will serve as written technical assistance and will provide the policy rationale and supporting data and evidence for the best practices and model partnerships needed to implement the seven strategies discussed in the previous chapter.

Planning guidance and technical assistance will also contribute to the professional development of staff throughout the comprehensive workforce system and will help build the capacity of Local

Boards by providing information on how implementation helps achieve the objectives of the State Plan.

THE STRATEGY, INNOVATION, AND REGIONAL INITIATIVES BRANCH

The State Board's Strategy, Innovation, and Regional Initiatives Branch is charged with developing the strategic vision underlying regional economic and workforce development and guiding innovation in related policy and practice to advance the State's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets
- Using regional coalitions and partnerships (including sector partnerships) to inform and advance the development of career pathways so as to ensure the use of effective training programs responsive to labor market needs.
- Accelerating skills and credential attainment aligned with regional labor markets.
- Facilitating access to job training, education and workforce services for populations with barriers to employment.

The Strategy, Innovation, and Regional Initiatives Branch oversees high profile sector initiatives and workforce grant programs funded either by WIOA or through alternative sources of funding such as federal grants or relevant state grants. The key work of this branch is to align the broad objectives of its various grant–making initiatives with the State Plan's policy agenda while encouraging innovation and experimentation in the field. This unit also staffs the State Board's committee on credential attainment and will be working to help ensure that workforce programs operated around the state are making use of industry–recognized degree and credential programs. Strategy, Innovation, and Regional Initiatives Branch operates two particularly important WIOA–funded grant programs: Project Slingshot, and the Workforce Accelerator Fund.

PROJECT SLINGSHOT

The SlingShot grant program seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine. Grants are designed to foster the development of regional solutions to regionally–defined workforce and employment problems. The guiding premises of the SlingShot program are as follows:

- Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts.
- Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity.
- Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment.

- Policy should be evidence–based and data–driven. All strategies need to be grounded in effective use of data and metrics.
- Big problems require risk–taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

WORKFORCE ACCELERATOR FUND GRANTS

California's State Plan prioritizes regional coordination among key partners, sector–based employment strategies, skill attainment through "earn and learn" and other effective training models, and development of career pathways to provide for opportunities for individuals with barriers to employment to successfully participate in the labor force. Consistent with these state plan priorities, the State Board developed, and the Governor approved, the Workforce Accelerator Fund (Accelerator Fund) grant program to build workforce system infrastructure and capacity in the following ways:

- Collaboration among partners in the development of service delivery strategies and alignment of resources to connect disadvantaged and disconnected job seekers to employment.
- Innovation that creates new or adapts existing approaches or accelerates application of promising practices in workforce development and skill attainment.
- System change that uses these sub–grants to incentivize adoption of proven strategies and innovations that are sustained beyond the grant period.

The Accelerator Fund represents a new model of funding innovation and alignment in the workforce system, with the goal of funding "ground up" solutions to some of the most vexing challenges that are keeping Californians with barriers to employment from achieving success in jobs and careers. The solutions achieved through this Accelerator Fund can be used by regions grappling with similar challenges, and will be shared with the regional coalitions and other stakeholders to create lasting change and improvements in the workforce system.

The target populations being served by the Accelerator Fund are:

- *Long–Term Unemployed* – An unprecedented number of California workers have been out of work for more than six months and are struggling to find new jobs.
- *Returning Veterans* – Too many veterans, after performing essential services with great skill, are challenged in finding civilian jobs that capitalize on the skills they've built.
- *Persons with Disabilities* – The labor force participation rate for Californians with disabilities is only 19 percent – lower than it was before passage of the Americans with Disabilities Act.
- *Low–Income Workers* – Thousands of Californians are trapped in poverty, often cycling through low wage, dead–end jobs and lacking the education, skills, and supports, needed to move into sustained, higher wage jobs.
- *Disconnected Youth* – Many young people 16–24 are disconnected, neither in school nor work, and are in danger of being left behind.
- *Ex–Offenders* – Realignment has increased the visibility of the need for robust job services for the parole and ex–offender population in California.

- *Non–Custodial Parents* – Parents participating in family reunification programs are faced with the challenge of participating in parenting programs while seeking education and training resulting in jobs that pay self–sufficiency wages.

Work currently being done under the SlingShot and Accelerator Fund grants provides for regional organizing and policy innovation efforts that the State Board envisions continuing under WIOA regional planning efforts.

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS"

Regional plans and partnerships required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. The Policy, Research, and Legislation Branch of the State Board will work with state plan partners and Local Boards to develop regional planning guidance consistent with the policy objectives and strategies of the State Plan. The Strategy, Innovation, and Regional Initiatives Branch will provide technical assistance to ensure that regional planning efforts and related programs complement the State's broader regional economic and workforce development strategy.

THE ROLE OF THE STATE BOARD AND PERFORMANCE ACCOUNTABILITY (101)(D)(4)

Working with core partners, and strategic plan partners when applicable, the State Board plans to use a statistical adjustment model semi–annually to develop performance accountability measures that effectively serve Californians, especially Californians with barriers to employment.

Through the use of baseline data and the semi–annual statistic adjustment model, the state plans to update performance accountability measures to assess the effectiveness of serving those with barriers to employment, as well as WIOA and state level policy objectives and the level of services coordinated and identified in the strategic plan.

The State Board will convene core program partners and those strategic partners with whom performance outcomes are aligned to discuss, where appropriate, how the state will negotiate goals with federal agencies and local areas.

In consultation with strategic partners and local areas, the State Board will emphasize the skills attainment measure across programs because greater skill attainment leads to higher median earnings, greater percentages of employed participants, and helps the state reach the goal of one million middle–skill industry recognized credentials over the next ten years.

To help facilitate reliable and valid data for the assessment of programs and ability to serve individuals with barriers, the State Board will work with core program partners to identify strategies for robust data collection in all federally mandated reports, as well as additional measures identified by the state.

THE ROLE OF THE STATE BOARD IN ONE–STOP DESIGN 101(D)(6)(A–C); 101(D)(5)(A); 101(D)(7)(A–D);101(D)(8)

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs. In this respect, AJCC services will be customer–centered.

Under this State Plan and all relevant policies issued by the state concerning One–Stop design, operations, and partnerships, locals will be directed to operate AJCCs as an access point for programs that provide for "demand–driven skills attainment." From this perspective, One–Stops will be an "on ramp" or "gateway" to the "regional sector pathways" programs either built–out or identified through the regional planning process described earlier, allowing those service recipients who want to "upskill" an opportunity to do so.

AJCCs will continue to provide the full menu of One–Stop services, known under WIOA as "career services," they have historically provided, and AJCCs will continue to function as labor exchanges, matching job seekers with employers, but there will be much greater emphasis on One–Stops as an access point for education and training services for those who want and need it, especially for those with barriers to employment.

Consistent with this vision, in June of 2015, the State Board and EDD partnered to create and staff the One–Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Participants in this workgroup included the following:

- Local Workforce Development Boards
- AJCC operators
- California Employment Development Department
- Employment Training Panel
- California Welfare Directors Association
- County Welfare Departments
- California Community Colleges Chancellor's Office
- Local Community Colleges
- California Workforce Association
- La Cooperativa (representing Migrant/Seasonal Farm Worker programs).
- California Department of Rehabilitation

To organize the work and ensure compliance with WIOA the workgroup divided itself into the following subcommittees:

1. **Bricks/Comprehensive Services Sub–committee:** The priorities of this subcommittee included the following:
    - defining comprehensive and affiliate AJCCs
    - identifying career and training services that will be provided on–site, through cross–training of partner staff, or through direct technology,
    - identifying the characteristics of a high quality One–Stop Center
    - supporting efforts for program alignment across core programs and with all mandatory partners
    - developing MOUs, cost–sharing agreements and premise/infrastructure arrangements,

    - ensuring access to individuals with barriers to employment, including individuals with disabilities
    - developing recommendations on criteria and procedures for use by Local Boards in assessing the effectiveness and continuous improvement of One–Stop centers
2. **Clicks/Virtual Services Subcommittee:** The priorities of this subcommittee included the following:
    - Identifying virtual basic career service software and applications that replace the need to go to a physical AJCC.
    - Defining “direct technological access” to partner services in a comprehensive center.
    - Identifying and beta–testing on–line digital literacy and skill development systems and recommending preferred models for statewide use to accelerate the. acquisition of skills and attainment of recognized postsecondary credentials
    - Ensuring that technology is accessible to individuals with barriers to employment, individuals with disabilities, and individuals living in remote areas.
3. **Skills Subcommittee:** The priorities of this subcommittee included the following:
    - Enhanced partnerships with education and training partners, especially community colleges.
    - Increased access to career pathways through AJCCs for high demand sectors with the goal of increased attainment of industry recognized credentials/degrees.
    - Strengthened professional development of workforce professionals employed in One–Stops.
    - Increased capacity for Local Boards, including cross–training, credentials, and apprenticeship for frontline workforce professionals.
    - Training staff on approaches to “customer–centered design.”
    - Collecting and disseminating information on promising partnerships with training and education partners, including all core partner programs.
    - Collecting and disseminating information on promising work–based “earn and learn” partnerships, including apprenticeship, OJT, and subsidized employment
4. **Communication Subcommittee:** The priorities of this subcommittee included the following:
    - Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, CDSS, CCCCO, Adult Ed, the State Board, CWA, DOA, HCD, National programs).
    - Identifying a single point of contact for each Local Board to facilitate regular interaction/communication between the state partner programs, including all core programs, and local stakeholders.
    - Establishing a protocol and communication policy for all core partners and committing to talking regularly as a system.
    - Utilizing social media and virtual communication tools.
    - Developing a branding policy for the AJCC.

Through the efforts of the One–Stop Design Workgroup and the WIOA Implementation Committee Workgroups, the State Board has entered into agreements with mandated and voluntary partners and stakeholders to ensure implementation of an integrated, job driven service delivery system that provides job seekers (specifically individuals with barriers to employment) with the skills and credentials necessary to secure and advance in career pathways, and enable employers to identify and hire skilled workers and grow their businesses.

In addition, the State Board and EDD have issued guidance on negotiating a Memorandum of Understanding (MOU). Successful implementation of California’s statewide strategies will, in large part, be determined by the quality of the partnerships that are developed at the local level and

articulated in the MOUs. The state–issued Workforce Services Directive (WSD) 15–12, which outlines the fact that local MOUs should serve as both functional tools as well as visionary plans for how the Local Boards and AJCC partners will work together to create a unified service delivery system that meets the needs of their shared customers.

The MOU development process described in WSD15–12 takes place in two phases. Phase I addresses service coordination and collaboration amongst the partners. Phase II addresses how to functionally and fiscally sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure costs. After each phase of a MOU has been completed, it must be signed by authorized representatives of the Local Board, Chief Elected Official, and AJCC partner(s).

PHASE I: SERVICE COORDINATION

For Phase I, Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one–stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.

Phase II: Shared Resources and Costs

For Phase II, Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

The two–part schedule was provided by the State in order to allow time for other key WIOA milestones (e.g., Local Workforce Development Area subsequent designation, AJCC operator procurement, establishment of a state infrastructure fund) to be completed before Phase II is due.

Additional information on Phase II of the MOU process will be issued by the State upon the release of further guidance from DOL. In the interim, state level core partners are actively working together on how to best determine the value of infrastructure contributions and establish a state–level infrastructure fund.

THE ROLE OF THE STATE BOARD AND LABOR MARKET INFORMATION 101(D)(11)

The State Board works in partnership with EDD's LMID in the development of labor market data products that are useful for Local Boards and their partners as they engage in regional planning efforts.

The State Board regularly attends LMID advisory committee meetings to stay informed of economic and labor market trends and discuss how those trends may affect the workforce and education system's policy objectives.

For the purposes of local and regional strategic planning in WIOA, the State Board will work with LMID to provide guidance to Local Boards on the importance of using reliable data sources and effectively utilizing LMID's products and services. The State Board recognizes Local Board's need to access multiple sources of information, especially information pertaining to targeting investments in emerging industry sectors within their regional labor markets. While the State Board will continue to

support the use of various information sources for strategic planning, emphasis is placed on data–driven, actionable labor market information that is timely, reliable, objective, accurate, and is developed using sound methodologies, such as those developed by the Department of Labor's Bureau of Labor Statistics.

THE ROLE OF THE STATE BOARD AND FORMULA ALLOCATION (101)(D)(9)

The State Board depends on its partner, EDD's LMID, to develop allocation formulas for the distribution of funds for employment and training activities to local areas. Detail on these formula allocations is provided in the chapter on State Operating Systems and Policies.

2. IMPLEMENTATION OF STATE STRATEGY

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

CHAPTER 5: IMPLEMENTING THE SEVEN POLICY STRATEGIES: ORGANIZATIONAL ROLES, AND OPERATIONAL ALIGNMENT UNDER THE PLAN (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN, AND THE OPERATING SYSTEMS AND POLICIES REQUIRED UNDER WIOA SEC. 102 (B)(1)(C) AND B(2)(B))

This chapter describes the roles and functions of the state plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- "earn and learn"—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized

labor, especially as this pertains to the development of partnerships with labor–management apprenticeship and pre–apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education "pipelines" that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and "feeding" the regional pipeline using AJCCs as an access point or "on ramp" for skills attainment for individuals who need to up–skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One–Stops as part of the AJCC system.

The remaining policy strategies "earn and learn" and "creating cross system data capacity" will be employed at both the local and regional levels, as warranted, depending on the types of regional and local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at–risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross–system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non–core program partners to ensure coordination and non–duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access
- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS": THE PIVOT OF THE STATE PLAN

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state's seventy regional Adult Education Block Grant consortia to build "Regional Sector Pathway" programs, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and GO–Biz, and stakeholders like the CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations
- Regionally organized Local Boards (RPUs)
- Local economic development agencies
- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state–funded basic education programs)
- Representatives of K–14 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA REGIONAL PLANNING UNITS IDENTIFIED

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as

much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (e.g. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa–Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay–Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern–Inyo–Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT "REGIONAL SECTOR PATHWAYS"

THE STATE BOARD (TITLE I)

The State Board will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data–driven, evidence–based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state's SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the course of the regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO's WEDD program, representatives from K–12 CTE programs, state–funded Adult Education Block Grant consortia, and federally funded Title II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs
- identify existing career pathway programs that meet leading and emergent industry sector needs
- recommend any necessary adjustments to facilitate the development and validation of career pathway programs to meet industry needs
- broker regional partnerships to move students and workers through relevant pathway programs that result in the attainment of industry recognized degrees or credentials, including individuals with barriers to employment

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD'S WORKFORCE SERVICES BRANCH (TITLES I AND III)

Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use

of compliance–based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts. Additionally, EDD's Field Staff (Title I & III) will continue to provide labor exchange services, including access to and use of its **CalJOBS℠** virtual labor market to students and workers who finish "Regional Sector Pathways" programs and who then need to access job services through the AJCC system

SBE, CDE, AND CCCCO (TITLE II AND STATE–FUNDED ADULT EDUCATION PROGRAMS)

These programswill work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with "Regional Sector Pathways" efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in "Regional Sector Pathways" programs.

Having effective and well–articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCCO, and the State Board, the state's seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational attainment by making opportunities for skills training in in–demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post–secondary education.

EDD'S LABOR MARKET INFORMATION DIVISION (TITLES I & III)

EDD–LMID will provide regional labor market data to regionally organized Local Boards to inform efforts to identify and plan with leading and emergent industry sectors in each of the RPUs.

DEPARTMENT OF REHABILITATION (TITLE IV)

DOR will work with the State Board and regionally organized Local Boards to identify opportunities to leverage collaborative employer outreach and engagement efforts that develop in the course of regional planning efforts. Where these opportunities exist, DOR will work with State Plan partners to market employer incentives and strategies for the hiring of individuals with disabilities, including better and more coordinated use of Federal procurement "503" hiring requirements. As part of this effort, DOR will partner with ETP to leverage incumbent worker training contracts to open doors for workers with disabilities as 30 percent of the state's largest 100 federal contractors have utilized ETP contracts to train their incumbent workforce.

Additionally, based on information developed through the regional planning process and disseminated by the State Board and its local partners, DOR will use information pertaining to Regional Sector Pathway programs to inform its consumers about career pathways programs aligned with regional labor market needs so as to provide for informed consumer choice in the development of Individualized Plans for Employment (IPE).

DOR staff and their partners in the disability services community, to the extent permissible under state and federal law, will work locally and regionally with Local Board staff as well as training and education providers, including K–12 and community college partners, to increase enrollment opportunities for DOR consumers and referrals to AJCC of individuals with disabilities who are not served by DOR, taking into account the alignment of needs, preferences, and the capacities of the consumers being served. Efforts will need to be made to ensure physical, technological, and programmatic access to Regional Sector Pathway programs for the disabled. This is a shared responsibility of state plan partners.

LOCAL WORKFORCE PLANS AND AMERICA'S JOB CENTER OF CALIFORNIA℠

Under the State Plan, the primary purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided and supportive services will be provided. The use of education and training providers, including California Community Colleges and the training providers listed on the state's eligible training provider list, combined with "earn and learn" training models, especially with regard to the use of pre–apprenticeship and apprenticeship, subsidized employment, and on–the–job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services.

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT STATE PLAN STRATEGIES PERTAINING TO INTEGRATED SERVICES, BRAIDED RESOURCES, AND "EARN AND LEARN"

THE STATE BOARD (TITLE I)

The State Board will promote integrated service delivery, the braiding of resources, the provision of supportive services, and the promotion of "earn and learn" training models through policy directives outlining the responsibilities of Local Boards and their local partners. Working with its state plan partners, such as EDD–WSB, the State Board will promote the building of local partnerships to carry out these policy strategies and will provide technical assistance to Local Boards and their local partners to see that relevant policies are implemented. Work by the State Board in this area includes the following:

- The State Board has partnered with EDD to create and staff the One–Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Work by this group will inform state policy on integrated service delivery and the braiding of resources at AJCCs, including policy on operations, required partnership, and the articulation of AJCC services with Regional Sector Pathway programs. (More detail on this is provided in chapter 4).
- As part of the state planning process, the State Board has entered into state level agreements with SBE/CDE (Title II Administrator), EDD (Title I Administrator and Title III Administrator and Program Operator), DOR (Title IV Administrator and Program operator), and both CDSS and CWDA (representatives of both state and local TANF agencies) to

ensure coordination at the state level so as to ensure compliance with federal requirements pertaining to One–Stop mandatory partnership of TANF programs.

- The State Board will meet with state level representatives of all other mandated AJCC partners to inform them of their statutory and regulatory responsibilities to participate in the AJCC system and, working with EDD, will issue One–Stop policies to secure representation from all mandatory partners in all comprehensive One–Stops.
- The State Board has entered into an agreement with SBE/CDE to support and encourage the integration of work–based learning activities in all locally funded WIOA youth programs to involve interactions with industry professionals and include career awareness, career exploration, internships and career pathways training activities.
- Additionally, the State Board has entered into an agreement with CDSS, the CWDA, and the Chancellor's Office of Supportive Services to encourage and promote local partnerships that articulate subsidized employment programs operated by County Welfare Departments with career pathways programs, including "Regional Sector Pathway" programs identified and developed in WIOA regional plans. Where robust partnerships develop, these pathway programs should be designed to service TANF recipients, taking care to meet the particular client needs of those being served.
- The State Board has entered a similar agreement with DOR to promote access to competitive integrated employment at the local level so as to ensure quality jobs for persons with intellectual and developmental disabilities.
- Working with EDD, the State Board has already issued policies pertaining to Eligible Training Providers and the use of alternative training models, including OJT, to encourage the use of "earn and learn" approaches to training by local boards.
- Working with partner state agencies, such as DOR and CDSS, the State Board will issue joint communications, policy directives, and local planning guidance designed to not only secure an adequate level of partnership in the One–Stops, but also to adopt best practices and model partnerships at the local level that emphasize skills attainment for individuals with barriers to employment. A central feature of these partnerships will be the braiding of resources to ensure access to a comprehensive menu of services tailored to the individuals needs and provided by program partners on the basis of program core competencies.

Under this State Plan, local planning guidance provided by the State Board to Local Boards will designate One–Stops as an access point for programs that provide "demand–driven skills attainment", so that One–Stops serve as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built–out or identified through the regional planning process carried out by WIOA RPUs.

LOCAL BOARDS (TITLE I)

Local Boards are tasked under WIOA Section 121 with developing and entering an MOU with all required One–Stop mandatory partners, certifying One–Stop operators, and conducting oversight of the One–Stop system in the local area. To the extent that Local Boards fulfill these obligations, they will necessarily involve themselves with system alignment efforts and the implementation of state plan program strategies pertaining to service integration, resource braiding, and the provision of supportive services.

Following State Board policy and the policy direction of this State Plan, Local Boards will be responsible for ensuring that AJCC MOUs require a baseline level of WIOA core program and mandatory One–Stop partner participation in the AJCCs that meets federal requirements such that program services are coordinated, and when appropriate, integrated in ways that make customizable

services available to clients on the basis of their particular individual needs. Workforce Services Directive WSD15–12, provides policy guidance to local Workforce Boards on the development of Memorandums of Understanding. The policy emphasizes that successful implementation of the State Plan vision requires a well–articulated MOU, that Local Boards, with the agreement of the chief elected official, are responsible for entering into an MOU with each of the required AJCC partners, and that collaboration between the AJCC required partners is essential to establishing a quality–focused, employer–driven, and customer–centered system. The policy requires that the MOU is developed in two phases:

- Phase I: Service Coordination: Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one–stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.
- Phase II: Shared Resources and Costs: Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

To assist local boards in the development of the MOU, the State Board and EDD designed three regional MOU training sessions and developed an MOU toolkit which included the MOU Directive, a sample MOU, Exhibit H of the draft California Workforce Development Plan (State–level bilateral agreements with WIOA core partners), Matrix of State and Local contacts for Required One–Stop Partners, and the MOU training curriculum. Over 300 representatives from local boards, core and voluntary partners attended the training sessions.

Local Boards will be expected to employ best practices and build model partnerships that go beyond One–Stop partnerships and cost–sharing efforts by developing coordinated service delivery strategies that extend beyond the walls of the AJCC. The State Board will issue local and regional planning guidance to facilitate the adoption of best practices and the building of model partnerships that, depending on local plans and priorities, may also include any or all of the following practices:

- coordinated assessment activities among core programs and other state plan partners to match client services with client needs while reducing duplication of effort
- the development of local agreements on the funding of supportive services for individuals with barriers to employment (depending upon program eligibility) so as to help eligible individuals complete training and education programs, especially “Regional Sector Pathways” programs and ”earn and learn” programs aligned to local and regional labor market needs
- the development of local agreements to recruit and serve out–of–school youth with barriers to employment in “Regional Sector Pathways” and "earn and learn" programs that increase the likelihood of placement in middle skills jobs in demand occupations
- the development of partnerships with programs specifically designed to serve out of school youth, including charter schools that operate under Education Code Section 47612.1(a)
- coordinated funding of job readiness training, job placement, and labor exchange services to reduce duplication of effort by programs that provide similar services
- placement of AJCC staff directly on community college campuses to strengthen the partnership between community colleges and Local Boards so as to facilitate coordination of job readiness training, job placement, and labor exchange services that benefit students completing CTE coursework

Consistent with WIOA Section 107, Local Boards will also provide business services to engage employers at the local level. In this respect Local Boards will be well positioned to help facilitate "earn and learn" partnerships, designed to get individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. This will happen in various ways including the following:

- through partnerships with County Welfare Departments that are designed to coordinate and articulate subsidized employment programs with "Regional Sector Pathway" effort by working with DOR staff to help place individuals with intellectual and developmental disabilities into competitive integrated employment by working with ETP to leverage state incumbent work training programs that lead to promotion of incumbent workers and the consequent opening–up of entry level positions

EDD–WORKFORCE SERVICES BRANCH FIELD STAFF (TITLE III)

The programsfunded under the WPA are integrated into service delivery at the local level through their participation in AJCCs where they provide job search and placement assistance, conduct job search workshops, and provide access to job listings and information pertaining to labor markets. Much of the work conducted by EDD–WSB field staff involves maintaining and facilitating registration in **CalJOBS℠**, the state's virtual labor exchange and online resource to help job seekers and employers search for jobs, build résumés, access career resources, and to find each other. WSB field staff also helps to coordinate Trade Adjustment Assistance and veterans' programs locally in the AJCCs and to provide EDD representation on Local Boards.

EDD–WSB CENTRAL OFFICE STAFF (TITLE I)

These staffenable local integrated service delivery by providing administrative guidance to Local Boards, their partners and field staff working on WIOA Title I and Title III programs. EDD–WSB central office staff also maintain overall program and financial accountability for relevant Title I and Title III programs operating at the local level, and prepare and submit financial and performance reports for WIOA Title I and III programs to DOL. Ensuring compliant and adequate integrated service delivery at the local level would not be possible without the work of this program.

EDD–LMID provides support for integrated service delivery through the AJCCs by developing the labor market data that is made available to workforce development professionals and AJCC customers and partners on **CalJOBS℠**. The EDD–LMID also develops products and provides services to the various entities that support the workforce system (e.g., businesses, education, economic development) to understand statewide and regional economies in order to make informed decisions.

SBE, CDE, AND CCCCO (TITLE II ADMINISTRATORS AND OPERATORS)

These programshave agreed to work together to ensure that AEPs coordinate with other workforce and education programs so as to move individuals with barriers to employment into the labor force. To this end, SBE, CDE, and CCCCO have agreed to foster better articulation between AEPs and the larger workforce and education system in the following ways:

- SBE, CDE, CCCCO, and the State Board will jointly communicate baseline federal rules for Title II mandatory partnership at One–Stops to Title II providers and Local Boards through

policy directives or other appropriate forms of communication distributed by CDE, CCCCO, and the State Board. Such communication shall require, at a minimum, that local partnerships ensure access to Title II programs through the AJCCs by means of co–location, cross–training, or direct access through real–time technology.

- State plan partners SBE, CDE, CCCCO, and the State Board will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory One–Stop partnership. This information will be used to ensure that Title II providers and Local Boards are on a path to compliance with federal rules requiring mandatory participation in AJCCs by all core programs.
- SBE and CDE agree that the award process for State Title II grants and any Request for Applications (RFAs) or Request for Proposals (RFPs) issued to prospective grantees will require that applicants comply with federal rules pertaining to mandatory One–Stop partnership, including those associated with co–location, cross–training, and virtual access.
- Consistent with WIOA Section 107(d)(11)(B), and Section 232, the CDE and the State Board agree that Local Boards will be required to make Local Plans available to Title II grant applicants. CDE agrees that state–issued RFAs will require that Title II applicants demonstrate familiarity and program and services alignment with WIOA Local Board plans.

Additionally, SBE, CDE, CCCCO, and the State Board will work jointly to identify and recommend best practices and model partnerships that encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required as part of mandatory One–Stop partnership. To this end, the State Board will issue local and regional planning guidance, supported, when appropriate, by policy directives or other appropriate means of communication issued by SBE, CDE, and CCCCO to foster better program alignment between basic education and basic skills programs and other workforce and education programs and services. Recommended relevant best practices may include but are not limited to the following:

- aligning basic skills coursework with career pathways programs and adopting contextualized learning practices that combine basic education and skills coursework with CTE coursework
- braiding resources from WIOA Title I Adult and Youth programs with WIOA Title II programs to provide supportive services to those attending basic education and skills programs so as to facilitate both course and program completion; local partnerships may include charter schools focused on serving out of school youth and operating under Education Code Section 47612.1(a)
- ensuring that Title II and other adult education program participants are familiar with, and have access to, relevant job–readiness training and job search and placement services
- ensuring that Title II and other adult education program participants are familiar with and have access to opportunities to enter postsecondary education programs

Joint communication to local and regional providers will encourage the adoption of these and other best practices as well as the forming of model partnerships, not only by Title II providers, but also by other Adult Education Block Grant Consortia members.

DEPARTMENT OF REHABILITATION (TITLE IV)

Working together at the state level, DOR and the State Board will partner to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of “earn and learn” and other training and employment services for individuals with disabilities at the local level. Partnership activities to support these ends have and will include all of the following:

- DOR will work with state plan partners and Local Boards to develop competitive integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with disabilities, including those with intellectual or developmental disabilities
- Working with EDD, the State Board will develop AJCC policies and also draft local and regional planning guidance, and DOR will provide technical assistance to inform these policies and guidance so as to ensure physical, electronic, and programmatic accessibility for individuals with disabilities in at least one comprehensive One–Stop in each local area. DOR and the State Board will provide a consistent message to both Local Boards and DOR district offices concerning state policy on these matters.
- To facilitate local compliance with relevant policies, and the development of strong local partnerships that ensure physical, electronic, and programmatic accessibility for individuals with disabilities, the State Board and DOR will provide support, technical assistance and professional development for Local Boards and comprehensive One–Stop operators. Support, technical assistance, and professional development activities may extend to cover the coordination of services occurring beyond the walls of the AJCC where deeper local and regional partnerships develop. In some instances, support and technical assistance to Local Boards and operators will occur through referrals to experts in appropriate local community–based organizations and regional developmental centers.
- The State Board and DOR agree that a MOU will be updated between each DOR district and the corresponding Local Board(s) concerning the operation of the One–Stop delivery system in the local area(s). The MOU(s) will specify the services to be provided, the funding sources and mechanisms for services provided, the methods of referral between One–Stop operators and One–Stop partners, and will specify methods to ensure that the needs of individuals with disabilities are addressed for the duration of the MOU.
- DOR and State Board staff will work jointly to assess the level of partnership in One–Stops and compliance with known and future regulatory requirements regarding access to services for individuals with disabilities, including requirements that core program partners provide services to job seekers either through co–location, cross –training, or direct access to these services through real–time technology in the state's AJCCs.
- DOR and the State Board will provide information to Local Boards on best practices and model partnerships using both policy research and information from the field. DOR will provide disability expertise and technical assistance to inform service provision for individuals with disabilities at the local level. In some instances, technical assistance may come through referrals to appropriate local organizational resources, and may include the building of linkages to community based organizations (CBOs) and regional centers that provide services to individuals with disabilities.
- DOR will designate a point of contact for and provide assistance and access to Local Boards for employers requesting assistance with Section 503 federal contracting hiring compliance.
- DOR district staff will designate a point of contact for the Local Boards to provide linkages to local service providers for consumers with intellectual and developmental disabilities.
- DOR will provide disability expertise and technical assistance to the Local Boards, partners, and employers so as to facilitate the movement of individuals with developmental and intellectual disabilities into Competitive Integrated Employment.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and

technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

THE ROLES AND FUNCTIONS OF NON–CORE PARTNERS, INCLUDING ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT THE PROGRAM STRATEGY AND COORDINATE EFFORTS WITH OTHER PARTNERS

COMMUNITY COLLEGES

Community Collegeswill play a significant role in the development and implementation of “Regional Sector Pathways” partnerships by serving as the primary provider of CTE for those seeking to enter the labor force following post–secondary education. California invests approximately $1.7 billion in CTE programs, and more than a quarter of all community college students are enrolled in CTE courses.

Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), the EWD program operated by the WEDD of the Chancellor’s Office is statutorily mandated to utilize sector strategies framework to incentivize and provide technical assistance to local CTE programs and other community college workforce programs to better align these programs with regional labor market dynamics. This alignment is typically accomplished through the DWM operational framework and a program organizational structure which brings local CTE faculty, WEDD staff, and EWD funded programs together to ensure that CTE curricula are informed by labor market data and regular ongoing engagement with industry sector leaders.

Under this State Plan, regionally organized Local Boards will be required to engage local community college programs and community college Regional Consortia operating under the DWM framework to identify which course offerings and career pathway programs are meeting the regional labor market needs of leading and emerging industry sectors. Local Boards will then provide this information to those in need of training and education, particularly those with barriers to employment, and provide the career services necessary to prepare them to successfully participate in and complete relevant community college career pathway programs.

WIOA Title I (State Board and Local Boards) will work to support the success of students enrolled in community college CTE programs prioritized under WIOA regional plans by providing resources to eligible participants to enroll in and complete relevant “Regional Sector Pathway” programs, for example, by providing, as warranted and allowed, supportive services to students enrolled in CTE Regional Sector Pathway programs.

The State Board will issue regional planning guidance that details best practices and model partnerships between the workforce system and the community college system, recommending that Local Boards meet their WIOA Section 106 requirements pertaining to coordinated service delivery strategies and shared administrative costs in ways that lay the foundation for a strong partnership with community college CTE programs. This can be done in a variety of ways, including the following:

- by building links between AJCCs and campuses, including but not limited to, pooling resources to place AJCC staff directly on campuses
- by braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs

The ETP will work with regionally organized Local Boards where the sector priorities of RPUs align with the programmatic direction of ETP, identifying opportunities to train incumbent workers in prioritized sectors using, when appropriate, multi–employer contracts to meet the needs of industry.

Training incumbent workers can create opportunities for populations with barriers to employment by opening up entry level and other positions where and when incumbent workers advance into new positions as a result of the training programs funded by ETP.

As noted above, ETP will also partner with DOR to leverage ETP's incumbent worker training contracts and contacts in the federal contractor community to improve coordination around federal 503 contracting rules.

Under the State Plan, Local Workforce Development Boards will engage providers on the state's eligible training provider list that provide job–driven programs resulting in industry–recognized and valued credentials as partners in the workforce development system.

GO–BIZ AND LOCAL ECONOMIC DEVELOPMENT AGENCIES

These entitieswill partner in regional planning efforts by providing information to Local Boards about regional economic development initiatives and investment priorities.

Section 106 of WIOA explicitly requires Local Boards to coordinate with regional economic development entities so as to ensure the alignment of regional workforce development and economic development initiatives. To facilitate partnership at the regional level, GO–Biz will work with the State Board to identify the local Economic Development Corporations (EDCs), iHubs, and SBDCs operating in the state's fourteen RPUs. These entities have unique knowledge about the state's emerging economic sectors as well as an understanding of how state incentive programs are encouraging the growth of these sectors. Regional workforce development decisions should be made with this unique knowledge in mind. GO–Biz, in conjunction with its local and regional partners (EDCs, iHubs, SBDCs), will provide, as available, emerging market data needed to inform Local Boards of emerging sectors that may not be captured by other data sources.

CDSS, CWDA, AND CCCCO–STUDENT SUPPORT SERVICES

These entities will work together to move TANF recipients into and through career pathway programs**.**

During the state planning process, CDSS and the CWDA determined that County Welfare Departments, in most instances, would benefit more from partnering at the local level rather than at the regional level. However, local partnerships with Local Boards will interface with "Regional Sector Pathways" initiatives by ensuring that TANF recipients have access to pathway programs through the AJCCs when County Welfare Directors elect to develop pathways partnerships with Local Boards. Moreover, the Supportive Services Division of the Chancellor's Office has agreed to partner with CDSS and the State Board, as well as regionally organized Local Boards to help move TANF recipients into and through "Regional Sector Pathway" programs where County Welfare Directors partner with Local Boards to build career pathway partnerships specifically geared towards populations receiving services under TANF.

The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery will be determined locally, and possibly regionally, depending on agreements between human services agencies, Local Boards , community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One–Stop services which services are provided by which entities, which partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier–removal services, the payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K–12 CTE PROGRAMS AND CARL PERKINS K–14 PROGRAMS

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical Education Act grants awarded through the K–12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work–based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter “Regional Sector Pathway” programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.

The Roles and Functions of Non–Core Partners, Including Specific Activities That Will Be Undertaken to Implement State Plan Strategies Pertaining to Integrated Services, Braided Resources, and “Earn and Learn”

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES AND COUNTY WELFARE DIRECTORS’ ASSOCIATION

Working together at the state level, CDSS and the State Board will partner with Local Boards and CWDA to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of “earn and learn” and other training and employment services for TANF recipients in California. Partnership activities to support these ends have and will include all of the following:

- CDSS and CWDA agree that baseline federal rules for mandatory partnership at One–Stops will be communicated to County Welfare Departments and Local Boards through policy directives distributed by the state oversight departments: the State Board and EDD will distribute for Title I; CDSS will distribute for TANF. A joint letter reflecting this same information will also be issued from the State Board, CWDA, and CDSS.
- CWDA, the State Board, EDD, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to ensure that all counties and Local Boards are on a path to compliance.
- CWDA, CDSS, and State Board staff will work jointly to identify models of TANF One–Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop the programs that best serve client needs.

Additionally, the expertise of practitioners at the local level will inform technical assistance provided by the state. County Welfare Departments that have successful subsidized employment partnerships with Local Boards and/or community college's CTE programs will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful partnerships with local community college CalWORKs programs may serve as model programs for other County Welfare Departments to develop and/or expand subsidized employment programs, as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts.

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[1] California offers a unique mechanism for serving opportunity youth aged 19 and over. Education Code Section 47612.1 allows charter schools which partner with specified job training agencies, including Department of Labor programs, to offer high school diploma programs to youth over 19. These schools are located across the State including the counties of Imperial, Los Angeles, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Clara and others. Through these schools, opportunity youth may gain both job skills and fully accredited public school diplomas. Since authorization by the Legislature in 1999, thousands of formerly out of school youth have enrolled in these schools to earn their diplomas.

Requested Revision Dealing with Apprenticeship

The CWDB is charged by the Labor Agency with developing California's strategic action plan for expanding registered apprenticeship, and is leading the state's USDOL Apprenticeship Accelerator project in CA. This work sits primarily in the newly developed (April 2016) Equity, Climate, and Jobs Branch of the State Board, which leads the Board's work on industry sectors and career pathways, including all related policy and investment in apprenticeship and pre-apprenticeship. The CWDB leadership has deep subject matter expertise in apprenticeship, staffs the Labor Agency Working Group on Apprenticeship, and will serve as the honest broker for California's many state, regional and local apprenticeship stakeholders — across public and private sectors.

Over the course of the State Plan, the CWDB will support broad partner engagement in the ongoing development of the state's vision and strategy for apprenticeship, including improved employer engagement and increased opportunities for women, communities of color, and other underrepresented populations. In addition to analyzing and identifying sectoral opportunities for apprenticeship expansion and data measures for improved outcome tracking, the Board will coordinate the development and dissemination of reports, guidelines, tools, and other resources to expand apprenticeship opportunities in California.

This year the CWDB will convene state partners including, but not limited to, DIR, DAS, ETP, EDD, CCCCO, and CDE in order to complete the Apprenticeship USA Planning Tool and coordinate approaches to the much larger competitive implementation grants to be released by USDOL later in 2016. The Board will also work with this group to identify, link to, and leverage existing investments in the state's labor, workforce, and education systems, and to build on successful partnerships currently underway between industry, labor, education, community, and the many arms of the public workforce system. Over the next two years, the Board will coordinate cross-system planning, working with a broad spectrum of partners and stakeholders to develop an actionable strategy and tactical toolkit to advance apprenticeship innovation in California.

The Board will coordinate the development of a suite of print and digital outreach and technical assistance tools, designed to: better explain and promote apprenticeship among participants, sponsors, and intermediaries; provide clear and compelling guidance on program development and registration; document effective practices in building pre-apprenticeship pathways for under-served populations, including low-income workers, immigrants, persons of color, and women; demonstrate potential return on investment to assist in the recruitment of employer and community partners; set quality parameters for state investments in apprenticeship; explore policy changes to address structural challenges to the effective expansion and sustainability of registered apprenticeship; improve data collection, outcomes reporting, and continuous quality improvement.

At the highest level, the State Board will establish a set of concrete, high-road principles to guide apprenticeship investment in California, including, beyond a modernized regulatory framework, quality parameters and connections to those industry sectors best suited to this particular form of work-based learning, and with a preponderance of family-supporting jobs.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

WE APOLOGIZE FOR REPEATING INFORMATION PREVIOUSLY PROVIDED BUT THE NARRATIVE OF OUR PLAN SIMULTANEOUSLY ADDRESSES A NUMBER OF THE QUESTIONS PRESENTED HERE, THEREBY REQUIRING THAT WE APPROACH THE QUESTIONS IN THIS MANNER.

LOCAL WORKFORCE PLANS AND AMERICA'S JOB CENTER OF CALIFORNIA[SM]

Under the State Plan, the primary purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided and supportive services will be provided. The use of education and training providers, including California Community Colleges and the training providers listed on the state's eligible training provider list, combined with "earn and learn" training models, especially with regard to the use of pre–apprenticeship and apprenticeship, subsidized employment, and on–the–job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services.

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THE STATE BOARD (TITLE I)

The State Board will promote integrated service delivery, the braiding of resources, the provision of supportive services, and the promotion of "earn and learn" training models through policy directives outlining the responsibilities of Local Boards and their local partners. Working with its state plan partners, such as EDD–WSB, the State Board will promote the building of local partnerships to carry out these policy strategies and will provide technical assistance to Local Boards and their local partners to see that relevant policies are implemented. Work by the State Board in this area includes the following:

- The State Board has partnered with EDD to create and staff the One–Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Work by this group will inform state policy on integrated service delivery and the braiding of resources at AJCCs, including policy on operations, required partnership, and the articulation of AJCC services with Regional Sector Pathway programs. (More detail on this is provided in chapter 4).
- As part of the state planning process, the State Board has entered into state level agreements with SBE/CDE (Title II Administrator), EDD (Title I Administrator and Title III Administrator and Program Operator), DOR (Title IV Administrator and Program operator), and both CDSS and CWDA (representatives of both state and local TANF agencies) to ensure coordination at the state level so as to ensure compliance with federal requirements pertaining to One–Stop mandatory partnership of TANF programs.
- The State Board will meet with state level representatives of all other mandated AJCC partners to inform them of their statutory and regulatory responsibilities to participate in the

AJCC system and, working with EDD, will issue One–Stop policies to secure representation from all mandatory partners in all comprehensive One–Stops.

- The State Board has entered into an agreement with SBE/CDE to support and encourage the integration of work–based learning activities in all locally funded WIOA youth programs to involve interactions with industry professionals and include career awareness, career exploration, internships and career pathways training activities.
- Additionally, the State Board has entered into an agreement with CDSS, the CWDA, and the Chancellor's Office of Supportive Services to encourage and promote local partnerships that articulate subsidized employment programs operated by County Welfare Departments with career pathways programs, including "Regional Sector Pathway" programs identified and developed in WIOA regional plans. Where robust partnerships develop, these pathway programs should be designed to service TANF recipients, taking care to meet the particular client needs of those being served.
- The State Board has entered a similar agreement with DOR to promote access to competitive integrated employment at the local level so as to ensure quality jobs for persons with intellectual and developmental disabilities.
- Working with EDD, the State Board has already issued policies pertaining to Eligible Training Providers and the use of alternative training models, including OJT, to encourage the use of "earn and learn" approaches to training by local boards.
- Working with partner state agencies, such as DOR and CDSS, the State Board will issue joint communications, policy directives, and local planning guidance designed to not only secure an adequate level of partnership in the One–Stops, but also to adopt best practices and model partnerships at the local level that emphasize skills attainment for individuals with barriers to employment. A central feature of these partnerships will be the braiding of resources to ensure access to a comprehensive menu of services tailored to the individuals needs and provided by program partners on the basis of program core competencies.

Under this State Plan, local planning guidance provided by the State Board to Local Boards will designate One–Stops as an access point for programs that provide "demand–driven skills attainment", so that One–Stops serve as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built–out or identified through the regional planning process carried out by WIOA RPUs.

LOCAL BOARDS (TITLE I)

Local Boards are tasked under WIOA Section 121 with developing and entering an MOU with all required One–Stop mandatory partners, certifying One–Stop operators, and conducting oversight of the One–Stop system in the local area. To the extent that Local Boards fulfill these obligations, they will necessarily involve themselves with system alignment efforts and the implementation of state plan program strategies pertaining to service integration, resource braiding, and the provision of supportive services.

Following State Board policy and the policy direction of this State Plan, Local Boards will be responsible for ensuring that AJCC MOUs require a baseline level of WIOA core program and mandatory One–Stop partner participation in the AJCCs that meets federal requirements such that program services are coordinated, and when appropriate, integrated in ways that make customizable services available to clients on the basis of their particular individual needs. Workforce Services Directive WSD15–12, provides policy guidance to local Workforce Boards on the development of Memorandums of Understanding. The policy emphasizes that successful implementation of the State Plan vision requires a well–articulated MOU, that Local Boards, with the agreement of the chief

elected official, are responsible for entering into an MOU with each of the required AJCC partners, and that collaboration between the AJCC required partners is essential to establishing a quality–focused, employer–driven, and customer–centered system. The policy requires that the MOU is developed in two phases:

- Phase I: Service Coordination: Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one–stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.
- Phase II: Shared Resources and Costs: Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

To assist local boards in the development of the MOU, the State Board and EDD designed three regional MOU training sessions and developed an MOU toolkit which included the MOU Directive, a sample MOU, Exhibit H of the draft California Workforce Development Plan (State–level bilateral agreements with WIOA core partners), Matrix of State and Local contacts for Required One–Stop Partners, and the MOU training curriculum. Over 300 representatives from local boards, core and voluntary partners attended the training sessions.

Local Boards will be expected to employ best practices and build model partnerships that go beyond One–Stop partnerships and cost–sharing efforts by developing coordinated service delivery strategies that extend beyond the walls of the AJCC. The State Board will issue local and regional planning guidance to facilitate the adoption of best practices and the building of model partnerships that, depending on local plans and priorities, may also include any or all of the following practices:

- coordinated assessment activities among core programs and other state plan partners to match client services with client needs while reducing duplication of effort
- the development of local agreements on the funding of supportive services for individuals with barriers to employment (depending upon program eligibility) so as to help eligible individuals complete training and education programs, especially “Regional Sector Pathways” programs and ”earn and learn” programs aligned to local and regional labor market needs
- the development of local agreements to recruit and serve out–of–school youth with barriers to employment in “Regional Sector Pathways” and "earn and learn" programs that increase the likelihood of placement in middle skills jobs in demand occupations
- the development of partnerships with programs specifically designed to serve out of school youth, including charter schools that operate under Education Code Section 47612.1(a)
- coordinated funding of job readiness training, job placement, and labor exchange services to reduce duplication of effort by programs that provide similar services
- placement of AJCC staff directly on community college campuses to strengthen the partnership between community colleges and Local Boards so as to facilitate coordination of job readiness training, job placement, and labor exchange services that benefit students completing CTE coursework

Consistent with WIOA Section 107, Local Boards will also provide business services to engage employers at the local level. In this respect Local Boards will be well positioned to help facilitate “earn and learn” partnerships, designed to get individuals with barriers to employment into gainful

employment by providing them with labor market relevant skills, work experience and income. This will happen in various ways including the following:

- through partnerships with County Welfare Departments that are designed to coordinate and articulate subsidized employment programs with “Regional Sector Pathway” efforts
- by working with DOR staff to help place individuals with intellectual and developmental disabilities into competitive integrated employment
- by working with ETP to leverage state incumbent work training programs that lead to promotion of incumbent workers and the consequent opening–up of entry level positions

EDD–WORKFORCE SERVICES BRANCH FIELD STAFF (TITLE III)

The programsfunded under the WPA are integrated into service delivery at the local level through their participation in AJCCs where they provide job search and placement assistance, conduct job search workshops, and provide access to job listings and information pertaining to labor markets. Much of the work conducted by EDD–WSB field staff involves maintaining and facilitating registration in **CalJOBS℠**, the state’s virtual labor exchange and online resource to help job seekers and employers search for jobs, build résumés, access career resources, and to find each other. WSB field staff also helps to coordinate Trade Adjustment Assistance and veterans’ programs locally in the AJCCs and to provide EDD representation on Local Boards.

EDD–WSB CENTRAL OFFICE STAFF (TITLE I)

These staffenable local integrated service delivery by providing administrative guidance to Local Boards, their partners and field staff working on WIOA Title I and Title III programs. EDD–WSB central office staff also maintain overall program and financial accountability for relevant Title I and Title III programs operating at the local level, and prepare and submit financial and performance reports for WIOA Title I and III programs to DOL. Ensuring compliant and adequate integrated service delivery at the local level would not be possible without the work of this program.

EDD–LMID provides support for integrated service delivery through the AJCCs by developing the labor market data that is made available to workforce development professionals and AJCC customers and partners on **CalJOBS℠**. The EDD–LMID also develops products and provides services to the various entities that support the workforce system (e.g., businesses, education, economic development) to understand statewide and regional economies in order to make informed decisions.

SBE, CDE, AND CCCCO (TITLE II ADMINISTRATORS AND OPERATORS)

These programshave agreed to work together to ensure that AEPs coordinate with other workforce and education programs so as to move individuals with barriers to employment into the labor force. To this end, SBE, CDE, and CCCCO have agreed to foster better articulation between AEPs and the larger workforce and education system in the following ways:

- SBE, CDE, CCCCO, and the State Board will jointly communicate baseline federal rules for Title II mandatory partnership at One–Stops to Title II providers and Local Boards through policy directives or other appropriate forms of communication distributed by CDE, CCCCO, and the State Board. Such communication shall require, at a minimum, that local

partnerships ensure access to Title II programs through the AJCCs by means of co–location, cross–training, or direct access through real–time technology.

- State plan partners SBE, CDE, CCCCO, and the State Board will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory One–Stop partnership. This information will be used to ensure that Title II providers and Local Boards are on a path to compliance with federal rules requiring mandatory participation in AJCCs by all core programs.
- SBE and CDE agree that the award process for State Title II grants and any Request for Applications (RFAs) or Request for Proposals (RFPs) issued to prospective grantees will require that applicants comply with federal rules pertaining to mandatory One–Stop partnership, including those associated with co–location, cross–training, and virtual access.
- Consistent with WIOA Section 107(d)(11)(B), and Section 232, the CDE and the State Board agree that Local Boards will be required to make Local Plans available to Title II grant applicants. CDE agrees that state–issued RFAs will require that Title II applicants demonstrate familiarity and program and services alignment with WIOA Local Board plans.

Additionally, SBE, CDE, CCCCO, and the State Board will work jointly to identify and recommend best practices and model partnerships that encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required as part of mandatory One–Stop partnership. To this end, the State Board will issue local and regional planning guidance, supported, when appropriate, by policy directives or other appropriate means of communication issued by SBE, CDE, and CCCCO to foster better program alignment between basic education and basic skills programs and other workforce and education programs and services. Recommended relevant best practices may include but are not limited to the following:

- aligning basic skills coursework with career pathways programs and adopting contextualized learning practices that combine basic education and skills coursework with CTE coursework
- braiding resources from WIOA Title I Adult and Youth programs with WIOA Title II programs to provide supportive services to those attending basic education and skills programs so as to facilitate both course and program completion; local partnerships may include charter schools focused on serving out of school youth and operating under Education Code Section 47612.1(a)
- ensuring that Title II and other adult education program participants are familiar with, and have access to, relevant job–readiness training and job search and placement services
- ensuring that Title II and other adult education program participants are familiar with and have access to opportunities to enter postsecondary education programs

Joint communication to local and regional providers will encourage the adoption of these and other best practices as well as the forming of model partnerships, not only by Title II providers, but also by other Adult Education Block Grant Consortia members.

DEPARTMENT OF REHABILITATION (TITLE IV)

Working together at the state level, DOR and the State Board will partner to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of “earn and learn” and other training and employment services for individuals with disabilities at the local level. Partnership activities to support these ends have and will include all of the following:

- DOR will work with state plan partners and Local Boards to develop competitive integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with disabilities, including those with intellectual or developmental disabilities
- Working with EDD, the State Board will develop AJCC policies and also draft local and regional planning guidance, and DOR will provide technical assistance to inform these policies and guidance so as to ensure physical, electronic, and programmatic accessibility for individuals with disabilities in at least one comprehensive One–Stop in each local area. DOR and the State Board will provide a consistent message to both Local Boards and DOR district offices concerning state policy on these matters.
- To facilitate local compliance with relevant policies, and the development of strong local partnerships that ensure physical, electronic, and programmatic accessibility for individuals with disabilities, the State Board and DOR will provide support, technical assistance and professional development for Local Boards and comprehensive One–Stop operators. Support, technical assistance, and professional development activities may extend to cover the coordination of services occurring beyond the walls of the AJCC where deeper local and regional partnerships develop. In some instances, support and technical assistance to Local Boards and operators will occur through referrals to experts in appropriate local community–based organizations and regional developmental centers.
- The State Board and DOR agree that a MOU will be updated between each DOR district and the corresponding Local Board(s) concerning the operation of the One–Stop delivery system in the local area(s). The MOU(s) will specify the services to be provided, the funding sources and mechanisms for services provided, the methods of referral between One–Stop operators and One–Stop partners, and will specify methods to ensure that the needs of individuals with disabilities are addressed for the duration of the MOU.
- DOR and State Board staff will work jointly to assess the level of partnership in One–Stops and compliance with known and future regulatory requirements regarding access to services for individuals with disabilities, including requirements that core program partners provide services to job seekers either through co–location, cross –training, or direct access to these services through real–time technology in the state's AJCCs.
- DOR and the State Board will provide information to Local Boards on best practices and model partnerships using both policy research and information from the field. DOR will provide disability expertise and technical assistance to inform service provision for individuals with disabilities at the local level. In some instances, technical assistance may come through referrals to appropriate local organizational resources, and may include the building of linkages to community based organizations (CBOs) and regional centers that provide services to individuals with disabilities.
- DOR will designate a point of contact for and provide assistance and access to Local Boards for employers requesting assistance with Section 503 federal contracting hiring compliance.
- DOR district staff will designate a point of contact for the Local Boards to provide linkages to local service providers for consumers with intellectual and developmental disabilities.
- DOR will provide disability expertise and technical assistance to the Local Boards, partners, and employers so as to facilitate the movement of individuals with developmental and intellectual disabilities into Competitive Integrated Employment.

The Roles and Functions of Non–Core Partners, Including Specific Activities That Will Be Undertaken to Implement State Plan Strategies Pertaining to Integrated Services, Braided Resources, and "Earn and Learn"

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES AND COUNTY WELFARE DIRECTORS' ASSOCIATION

Working together at the state level, CDSS and the State Board will partner with Local Boards and CWDA to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of "earn and learn" and other training and employment services for TANF recipients in California. Partnership activities to support these ends have and will include all of the following:

- CDSS and CWDA agree that baseline federal rules for mandatory partnership at One–Stops will be communicated to County Welfare Departments and Local Boards through policy directives distributed by the state oversight departments: the State Board and EDD will distribute for Title I; CDSS will distribute for TANF. A joint letter reflecting this same information will also be issued from the State Board, CWDA, and CDSS.
- CWDA, the State Board, EDD, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to ensure that all counties and Local Boards are on a path to compliance.
- CWDA, CDSS, and State Board staff will work jointly to identify models of TANF One–Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop the programs that best serve client needs.

Additionally, the expertise of practitioners at the local level will inform technical assistance provided by the state. County Welfare Departments that have successful subsidized employment partnerships with Local Boards and/or community college's CTE programs will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful partnerships with local community college CalWORKs programs may serve as model programs for other County Welfare Departments to develop and/or expand subsidized employment programs, as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts.

Narrative To Address Requested Revisions in this Section

In January, 2015, the Labor and Workforce Development Agency announced their commitment to better align the State's education, workforce development, and community based services to develop support systems and career pathways for California's most disadvantaged workers, which include immigrants, limited English proficient, and low educational attainment individuals.

The Governor, Labor Agency, and the State Board are convening subject matter experts and stakeholders, including representatives from the Section 167 Farmworker programs discussed in Chapter 2 of the State Plan, to engage in a facilitated discussion to connect and align existing services, create and prioritize services to support English-language learners, and provide intensive, coordinated support to ensure that California's most disadvantaged workers are prepared to maximize and succeed in training.

Additionally, in anticipation of pending state legislation (AB 2719), the State Board is preparing local and regional planning guidance that will direct Local Boards to include JobCorps and Youth Build programs in the local planning process in those areas of the state where these programs are present. Local and regional efforts at developing career pathway programs will need to involve, as appropriate, dropout recovery efforts of those programs and other Charter Schools specifically set-up to serve out of school youth.

Additionally, the State Board, through its efforts to ensure adequate program alignment and coordination at the local level, will work with the Senior Community Service Employment Program (SCSEP) to identify opportunities for partnership in California in those areas of the state where the program has resources on the ground.

Finally, EDD is providing coordinated participation of UI trained staff in 19 AJCCs across the state, to provide mentoring and training on the methods for providing job seekers with access to UI program services, and is committed to providing representation in each of the 48 local areas, including providing staff that is well trained in delivering meaningful assistance in filing a UI claim, training, and access to UI services. Both UI and Wagner-Peyser program representatives will be party to Memorandum of Understanding (MOU) negotiations with the other local partners to identify service delivery and integration options. The EDD programs, including Unemployment Insurance, are committed to their roles as partners within the AJCC and consistently collaborate internally and with the local areas to further support the spirit and intent of WIOA

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

CHAPTER 5: IMPLEMENTING THE SEVEN POLICY STRATEGIES: ORGANIZATIONAL ROLES, AND OPERATIONAL ALIGNMENT UNDER THE PLAN (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN, AND THE OPERATING SYSTEMS AND POLICIES REQUIRED UNDER WIOA SEC. 102 (B)(1)(C) AND B(2)(B))

This chapter describes the roles and functions of the state plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to

support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- “earn and learn”—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor–management apprenticeship and pre–apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education “pipelines” that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and “feeding” the regional pipeline using AJCCs as an access point or “on ramp” for skills attainment for individuals who need to up–skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One–Stops as part of the AJCC system.

The remaining policy strategies “earn and learn” and “creating cross system data capacity” will be employed at both the local and regional levels, as warranted, depending on the types of regional and local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at–risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross–system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non–core program partners to ensure coordination and non–duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access

- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS": THE PIVOT OF THE STATE PLAN

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state's seventy regional Adult Education Block Grant consortia to build "Regional Sector Pathway" programs, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and GO–Biz, and stakeholders like the CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations
- Regionally organized Local Boards (RPUs)
- Local economic development agencies
- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state–funded basic education programs)
- Representatives of K–14 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA REGIONAL PLANNING UNITS IDENTIFIED

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (e.g. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa–Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay–Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern–Inyo–Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT "REGIONAL SECTOR PATHWAYS"

THE STATE BOARD (TITLE I)

The State Board will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data–driven, evidence–based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state's SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the course of the regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO's WEDD program, representatives from K–12 CTE programs, state–funded Adult Education Block Grant consortia, and federally funded Title II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD'S WORKFORCE SERVICES BRANCH (TITLES I AND III)

Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use of compliance–based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts. Additionally, EDD's Field Staff (Title I & III) will

continue to provide labor exchange services, including access to and use of its **CalJOBS℠** virtual labor market to students and workers who finish “Regional Sector Pathways” programs and who then need to access job services through the AJCC system

SBE, CDE, AND CCCCO (TITLE II AND STATE–FUNDED ADULT EDUCATION PROGRAMS

These programswill work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with “Regional Sector Pathways” efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in “Regional Sector Pathways” programs.

Having effective and well–articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCCO, and the State Board, the state’s seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational attainment by making opportunities for skills training in in–demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post–secondary education.

EDD’S LABOR MARKET INFORMATION DIVISION (TITLES I & III)

EDD–LMID will provide regional labor market data to regionally organized Local Boards to inform efforts to identify and plan with leading and emergent industry sectors in each of the RPUs.

DEPARTMENT OF REHABILITATION (TITLE IV)

DOR will work with the State Board and regionally organized Local Boards to identify opportunities to leverage collaborative employer outreach and engagement efforts that develop in the course of regional planning efforts. Where these opportunities exist, DOR will work with State Plan partners to market employer incentives and strategies for the hiring of individuals with disabilities, including better and more coordinated use of Federal procurement “503” hiring requirements. As part of this effort, DOR will partner with ETP to leverage incumbent worker training contracts to open doors for workers with disabilities as 30 percent of the state’s largest 100 federal contractors have utilized ETP contracts to train their incumbent workforce.

Additionally, based on information developed through the regional planning process and disseminated by the State Board and its local partners, DOR will use information pertaining to Regional Sector Pathway programs to inform its consumers about career pathways programs aligned with regional labor market needs so as to provide for informed consumer choice in the development of Individualized Plans for Employment (IPE).

DOR staff and their partners in the disability services community, to the extent permissible under state and federal law, will work locally and regionally with Local Board staff as well as training and education providers, including K–12 and community college partners, to increase enrollment opportunities for DOR consumers and referrals to AJCC of individuals with disabilities who are not served by DOR, taking into account the alignment of needs, preferences, and the capacities of the consumers being served. Efforts will need to be made to ensure physical, technological, and programmatic access to Regional Sector Pathway programs for the disabled. This is a shared responsibility of state plan partners.

THE ROLES AND FUNCTIONS OF NON–CORE PARTNERS, INCLUDING ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT THE PROGRAM STRATEGY AND COORDINATE EFFORTS WITH OTHER PARTNERS

COMMUNITY COLLEGES

Community Colleges will play a significant role in the development and implementation of “Regional Sector Pathways” partnerships by serving as the primary provider of CTE for those seeking to enter the labor force following post–secondary education. California invests approximately $1.7 billion in CTE programs, and more than a quarter of all community college students are enrolled in CTE courses.

Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), the EWD program operated by the WEDD of the Chancellor’s Office is statutorily mandated to utilize sector strategies framework to incentivize and provide technical assistance to local CTE programs and other community college workforce programs to better align these programs with regional labor market dynamics. This alignment is typically accomplished through the DWM operational framework and a program organizational structure which brings local CTE faculty, WEDD staff, and EWD funded programs together to ensure that CTE curricula are informed by labor market data and regular ongoing engagement with industry sector leaders.

Under this State Plan, regionally organized Local Boards will be required to engage local community college programs and community college Regional Consortia operating under the DWM framework to identify which course offerings and career pathway programs are meeting the regional labor market needs of leading and emerging industry sectors. Local Boards will then provide this information to those in need of training and education, particularly those with barriers to employment, and provide the career services necessary to prepare them to successfully participate in and complete relevant community college career pathway programs.

WIOA Title I (State Board and Local Boards) will work to support the success of students enrolled in community college CTE programs prioritized under WIOA regional plans by providing resources to eligible participants to enroll in and complete relevant “Regional Sector Pathway” programs, for example, by providing, as warranted and allowed, supportive services to students enrolled in CTE Regional Sector Pathway programs.

The State Board will issue regional planning guidance that details best practices and model partnerships between the workforce system and the community college system, recommending that Local Boards meet their WIOA Section 106 requirements pertaining to coordinated service delivery strategies and shared administrative costs in ways that lay the foundation for a strong partnership

with community college CTE programs. This can be done in a variety of ways, including the following:

- by building links between AJCCs and campuses, including but not limited to, pooling resources to place AJCC staff directly on campuses
- by braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs

The ETP will work with regionally organized Local Boards where the sector priorities of RPUs align with the programmatic direction of ETP, identifying opportunities to train incumbent workers in prioritized sectors using, when appropriate, multi–employer contracts to meet the needs of industry.

Training incumbent workers can create opportunities for populations with barriers to employment by opening up entry level and other positions where and when incumbent workers advance into new positions as a result of the training programs funded by ETP.

As noted above, ETP will also partner with DOR to leverage ETP's incumbent worker training contracts and contacts in the federal contractor community to improve coordination around federal 503 contracting rules.

Under the State Plan, Local Workforce Development Boards will engage providers on the state's eligible training provider list that provide job–driven programs resulting in industry–recognized and valued credentials as partners in the workforce development system.

GO–BIZ AND LOCAL ECONOMIC DEVELOPMENT AGENCIES

These entitieswill partner in regional planning efforts by providing information to Local Boards about regional economic development initiatives and investment priorities.

Section 106 of WIOA explicitly requires Local Boards to coordinate with regional economic development entities so as to ensure the alignment of regional workforce development and economic development initiatives. To facilitate partnership at the regional level, GO–Biz will work with the State Board to identify the local Economic Development Corporations (EDCs), iHubs, and SBDCs operating in the state's fourteen RPUs. These entities have unique knowledge about the state's emerging economic sectors as well as an understanding of how state incentive programs are encouraging the growth of these sectors. Regional workforce development decisions should be made with this unique knowledge in mind. GO–Biz, in conjunction with its local and regional partners (EDCs, iHubs, SBDCs), will provide, as available, emerging market data needed to inform Local Boards of emerging sectors that may not be captured by other data sources.

CDSS, CWDA, AND CCCCO–STUDENT SUPPORT SERVICES

These entities will work together to move TANF recipients into and through career pathway programs**.**

During the state planning process, CDSS and the CWDA determined that County Welfare Departments, in most instances, would benefit more from partnering at the local level rather than at the regional level. However, local partnerships with Local Boards will interface with "Regional Sector Pathways" initiatives by ensuring that TANF recipients have access to pathway programs through

the AJCCs when County Welfare Directors elect to develop pathways partnerships with Local Boards. Moreover, the Supportive Services Division of the Chancellor's Office has agreed to partner with CDSS and the State Board, as well as regionally organized Local Boards to help move TANF recipients into and through "Regional Sector Pathway" programs where County Welfare Directors partner with Local Boards to build career pathway partnerships specifically geared towards populations receiving services under TANF.

The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery will be determined locally, and possibly regionally, depending on agreements between human services agencies, Local Boards , community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One–Stop services which services are provided by which entities, which partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier–removal services, the payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K–12 CTE PROGRAMS AND CARL PERKINS K–14 PROGRAMS

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical Education Act grants awarded through the K–12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work–based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter "Regional Sector Pathway" programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.

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[1] California offers a unique mechanism for serving opportunity youth aged 19 and over. Education Code Section 47612.1 allows charter schools which partner with specified job training agencies, including Department of Labor programs, to offer high school diploma programs to youth over 19. These schools are located across the State including the counties of Imperial, Los Angeles, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Clara and others.

Through these schools, opportunity youth may gain both job skills and fully accredited public school diplomas. Since authorization by the Legislature in 1999, thousands of formerly out of school youth have enrolled in these schools to earn their diplomas.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

CHAPTER 5: IMPLEMENTING THE SEVEN POLICY STRATEGIES: ORGANIZATIONAL ROLES, AND OPERATIONAL ALIGNMENT UNDER THE PLAN (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN, AND THE OPERATING SYSTEMS AND POLICIES REQUIRED UNDER WIOA SEC. 102 (B)(1)(C) AND B(2)(B))

This chapter describes the roles and functions of the state plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- "earn and learn"—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor–management apprenticeship and pre–apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education "pipelines" that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and "feeding" the regional pipeline using AJCCs as an access point or "on ramp" for skills attainment for individuals who need to up–skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One–Stops as part of the AJCC system.

The remaining policy strategies "earn and learn" and "creating cross system data capacity" will be employed at both the local and regional levels, as warranted, depending on the types of regional and local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at–risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross–system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non–core program partners to ensure coordination and non–duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access
- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS": THE PIVOT OF THE STATE PLAN

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state's seventy regional Adult Education Block Grant consortia to build "Regional Sector Pathway" programs, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and GO–Biz, and stakeholders like the CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations
- Regionally organized Local Boards (RPUs)
- Local economic development agencies
- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state–funded basic education programs)
- Representatives of K–14 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA REGIONAL PLANNING UNITS IDENTIFIED

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (e.g. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa–Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay–Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern–Inyo–Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT “REGIONAL SECTOR PATHWAYS”

THE STATE BOARD (TITLE I)

The State Board will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data–driven, evidence–based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state’s SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the course of the regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO's WEDD program, representatives from K–12 CTE programs, state–funded Adult Education Block Grant consortia, and federally funded Title II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs

· recommend any necessary adjustments to facilitate the development and validation of career pathway programs to meet industry needs

· broker regional partnerships to move students and workers through relevant pathway programs that result in the attainment of industry recognized degrees or credentials, including individuals with barriers to employment

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD'S WORKFORCE SERVICES BRANCH (TITLES I AND III)

Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use of compliance–based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts. Additionally, EDD's Field Staff (Title I & III) will continue to provide labor exchange services, including access to and use of its **CalJOBS℠** virtual labor market to students and workers who finish "Regional Sector Pathways" programs and who then need to access job services through the AJCC system

SBE, CDE, AND CCCCO (TITLE II AND STATE–FUNDED ADULT EDUCATION PROGRAMS)

These programswill work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with "Regional Sector Pathways" efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in "Regional Sector Pathways" programs.

Having effective and well–articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCCO, and the State Board, the state's seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning

efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational attainment by making opportunities for skills training in in–demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post–secondary education.

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Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One–Stop services which services are provided by which entities, which partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier–removal services, the

payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K–12 CTE PROGRAMS AND CARL PERKINS K–14 PROGRAMS

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical Education Act grants awarded through the K–12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work–based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter “Regional Sector Pathway” programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.

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[1] California offers a unique mechanism for serving opportunity youth aged 19 and over. Education Code Section 47612.1 allows charter schools which partner with specified job training agencies, including Department of Labor programs, to offer high school diploma programs to youth over 19. These schools are located across the State including the counties of Imperial, Los Angeles, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Clara and others. Through these schools, opportunity youth may gain both job skills and fully accredited public school diplomas. Since authorization by the Legislature in 1999, thousands of formerly out of school youth have enrolled in these schools to earn their diplomas.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

CHAPTER 5: IMPLEMENTING THE SEVEN POLICY STRATEGIES: ORGANIZATIONAL ROLES, AND OPERATIONAL ALIGNMENT UNDER THE PLAN (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN, AND THE OPERATING SYSTEMS AND POLICIES REQUIRED UNDER WIOA SEC. 102 (B)(1)(C) AND B(2)(B))

This chapter describes the roles and functions of the state plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- “earn and learn”—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor–management apprenticeship and pre–apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education “pipelines” that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and “feeding” the regional pipeline using AJCCs as an access point or “on ramp” for skills attainment for individuals who need to up–skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One–Stops as part of the AJCC system.

The remaining policy strategies “earn and learn” and “creating cross system data capacity” will be employed at both the local and regional levels, as warranted, depending on the types of regional and

local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at–risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross–system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non–core program partners to ensure coordination and non–duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access
- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

REGIONAL PLANS AND “REGIONAL SECTOR PATHWAYS”: THE PIVOT OF THE STATE PLAN

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state’s seventy regional Adult Education Block Grant consortia to build “Regional Sector Pathway” programs, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and GO–Biz, and stakeholders like the CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations
- Regionally organized Local Boards (RPUs)
- Local economic development agencies

- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state–funded basic education programs)
- Representatives of K–14 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA REGIONAL PLANNING UNITS IDENTIFIED

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (e.g. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa–Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay–Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern–Inyo–Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT “REGIONAL SECTOR PATHWAYS”

THE STATE BOARD (TITLE I)

The State Board will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data–driven, evidence–based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state’s SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the course of the regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO’s WEDD program, representatives from K–12 CTE programs, state–funded Adult Education Block Grant consortia, and federally funded Title

II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs

- identify existing career pathway programs that meet leading and emergent industry sector needs

- recommend any necessary adjustments to facilitate the development and validation of career pathway programs to meet industry needs

- broker regional partnerships to move students and workers through relevant pathway programs that result in the attainment of industry recognized degrees or credentials, including individuals with barriers to employment

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD'S WORKFORCE SERVICES BRANCH (TITLES I AND III)

Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use of compliance–based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts. Additionally, EDD's Field Staff (Title I & III) will continue to provide labor exchange services, including access to and use of its **CalJOBS℠** virtual labor market to students and workers who finish "Regional Sector Pathways" programs and who then need to access job services through the AJCC system

SBE, CDE, AND CCCCO (TITLE II AND STATE–FUNDED ADULT EDUCATION PROGRAMS)

These programswill work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with "Regional Sector Pathways" efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in "Regional Sector Pathways" programs.

Having effective and well–articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCCO, and the State Board, the state's seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational

attainment by making opportunities for skills training in in–demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post–secondary education.

EDD'S LABOR MARKET INFORMATION DIVISION (TITLES I & III)

EDD–LMID will provide regional labor market data to regionally organized Local Boards to inform efforts to identify and plan with leading and emergent industry sectors in each of the RPUs.

DEPARTMENT OF REHABILITATION (TITLE IV)

DOR will work with the State Board and regionally organized Local Boards to identify opportunities to leverage collaborative employer outreach and engagement efforts that develop in the course of regional planning efforts. Where these opportunities exist, DOR will work with State Plan partners to market employer incentives and strategies for the hiring of individuals with disabilities, including better and more coordinated use of Federal procurement "503" hiring requirements. As part of this effort, DOR will partner with ETP to leverage incumbent worker training contracts to open doors for workers with disabilities as 30 percent of the state's largest 100 federal contractors have utilized ETP contracts to train their incumbent workforce.

Additionally, based on information developed through the regional planning process and disseminated by the State Board and its local partners, DOR will use information pertaining to Regional Sector Pathway programs to inform its consumers about career pathways programs aligned with regional labor market needs so as to provide for informed consumer choice in the development of Individualized Plans for Employment (IPE).

DOR staff and their partners in the disability services community, to the extent permissible under state and federal laws, will work locally and regionally with Local Board staff as well as training and education providers, including K–12 and community college partners, to increase enrollment opportunities for DOR consumers and referrals to AJCC of individuals with disabilities who are not served by DOR, taking into account the alignment of needs, preferences, and the capacities of the consumers being served. Efforts will need to be made to ensure physical, technological, and programmatic access to Regional Sector Pathway programs for the disabled. This is a shared responsibility of state plan partners.

THE ROLES AND FUNCTIONS OF NON–CORE PARTNERS, INCLUDING ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT THE PROGRAM STRATEGY AND COORDINATE EFFORTS WITH OTHER PARTNERS

COMMUNITY COLLEGES

Community Colleges will play a significant role in the development and implementation of "Regional Sector Pathways" partnerships by serving as the primary provider of CTE for those seeking to enter the labor force following post–secondary education. California invests approximately $1.7 billion in CTE programs, and more than a quarter of all community college students are enrolled in CTE courses.

Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), the EWD program operated by the WEDD of the Chancellor's Office is statutorily mandated to utilize sector strategies framework to incentivize and provide technical assistance to local CTE programs and other community college workforce

programs to better align these programs with regional labor market dynamics. This alignment is typically accomplished through the DWM operational framework and a program organizational structure which brings local CTE faculty, WEDD staff, and EWD funded programs together to ensure that CTE curricula are informed by labor market data and regular ongoing engagement with industry sector leaders.

Under this State Plan, regionally organized Local Boards will be required to engage local community college programs and community college Regional Consortia operating under the DWM framework to identify which course offerings and career pathway programs are meeting the regional labor market needs of leading and emerging industry sectors. Local Boards will then provide this information to those in need of training and education, particularly those with barriers to employment, and provide the career services necessary to prepare them to successfully participate in and complete relevant community college career pathway programs.

WIOA Title I (State Board and Local Boards) will work to support the success of students enrolled in community college CTE programs prioritized under WIOA regional plans by providing resources to eligible participants to enroll in and complete relevant “Regional Sector Pathway” programs, for example, by providing, as warranted and allowed, supportive services to students enrolled in CTE Regional Sector Pathway programs.

The State Board will issue regional planning guidance that details best practices and model partnerships between the workforce system and the community college system, recommending that Local Boards meet their WIOA Section 106 requirements pertaining to coordinated service delivery strategies and shared administrative costs in ways that lay the foundation for a strong partnership with community college CTE programs. This can be done in a variety of ways, including the following:

- by building links between AJCCs and campuses, including but not limited to, pooling resources to place AJCC staff directly on campuses
- by braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs

The ETP will work with regionally organized Local Boards where the sector priorities of RPUs align with the programmatic direction of ETP, identifying opportunities to train incumbent workers in prioritized sectors using, when appropriate, multi–employer contracts to meet the needs of industry.

Training incumbent workers can create opportunities for populations with barriers to employment by opening up entry level and other positions where and when incumbent workers advance into new positions as a result of the training programs funded by ETP.

As noted above, ETP will also partner with DOR to leverage ETP’s incumbent worker training contracts and contacts in the federal contractor community to improve coordination around federal 503 contracting rules.

Under the State Plan, Local Workforce Development Boards will engage providers on the state’s eligible training provider list that provide job–driven programs resulting in industry–recognized and valued credentials as partners in the workforce development system.

GO–BIZ AND LOCAL ECONOMIC DEVELOPMENT AGENCIES

These entitieswill partner in regional planning efforts by providing information to Local Boards about regional economic development initiatives and investment priorities.

Section 106 of WIOA explicitly requires Local Boards to coordinate with regional economic development entities so as to ensure the alignment of regional workforce development and economic development initiatives. To facilitate partnership at the regional level, GO–Biz will work with the State Board to identify the local Economic Development Corporations (EDCs), iHubs, and SBDCs operating in the state's fourteen RPUs. These entities have unique knowledge about the state's emerging economic sectors as well as an understanding of how state incentive programs are encouraging the growth of these sectors. Regional workforce development decisions should be made with this unique knowledge in mind. GO–Biz, in conjunction with its local and regional partners (EDCs, iHubs, SBDCs), will provide, as available, emerging market data needed to inform Local Boards of emerging sectors that may not be captured by other data sources.

CDSS, CWDA, AND CCCCO–STUDENT SUPPORT SERVICES

These entities will work together to move TANF recipients into and through career pathway programs**.**

During the state planning process, CDSS and the CWDA determined that County Welfare Departments, in most instances, would benefit more from partnering at the local level rather than at the regional level. However, local partnerships with Local Boards will interface with "Regional Sector Pathways" initiatives by ensuring that TANF recipients have access to pathway programs through the AJCCs when County Welfare Directors elect to develop pathways partnerships with Local Boards. Moreover, the Supportive Services Division of the Chancellor's Office has agreed to partner with CDSS and the State Board, as well as regionally organized Local Boards to help move TANF recipients into and through "Regional Sector Pathway" programs where County Welfare Directors partner with Local Boards to build career pathway partnerships specifically geared towards populations receiving services under TANF.

The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery will be determined locally, and possibly regionally, depending on agreements between human services agencies, Local Boards , community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One–Stop services which services are provided by which entities, which partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier–removal services, the payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan

partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K–12 CTE PROGRAMS AND CARL PERKINS K–14 PROGRAMS

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical Education Act grants awarded through the K–12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work–based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter “Regional Sector Pathway” programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.

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[1] California offers a unique mechanism for serving opportunity youth aged 19 and over. Education Code Section 47612.1 allows charter schools which partner with specified job training agencies, including Department of Labor programs, to offer high school diploma programs to youth over 19. These schools are located across the State including the counties of Imperial, Los Angeles, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Clara and others. Through these schools, opportunity youth may gain both job skills and fully accredited public school diplomas. Since authorization by the Legislature in 1999, thousands of formerly out of school youth have enrolled in these schools to earn their diplomas.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

In addition to the local and regional planning processes and partnerships designed to facilitate the leveraging of resources so as to encourage greater educational access, California has a statutory framework which encourages Local Boards to leverage funds for purposes of providing educational and training services. **SB 734 (M. DeSaulnier, Chapter 498, Statutes of 2012)** requires Local Boards to spend at least 25 percent of their Adult and Dislocated Worker funds on training services beginning July 1, 2012. This minimum training expenditure requirement increases to 30 percent on July 1, 2016. The purpose of SB 734 is to establish minimum training investment levels for Local Boards in support of the data-driven, sector-based strategic investment activities identified in the State Plan. Under state law, portions of the mandated expenditure level can be offset by funds leveraged from other federal and state funding streams including Pell Grants and state educational programs. This policy encourages the braiding of resources and brings additional funds into the WIOA program.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

WE APOLOGIZE FOR REPEATING MUCH OF THE INFORMATION FROM THE PREVIOUS SECTIONS, BUT THE TEXT OF OUR PLAN NARRATIVE ADDRESSES SOME OF THE REQUESTED AREAS OF INFORMATION SIMULTANEOUSLY, REQUIRING THAT WE ANSWER THE FEDERAL GOVERNMENT'S REQUEST FOR INFORMATION IN THIS MANNER.

EXCERPT FROM THE EXECUTIVE SUMMARY

STATE PLAN GOALS

Between 2017 and 2027, the state will produce a million "middle-skill" industry-valued and recognized postsecondary credentials broadly defined here as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry-valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state's workforce needs. During this time the state will also double the number of people enrolled in apprenticeship programs.

These goals are aspirational in nature and are based on the need for workforce and education programs to calibrate the production of credentials to labor market trends. The actual number and type of credentials awarded will be determined regionally on the basis of systematic industry engagement. This requires that employers and other industry sector leaders be engaged to help lead the assessment and, where necessary, work with training and education providers to redesign relevant training and education programs. In this regard, regional partnerships between industry and labor, training and education providers, and Local Boards will be vitally important to the success of the State Plan.

FRAMEWORK FOR PROGRAM ASSESSMENT

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs' collective ability to produce industry-valued, recognized postsecondary credentials and the apprenticeship enrollments discussed above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the California Legislature has mandated performance reporting.

Specifically, the state will emphasize "demand-driven skills-attainment" in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards,

the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other State Plan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State Board will work with EDD, Local Boards, and state plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with state plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

Rather than repeating the same sections we have repeated multiple times in the preceding section we will just note that Economic Development agencies are required partners for the regional planning process we have discussed in several of the preceding sections.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

LABOR MARKET INFORMATION SYSTEMS

The two primary systems and sources of information on labor market dynamics relevant to the implementation of the State Plan in California are EDD's LMID and the community college Centers for Excellence for Labor Market Information. In addition GO–Biz and partner organizations will work to provide labor market insights for emerging sectors.

<u>The Employment Development Department's Labor Market Information Division</u>

The LMID's primary function is to regularly collect, analyze, and publish information about California's labor markets. In addition to employment and unemployment data, LMID provides:

- economic development and planning information
- industry and occupational characteristics, trends, and wage information
- social and demographic information

Data are available for the state and counties. Some data are available for other geographic regions as well. Additionally, LMID also provides technical assistance and customized data services for state and sub–state geographic areas. LMID carries out this work through a variety of program groups:

- The Employment Payroll Group (EPG) administers the Quarterly Census of Employment and Wages (QCEW) program through a cooperative agreement with the DOL's Bureau of Labor Statistics (BLS). The QCEW program collects, edits, and disseminates employment and wage data for all California employers covered under the California UI code laws. The EPG staff assigns industry and geographic codes to these employers. These data are used to analyze employment trends, prepare economic forecasts, and are the source for virtually all samples used in BLS employer programs.
- The Current Economic Statistics Group (CESG) provides a wide spectrum of labor force and payroll employment information, along with producing industry and occupational employment projections for the state and the sub–state areas through several contracts with federal agencies.
- The Statewide Information Services Group consists of two main functional areas:

    - the Occupational Research Unit (ORU), which provides analysis of occupational information including job descriptions, working conditions, occupational skills, training levels, licensing requirements, and local wage information; and
    - the Geographic Information Systems Unit (GISU), which creates specialized maps and reports that display labor market and related data in ways that reveal relationships, patterns, and trends.
- The Occupational Survey Group (OSG) administers the Occupational Employment Statistics (OES) program through a cooperative agreement with the BLS. The OES program conducts a survey of California employers to collect occupational employment and wage data, which are critical for planning statewide and local training efforts.
- The Regional Analysis and Support Group (RASG) provides customized labor market information to support strategic planning efforts, promote strategic partnerships, and assist in making informed decisions toward investing resources in key industry clusters of opportunity and occupations.
- The Local Information Services Group (LISG) is the LMID's primary in–person provider of labor market information (LMI) services. The LMID assigns labor market consultants throughout the state to deliver LMI to local customers who use it to address their own business needs.

The Community College Centers of Excellence for Labor Market Information

The community college Centers of Excellence (COE) for labor market information provides direct in–house technical assistance and analytics to community colleges for the "Doing What Matters" program operated by CCCCO. Since 2005, the COE have conducted in–house workforce research to inform California community colleges about the industries and occupations driving employment demand in their regions. COE provides labor market information to assist community college administrators with program decision–making, faculty with curriculum planning, and students with career choices so as to effectively link in–demand jobs to community college programming. COE does not provide the same function as LMID, as they do not collect and label employment data for BLS or any other federal entity. COE uses LMID data and other labor market information sources to provide data specific to the community colleges internal needs.

The Governor's Office of Business and Economic Development

Through its relationships with local EDCs and iHubs, and with it existing state economic development initiatives, Go–Biz is positioned to have access to information concerning emerging industry sectors across the state's regions. GO–Biz will help to make this information available to Local Boards as they engage in the regional planning process with their local economic development partners.

COMMUNICATION SYSTEMS

Core programs and mandatory One–Stop partner programs all use the typical communication systems used by any government agency, including email and phones. To carry forward the objectives of this State Plan, core program partners have agreed to issue joint communications and policy directives to local service delivery providers at the local level when appropriate. State plan partners will meet with the State Board to develop strategies for engaging in this form of communication to local service providers as necessary. Additional detail on the policy areas featured in these coordinated directives can be found in chapter 5.

The One–Stop Design workgroup, convened and facilitated by both the State Board and EDD, and inclusive of representatives from all core programs and state and local partners in the one–stop system, established a communications subcommittee to develop a communication protocol for core partners in regards to WIOA implementation. The subcommittee recommended that the State Board convene a cross–functional communications team, consisting of a single point of contact identified for each of the core partners that will:

- meet on a consistent basis and establish a structure, method, and the means to distribute information on WIOA implementation
- identify partner resources for communication activities and pool resources to communicate as a system
- develop common outreach strategies, informational materials, social media, and web–based portals with links to all partner websites, including:

o external communication portal for job seekers and employers (service focused)

o An internal communication portal for the staff of all partners, with templates, policy guidance, directives, partner information, and promising practices.

JOB BANKS

The state utilizes two different databases to facilitate labor exchange services, one of which has been developed for general use, and the second designed to service a specific population with a specific purpose in mind.

The primary labor exchange system in use in the state is CalJOBS. The CalJOBS system is California's online resource to help job seekers and employers navigate the state's workforce services. CalJOBS delivers workforce development services to individuals twenty four hours a day, seven days a week, from any location with Internet access. CalJOBS provides easy access to the largest number of unduplicated online job opportunities currently available in one location, aggregating millions of jobs that are posted online every day. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates for employment, and gather information on education and training programs. Below is a list of a few of the main features available to job seekers:

- create and upload multiple versions of their resume tailored to specific jobs or career paths
- customize and conduct job searches
- set up alerts for job openings – either via e–mail or text message
- apply for job openings
- research prospective employers
- make customized resumes viewable to prospective employers
- use the mobile application, which is available in the Apple iTunes or Google Play stores

CalJOBS was designed with the understanding that employers are key customers of the workforce system. Employers can access CalJOBS online to post job orders, search resumes for qualified applicants, access industry statistics, and utilize other resources. Staff can also directly assist employers to ensure they get the results they require. CalJOBS provides assistance to employers for online recruiting, including advanced resume search tools, automated correspondence, and applicant tracking.

In addition to CalJOBs, DOR utilizes the Talent Acquisition Portal (TAP), a national online database connecting businesses seeking to hire individuals with disabilities with qualified job candidates.

TAP offers employers the opportunity to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country. At the same time, job candidates with disabilities can explore job opportunities at the local, state or national level by utilizing TAP's "TAP Matching" which will match their skills to specific jobs and locations. Candidates thereby interface with companies who have a commitment to hiring qualified applicants with disabilities. These candidates do this with the support of their VR Counselor and the national employment team. Although TAP was not built solely for compliance, it was built with the input of senior officials at the Office of Federal Contracts and Compliance (OFCCP), so TAP features all the necessary metrics for the new 503 and Vietnam Era Veterans' Readjustment Assistance Act regulations.

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS*.

EDD-Work Services Branch (Title I & III) utilizes CalJOBS for both case management and performance tracking. The CalJOBs system also tracks most financial information for Title I and Title III.

The data collection and reporting process currently requires all Local Areas required to report all Title I and Title III WIOA participants served in One-Stop centers through the CalJOBS system, a web based application accessible to all local partners receiving WIOA funding from EDD. EDD also uses CalJOBS for the Trade Adjustment Act (TAA) programs. Features of the data system and relevant processes include the following:

• web-based, fully integrated labor exchange, financial and case management system

• used by local areas to track and report program data for Title I programs and Title III, as well as eligible training providers entering program data for WIOA-funded participants

• data is entered directly into CalJOBS system or uploaded on a regular basis using a Virtual One-Stop (VOS) system or an approved third party system

• individual participant assessment instruments used by Local Boards are currently determined at the local level, but the state may work to negotiate a policy with state plan partners that establishes common assessment procedures and a common set of assessment tools throughout the system

The **California Department of Education -Adult Education Office (AEO) (Title II)** provides assessment and accountability services through TOPSpro Enterprise for Title II performance tracking. It is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports. Features of the data system and relevant processes include the following:

• TOPSpro Enterprise software is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.

• The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.

• The local data are submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.

• TOPSpro Enterprsie records each student's goals on entering a class, as well as their educational outcomes.

• Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a checklist of competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition (ELA), Adult Secondary Education (ASE), and Adult Basic Education (ABE).

For program year 2016-17 the CDE-AEO intends to use the same data system to meet requirements for collecting and reporting data requirements for the WIOA performance indicators. This reporting structure is based on National Reporting System (NRS) guidelines, which are retained under WIOA.

The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due to ED annually, by December 31st.

Performance measures include all elements in the federal NRS reports, including enrollment, attendance hours, completion and advancement of one or more levels, separation before completion, and persistence within a level, attainment of a secondary school diploma or its recognized equivalent, and job placement or retention, and transition into postsecondary education or training.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.

DOR (Title IV) utilizes a case management system known as Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and input in-house by direct service staff located statewide in 13 geographic districts. DOR plans to train staff in the new processes and use AWARE to collect WIOA data.

State VR systems/agencies collect and report summary data in a federally mandated format called the RSA Case Service Report, also known as the RSA-911.The RSA-911 report is submitted annually for the preceding fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each case closure that occurred in an agency, regardless of the reason for closure. Therefore, because case closure is the trigger event, it is feasible that a consumer: (1) may not appear in the report in a given year, even though they received VR services during that year or (2) an individual may appear more than once in one year, if their case was closed on two or more separate occasions.

The Federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g. income, hours worked per week, etc.) are reported both status at application and status at closure. Features of the data system and relevant processes include the following:

• Web-based, fully integrated financial and case management data system utilized by the DOR and public vocational rehabilitation agencies

• Currently, the assessment process involves the rehabilitation counselor providing an assessment of the skills and needs of every client as part of the eligibility determination process

• The rehabilitation counselor also assesses functional limitations through the determination of the level of severity of disability as part the order of selection process

• Some cooperative programs provide vocational assessments as part of the contract scope of work to help determine eligibility, severity of disability, strengths, weaknesses, potential job goals, additional service needs, and recommended accommodations. In addition, assessment is provided on an ongoing basis throughout service delivery to ensure services are appropriate and are leading the DOR consumer to an employment outcome.

• The Fee for Service Assessment Services involves the Community Rehabilitation Programs (CRPs), which may be certified to provide specific services under the broad category of Assessment Services. Assessment Services provide information to a DOR consumer/applicant and referring rehabilitation counselor to assist in eligibility determination, identification of barriers to employment, identification of strengths, resources, abilities and interests, and/or to determine the nature and scope of vocational rehabilitation services to be provided.

• A written report identifies answers to questions provided by the referring counselor and assists with information leading to the development or modification of rehabilitation services being provided. Identification of specific barriers to employment and recommendations to eliminate those barriers are included in the report.

• Assessment Service Specifications are available for the following three (3) services:

o Comprehensive Vocational Evaluation (CVE)

o Situational Assessment (SA)

o Vocational Assessment (VA)

Other Mandatory One-Stop/Partner Data Systems

Several mandatory One-Stop partners, including Second Chance, Youth Build, and Job Corps are funded through a federal competitive grant process and are not provided universally throughout California. Access to the services provided by these programs is negotiated locally and each grantee procures or develops their case management system and is responsible for customer tracking and reporting. Job Corps has instituted the Interim Checkpoint for Eligibility (ICFE), a data collection instrument to check on outcomes of graduates 90-120 days after initial placement and again at six and twelve months. Customers who are co-enrolled in WIOA Title 1 services are registered in the CalJOBS system. Other federal partners, including the Community Services Block Grant (CSBG) and Housing and Urban Development (HUD) are formula funded, with funds moving through state agencies to local government. Case management for these systems is identified locally.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

Chapter 7: State Policies and Organizational Charts (Corresponding to Operating Systems and Policies plan requirements delineated in WIOA Section 102(b)(2)(C)(i), (vi), (vii) and corresponding DOL Planning Guidance Sections III (b)(2)–(3) and (7)–(8))

The planning guidance issued by DOL directs states to do the following:

- Include a description of the state policies that will support the implementation of the state's strategies
- Provide a description of the state program and a State Board overview
    - Describe the organization and delivery systems at the state and local levels for the programs covered in the plan and include an organizational chart
    - Provide a description of the State Board, including members and their organizational affiliations
    - Provide a description of the activities that will assist the State Board members and staff in carrying out the State Board functions effectively
- Describe how the state will implement and monitor priority of service for veterans
- Describe how the One–Stop delivery system will comply with Section 108 of WIOA and the Americans with Disabilities Act

Some of the foregoing material is addressed in other portions of the State Plan. This chapter is designed and organized to fulfill the foregoing requirements without unduly creating duplicative text. The chapter begins with an overview of the specific California statutory policy framework in which California workforce programs operate so as to illuminate the relationship of these statutes and other policies to the policy objectives and strategies emphasized in this State Plan. It then provides relevant organizational information requested by the planning guidance that is not covered in other chapters and closes with information relevant to veterans and disability policies required under WIOA. For simplicity sake, program specific policy requirements delineated in the planning guidance are typically not contained in this chapter, but rather in the appendices that compile program specific assurances and program specific plan requirements for each of the core programs.

State Policies that support State Plan Strategies

This State Plan is formulated to achieve three policy objectives:

- Fostering "demand–driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills.
- Aligning, coordinating, and integrating programs and services to economize limited resources.

The seven policy strategies by which the foregoing objectives are to be achieved include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with a labor market payoff for those being trained or educated.
- Regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross–system data capacity: using diagnostic labor market data to assess where to invest, and also, the use of performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

Over the last five years California has enacted several statutes that are consistent with the policy direction of WIOA and the strategies emphasized in this State Plan. Some of these are detailed in chapters 3,4,5,6. This section recaps that material and also discusses other state policies relevant to State Plan strategies.

State Legislation

AB 554 (T. Atkins, Chapter 499, Statutes of 2011) requires the State Board and each Local Board to ensure that programs and services funded by WIOA and directed to apprenticeable occupations, including pre–apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by DIR–DAS for the occupation and geographic area. AB 554 also requires the State Board and each Local Board to develop a policy of fostering collaboration between community colleges and approved apprenticeship programs in their geographic area to provide pre–apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the approved apprenticeship programs. This statute is consistent with and will help the State Board in its efforts to emphasize "earn and learn" programs under this State Plan.

SB 698 (T. Lieu, Chapter 497, Statutes of 2011) requires the Governor to establish, through the State Board, standards for certification of "high–performance" Local Boards, in accordance with specified criteria, including local program alignment with regional labor market needs, partnership and program alignment with education providers, investment in skills development and career pathway programs, and regional planning with other Local Boards. The Governor and the Legislature, in consultation with the State Board, are also required to reserve specified federal discretionary funds for "high–performance" Local Boards, and the State Board is required to establish a policy for the allocation of those funds to those Local Boards. This statute is consistent with, and helps the State Board in its efforts to, align workforce and education programs while also providing a legal mandate to carry the sector strategies, career pathways, and regional organizing aspects of this State Plan.

SB 734 (M. DeSaulnier, Chapter 498, Statutes of 2012) requires Local Boards to spend at least 25 percent of their Adult and Dislocated Worker funds on training services beginning July 1, 2012. This minimum training expenditure requirement increases to 30 percent on July 1, 2016. The purpose of SB 734 is to establish minimum training investment levels for Local Boards in support of the data–driven, sector–based strategic investment activities identified in the State Plan.

SB 1402 (T. Lieu, Chapter 361, Statutes of 2012) reauthorized the CCCCO EWD and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs.

SB 118 (T. Lieu, Chapter 561, Statutes of 2013) added regionally focused "sector strategies" language to what was then called the California WIA and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.

AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) harmonized the language of the California WIOA with federal WIOA, and ensured that state language pertaining to sector strategies, career pathways, regional organizing, and program alignment across programs is consistent with the requirements of WIOA.

SB 342 (H.B. Jackson, Chapter 507, Statutes of 2015) directs the State Board to help individuals with barriers to employment, including low–skill, low–wage workers, the long–term unemployed, and members of single–parent households to achieve economic security and upward mobility by implementing policies that encourage the attainment of marketable skills relevant to current labor market trends. The bill also encourages the State Board and Local Boards to adopt local and

regional training and education strategies that include workplace–based “earn and learn” programs and defines “earn and learn” policies as those training and education policies that combine “applied–learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing”.

Other Policies and Mechanisms for Achieving State Policy Objectives and Implementing Policy Strategies

Regional and Local Planning Guidance. Policy alignment across core and State Plan partner programs will be accomplished at the regional level through the regional implementation of three of the seven policy strategies emphasized by the State Plan. These include sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

The primary purpose of local workforce plans and partnerships under this State Plan is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided, and supportive services will be provided. The use of “earn and learn” training models, especially with regard to the use of pre–apprenticeship and apprenticeship, subsidized employment, and on–the–job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services. The State Board will issue local planning guidance that makes clear the difference between the roles of local and regional plans that also helps Local Boards

One–Stop Certification Policy. Chapters 4 and 6 both provide substantial information on One–Stop assessment and certification policies currently being developed to support implementation of the policy strategies emphasized in the State Plan.

Requested Revision <p

As noted directly above, there is substantial detail on the work conducted by State Plan partners to develop One Stop policy in other areas of the State Plan, for example, in Chapters 4 and 6. We provide more information and narrative below:

State level policy guidance for the AJCC system is developed by the State Board and the Employment Development Department. Through workgroup, ad hoc committees, and discussions with partners and stakeholders, the State Board identifies policy issues, convenes stakeholders to clarify issues, solicits public input, and develops policy recommendations. EDD works with the State Board to turn the recommendations into draft Directives, distribute the draft to the field, solicit and respond to public comment, finalize the policy in a Workforce Services Branch Directive, and monitor compliance with the policy.

The State Board, in partnership with the Employment Development Department sponsored a One-Stop Design Workgroup consisting of representatives of core and strategic partners, local workforce development boards to develop recommendations for implementation of the WIOA version of the

America's Job Centers of Californian System. A critical goal of the workgroup was to develop policies that supported an integrated service delivery system and to provide customers a "no wrong door" approach to accessing services through a streamlined intake process that assesses their skills, knowledge and abilities and connects them to relevant services and wrap-around support. To achieve this goal, the workgroup recommended statewide policy guidance and technical assistance on professional development and capacity building for AJCC staff to ensure that they not only understand the specific programs they administer, but also understand all of the programs in the system, and be able to adequately assess their customer's needs, and assist them in identifying their goals, and create their action plan.

The workgroup strongly recommended using customer centered design principles in professional development and capacity building efforts. Staff must be "Coaches" who help people design individual career pathways. Partners will need to work together to provide a "safety-net" to ensure a successful referral/hand-off between organizations, to co-enroll customers to reduce duplication of effort, and in co-funding and leveraging services across organizations.

The One-Stop Design Workgroup also developed a policy recommendation on development of the Memorandum of Understanding for the AJCC system. With input from the workgroup, the State Board and EDD developed an MOU Directive (http://www.edd.ca.gov/Jobs_and_Training/pubs/wsd15-12.pdf) to provide policy guidance to the local boards and core partners. Each State level partner reviewed and agreed to the MOU Directive and Sample MOU and has provided guidance to their local counterparts supporting their participation in the MOU process.

EDD and the State Board partnered with the California Workforce Association to conduct three regional trainings on MOUs for the workforce system. Each training had over 100 attendees representing all of the core WIOA partners. These efforts provided a consistent basis for local representatives to negotiate MOUs and Resource Sharing Agreements (RSAs) in their individual one-stop systems. Elements of the MOU will include:

• a description of the one-stop system that represents the shared vision, values, and principles of collaboration between the local partners

• a description of the shared customer, agreed-upon shared services and commitment to sharing the costs of operating the local one-stop system.

A check in with all local boards on the MOU Development process was conducted by EDD on May 31, and Phase 1 of the MOU's are on track for completion by June 30, 2016. The One-Stop Design Workgroup also prioritized guidance on enrollment in basic and individualized career services, customer flow, and streamlining customer intake. This guidance is in development and will be customer-centered, focused on engaging customers and reducing redundant intake processes.

The State's MOU Directive also includes a requirement that local boards develop cost sharing agreements for infrastructure funds by December, 2017. The deadline was extended in order to analyze final regulations from the federal government. The State's approach to infrastructure funds is under development and awaiting final regulations from the federal government.

California State level policies for the AJCC system embraces the principles of Customer Centered Design. The State's policies support placing customers at the center of the design process of the

America's Job Center of California to ensure the system is responsive to the needs of employers and job seekers and services provided are the services that are needed by customers.

The USDOL/ETA Customer Centered Design (CCD) Challenge has been an opportunity for California's workforce partners and professionals to come together as teams to develop service designs to assist with WIOA implementation. CCD offers local boards and AJCCs the opportunity to step back from their normal business practices to develop solutions with a customer-centered focus. The purpose is to remove focus from laws and regulations-oriented problem solving to human-focused, solutions-oriented practices through a series of prescribed, actionable steps. As part of the State's WIOA Implementation effort, California is supporting the 10 California CCD teams that participated in Round 1 of the CCD Challenge by providing grants to local Workforce Development Boards that sponsored design teams to implement, test, and refine their prototypes. In addition, California has also set aside funding to support CCD Round 2 Design Teams in their efforts to develop prototypes to improve services to job seekers with barriers to employment.

The State Board will develop State Plan policy modifications based on what it learns from working with its partners through WIOA implementation efforts, especially with regard to the ability of Local Boards and their Local and Regional partners being able to carry out the policy vision of this State Plan as outlined in Chapters 3 and 5 discussed elsewhere in this plan. The State Board will also consider changes to the labor market, performance outcomes, and policy research on best practices and model partnerships as it prepares its State Plan modifications in 2018.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

RELEVANT ORGANIZATIONAL INFORMATION AND ORGANIZATIONAL CHARTS

Chapter 2 provides substantial descriptions of the organization and delivery systems at both the state and local level for the programs covered by the plan. Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies of this plan. Relevant organizational charts required by the planning guidance are provided in the pages that follow, including a chart pertaining to State Board membership.

CALIFORNIA DEPARTMENT OF EDUCATION ORGANIZATION CHART (3/1/2016)

I) State Superintendent of Public Instruction

A) State Superintendent of Public Instruction and Director of Education – Tom Torlakson

B) Chief Deputy Superintendents of Public Instruction – Glen Price and Michelle Zumot

II) Legal, Audits & Compliance – Amy Bisson Holloway, General Counsel

A) Legal Division – Edmundo Aguilar, Chief Counsel II

Todd Smith, Chief Counsel II

B) Audits & Investigations Division – Kevin Chan, Director

III) Offices of the Superintendent

A) Superintendent's Initiatives Office – Jason Spencer, Principal Advisor

B) Communications – William Ainsworth, Director

C) Government Affairs Division – Debra Brown, Director

REPORTING TO THE SUPERINTENDENT

IV) District School and Innovation Branch – Keric Ashley, Deputy Superintendent of Public Instruction

A) Analysis, Measurement & Accountability Reporting Division – Cindy Kazanis, Director

B) Assessment, Development & Administration Division – Michelle Center, Director

C) Improvement & Accountability Division – Robert Storelli, Director

D) Educational Data Management Division – Jerry Winkler, Director

V) Services for Administration, Finance, Technology, & Infrastructure Branch – Nick Schweizer, Deputy Superintendent of Public Instruction

A) Fiscal & Administrative Services Division – Roxanne Eres, Director

B) Personnel Services Division – Sharon Taylor, Director

C) School Fiscal Services Division – Peter Foggiato, Director

D) Technology Services Division – Kevin Matsuo, Director

E) School Facilities & Transportation Services Division – Juan Mireles, Director

F) Charter Schools Division – Cindy Chan, Director

VI) Instruction & Learning Support Branch – Tom Adams, Deputy Superintendent of Public Instruction

A) English Learner Support Division – Veronica Aguila, Director

B) Curriculum Frameworks & Instructional Resources Division – Vacant, Director

C) Professional Learning Support Division – Carrie Roberts, Director

D) Career & College Transition Division – Russell Weikle, Director

E) Early Education and Support Division – Debra McMannis, Director

VII) Student Support & Special Services Branch – William Ellerbee, Deputy Superintendent of Public Instruction

A) Nutrition Services Division – Sandip Kaur, Director

B) Special Education Division – Vacant, Director

C) State Special Schools & Services Division – Scott Kerby, Director

D) Coordinated Student Support Division – Gordon Jackson, Director

E) After School Division – Michael Funk, Director

CALIFORNIA STATE BOARD OF EDUCATION

A) Karen Stapf Walters, Executive Director

B) Patricia de Cos, Deputy Executive Director

DEPARTMENT OF REHABILITATION ORGANIZATION CHART (3/1/2016)

Office of the Director

I) Director (001) Joe Xavier (Exempt)

II) Chief Deputy Director (001) Juney Lee (Exempt—Level D)

C) Legislative & External Affairs (052) Connie DaMant Assistant Director (Exempt—Level J)

- External Affairs Office (049) Michelle Reynolds

Info Officer II

D) Legal Affairs & Regulations (047)

Mediation & Fair Hearing (089)

Kelly Hargreaves Chief Counsel (CEA B)

E) Office of Civil Rights (048) Cheryl Artega SSM II

F) Audit Services (011) Kerry Gantt Senior Mgmt Auditor

G) State Rehabilitation Council (Board/Commission)

Reporting to the Directorate

III) Vocational Rehabilitation Employment Division (031) Bill Moore Deputy Director (CEA B)

1. VR Support Branch (015) Mark Erlichman Assistant Deputy Director (CEA A)

- Workforce Development (039) Michelle Alford–Williams SSM II
- Customer Service Unit (016) Conan Petrie SSM II

o Mobility Evaluation Program (060) Kenneth Reynolds SSM I

- Medical Services (033)

2. Valley Mountain Region (098) vacant SSM III

- Northern Sierra District (130) Jay Onasch SSM II
- San Joaquin Valley District (150) Araceli Holland SSM II
- Santa Barbara District (320) Sarah Asbury SSM II
- Inland Empire District (340) Robert Loeun SSM II
- San Diego District (350) Carmencita Trapse SSM II
- Orange/San Gabriel District (550) June Kuehn SSM II

3. LA/Coastal Bay Region (099) Susan Senior, SSM III

- Redwood Empire District (110) Christopher Fernandez SSM II
- Greater East Bay District (210) Carol Asch SSM II
- San Francisco District (230) Theresa Woo SSM II
- San Jose District (250) Deborah Sweeney SSM II
- Van Nuys/Foothill District (410) Wan Chun Chang SSM II
- Greater Los Angeles District (440) Will Scoles SSM II
- Los Angeles South Bay District (530) Brenda Garvin SSM II

IV) Vocational Rehabilitation Policy and Resources Division (061)

Jeff Riel Deputy Director (CEA B)

1. Program Policy Implementation Unit (043) Nina Presmont SSM II

A) Collaborative and Community Resources Branch (032) Peter Harsch Asst. Deputy Director (CEA A)

1) Community Resources Dev. (029) Michelle Martin SSM II

2) Educational Cooperative Programs (037) Cheryl Adams SSM II

- Human Services Coop Program (038) Lisa Harris SSM I

3) Social Security Program (036) Karla Bell SSM I

4) Promise Grant (683) Sylvia Hoggatt SSM I

V) Specialized Services, Blind & Visually Impaired and Deaf & Hard of Hearing Division (012) Elena Gomez, Deputy Director (Exempt— Level H)

1) Specialized Services Operations (012/010) Rosa Gomez, Assistant Deputy Director (Exempt— Level N)

2) Business Enterprises Program (009/059) Zachary Mundy SSM II

3) Blind Field Services (023/560) Peter Dawson SSM II

- Older Individuals Who Are Blind (023) Chris Gist RA I

4) Deaf and Hard of Services (024) Brent Jolley Program Manager

5) Orientation Center for the Blind (095) Vacant SSM II

6) CA Vendor Policy Committee (014) (Board/Commission)

7) Blind Advisory Committee (087) (Board/Commission)

8) Disability Advisory Committee (086) (Board/Commission)

VI) Independent Living & Community Access Division (044) Irene Walela Deputy Director (Exempt— Level I)

1) California Committee on Employment of People With Disabilities (093) Maria Aliferis–Gjerde (Exempt—Level O)

2) Independent Living, Assistive Technology (035/069/850/090) Victor Duron SSM II

- Traumatic Brain Injury Program (035)

3) Disability Access Services (022) Vienalyn Tankiamco SSM I

VII) Administrative Services Division (002) Theresa Correale Deputy Director (CEA B)

A. Human Resources Branch (020) Paulette Baker SSM III

1) Personnel Services (005) Rene Bulmer SSM II

2) Staff Development/Diversity Office (019/028/051) Michelle Davis SSM II

3) Labor Relations Office (013) Lily Cervantes LR Specialist

B. Operations & Accountability Office (046) Suzanne Chan (Exempt— Level L)

1) Management Analysis and Review (040) Lori Bruno SSM II

- Planning Unit (018)
- SRC Executive Officer (092) Stacy Cervenka

C. Financial Management Branch (030) Tina Watson (CEA A)

1) Accounting Services (003) David Kwan Accounting Administrator II

2) Business Services (006) Joseph Carmena III SSM II

3) Budgets, Fiscal Forecasting and Research (004) Armel Biscocho SSM II

4) Contracts & Procurement (062) Simone Dumas SSM II

VIII) Information Technology Services Division (041) Jon Kirkham—CIO (CEA B)

1) Customer Service & Admin Management (008) Jennifer Hixon DPM III

2) Technical Management Operations (008) Eric Perryman DPM III

3) Project Management & Admin Unit (008) Cary Kagiyama DPM II

4) Database Admin/Application Development & Maintenance Unit (008) Dan Irwin DPM II

5) Privacy Office & Field Support Unit (025) Joe Rivera DPM II

6) Technical Support Unit (008) Rodney Gastinell DPM II

7) Accessible Technology Services Unit (008) Jacob Johnson Sr ISA Sup

8) Web Design and Administration Unit (008) Rodney Gastinell DPM II

9) Information Security Office (064) Brently Foon Information Security Officer

CALIFORNIA WORKFORCE DEVELOPMENT BOARD SUPPORT STAFF ORGANIZATION CHART (3/1/2016)

I. Executive Director, Tim Rainey (Exempt Level C)

II. Chief Deputy Director, Vacant (CEA B)

A. Policy, Legislation, & Research Branch Deputy Director, Daniel Rounds (CEA A)

1. Staff Services Manager II (Supervisor), Daniel Patterson

2. Staff Services Manager I (Specialist), Angel Garcia

3. Research Program Specialist I (General), Carlos Bravo

4. Research Program Specialist I (General), Loren Shimanek

5. Associate Governmental Program Analyst, Vacant

B. Administration Branch Deputy Director, Douglas Sale (SSM III)

1. Staff Services Manager I (Specialist), Thomas Bates

2. Staff Information systems Analyst, Michael Dowdy

3. Associate Governmental Program Analyst, Vacant

4. Executive Assistant, Natasha San Nicolas

C. Strategy, Innovation, and Regional Initiative Branch Deputy Director, Amy Wallace (Exempt Level J)

1. Staff Services Manager II (Supervisor), Vacant

2. Staff Services Manager I (Supervisor), Joelle Hurst

3. Research Analyst II (General), Lynn Le

4. Research Analyst II (General), Charles Gray

5. Associate Governmental Program Analyst, Taelor Stamm

6. Associate Governmental Program Analyst, Katie Rose

D. Policy Implementation Consultant, Robin Purdy

E. Field Implementation Consultant, Sarah White

EMPLOYMENT DEVELOPMENT DEPARTMENT ORGANIZATION CHART (2/1/2016)

OFFICE OF THE DIRECTOR

I) Director Patrick Henning Jr. (Exempt)

II) Chief Deputy Director Sharon Hilliard (Exempt)

A) Special Assistant to the Director Kevin Matulich

B) Assistant Director and EEO Officer Ernesto Magaña (Exempt)

C) Business Process Improvement Manager Janeen Dodson

Reporting to the Directorate

III) Administration Branch Greg Williams Deputy Director (CEA C)

A) Business Operations Planning and Support Division Sheri Huber Division Chief (CEA B)

B) Fiscal Programs Division Tad Allred Division Chief (CEA B)

C) Human Resource Services Division Jill O'Connell Division Chief (CEA B)

D) Labor Relations Office Patty Smart Labor Relations Manager II (LRM II)

E) Enterprise Risk Management Office John Griffin Staff Services Manager II (SSM II)

IV) Disability Insurance Branch Vacant Deputy Director (CEA C)

A) Central Office Division Natalie Mack Division Chief (CEA B)

B) Field Operations Division Manju Gera Division Chief (CEA B)

C) Customer Relations & Paid Family Leave Vacant Division Chief (CEA B)

V) Information Technology Branch Gail Overhouse Deputy Director (CEA C)

A) Infrastructure Services Division Eric Stevens Data Processing Manager IV (DPM IV)

B) Production Services Division Marianne Jackson Data Processing Manager IV (DPM IV)

C) Technology Governance Division Jennifer Chan Data Processing Manager IV (DPM IV)

D) Application Services Division Pauline Sing Data Processing Manager IV (DPM IV)

E) Product Development Division Cheryl Mello Data Processing Manager IV (DPM IV)

F) Information Security Office Sutton Fong Data Processing Manager III (DPM III)

VI) Legal Office Sandra Clifton Deputy Director, General Counsel (CEA C)

A. Assistant Chief Counsel Barbara Kaufman

B. Assistant Chief Counsel Deanna Asuncion

VII) Policy, Accountability, and Compliance Branch Greg Riggs Deputy Director (CEA C)

A. Audit & Evaluation Division Audrey Traina Division Chief (CEA B)

B. Investigation Division Vacant Division Chief (CEA B)

C. Monitor Advocate Office Rebeca Guerra Staff Services Manager I (SSM I)

D. Legislative & Intergovernmental Affairs Vacant Staff Services Manager II (SSM II)

VIII) Public Affairs Branch Loree Levy Deputy Director (CEA C)

A. Communication Office Kevin Callori Investment Officer II (IO II)

B. Marketing and Constituent Services Lynnette Sumodobila Staff Services Manager II (SSMII)

C. Web Content and Usability Sarah Loui–Fong Staff Services Manager II (SSM II)

IX) Tax Branch Lisa Wheeler Deputy Director (CEA C)

A. Collection Division Renee Gibson Division Chief (CEA B)

B. Field Audit and Compliance Division Lynne Prettyman Division Chief (CEA B)

C. Tax Processing and Accounting Division Alison Coldwell–Peyronel Division Chief (CEA B)

D. Tax Support Division Pamela Geitner Division Chief (CEA B)

X) Unemployment Insurance Branch Sabrina Reed Deputy Director (CEA C)

A. Policy and Coordination Division Michele Sutton–Riggs Division Chief (CEA B)

B. Northern Operations Division Maria Rutherford Division Chief (CEA B)

C. Southern Operations Division Ralph Robles Division Chief (CEA B)

D. Integrity & Accounting Division Pat Padilla Division Chief (CEA B)

E. Resource Management Division Michael Greenlow Division Chief (CEA B)

F. UI Modernization Project Bettianna Baxter Tax Administrator III (TA III)

XI) Workforce Services Branch Dennis Petrie Deputy Director (CEA IV)

A. Workforce Services Division Jose Luis Marquez Division Chief (CEA II)

B. Northern Division Diane Ferrari Division Chief (CEA II)

C. L.A./Ventura Division Thomas Flournoy Division Chief (CEA II)

D. Southern Division Ellen Greer Division Chief (CEA B)

E. Labor Market Information Division Spencer Wong Division Chief (CEA II)

Special Assistant to the Deputy Director Benita Baines (Special Assistant)

WORKFORCE SERVICES BRANCH (9/1/2015)

I) Deputy Director Dennis Petrie (CEA IV)

II) Deputy Director's Office Staff Services Manager II Vacant (SSM II)

Reporting to the Deputy Directorate

III) Central Office Workforce Services Division Jose Luis Marquez Division Chief (CEA II)

A) Budget, Policy, Capacity Building and Administration Section Melissa Bowen Staff Services Manager III (SSM III)

B) Information Technology and Program Accountability Section Jaime Gutierrez Staff Services Manager III (SSM III)

C) Program and Technical Assistance Section Greg Gibson Staff Services Manager III (SSM III)

IV) Northern Workforce Services Division Diane Ferrari Division Chief (CEA II)

A) Central Coast Region Rick Deraiche Employment Development Administrator

B) North Coast Region Emilia Bartolomeu Employment Development Administrator

C) Inland North State Region Janet Neitzel Employment Development Administrator

D) Central Valley & East Bay Region Mary Ruiz–Sandoval Employment Development Administrator

V) LA/Ventura Workforce Services Division Thomas Flournoy Division Chief (CEA II)

A) Pacoima Region A Cesar Valladares Employment Development Administrator

B) LA South Compton Region B Carolyn Anderson Employment Development Administrator

C) West Covina Region C Olin King Employment Development Administrator

D) Los Angeles Region D Connie Chan Employment Development Administrator

VI) Southern Workforce Services Division Ellen Greer Division Chief (CEA II)

A) Inland Empire Region Cherilyn Greenlee Employment Development Administrator

B) Orange County Region Rob Claudio Employment Development Administrator

C) San Diego/Imperial Region Annie Taamilo Employment Development Administrator

D) Central South Region Adrianna Barbara–Kuhnle Employment Development Administrator

VII) Labor Market Information Division Spencer Wong Division Chief (CEA II)

A) Regional Information Services Section Cynthia Solorio Research Manager III

B) Statewide Information Services Section Muhammad Akhtar Research Manager III

LABOR MARKET INFORMATION DIVISION (9/1/15)

I) Division Chief Spencer Wong (CEA II) Reporting to the Division Chief

II) Workforce LMI Section A. Faulkner Research Manager III (RM III)

A) Division Services Team J. Barrios Staff Services Manager I (SSM I)

B) Local Information Services N. Potter Research Manager II (RM II)

1) Northern California Region H. Chamizo Research Manager I (RM I)

2) San Francisco Bay Region E. Baker Research Manager I (RM I)

3) LA–Central Coast Region E. Saenz Research Manager I (RM I)

4) Southern California Region A. Alcocer Research Manager I (RM I)

5) Central Valley Region D. Patterson Research Manager I (RM I)

C) Regional Analysis and Support Vacant Research Manager II (RM II)

1) RAS Unit – North T. Gregory Research Manager I (RM I)

2) RAS Unit – South A. Rodriguez Research Manager I (RM I)

D) Statewide Information Services J. Koller Research Manager II (RM II)

1) GIS Unit T. Jackson Research Manager I (RM I)

2) Occupational Research Unit M. Boucher Research Manager I (RM I)

III) Fed/State Programs Section M. Akhtar Research Manager III (RM III)

A) Applied Research Team P. Wessen Research Program Specialist III (RPS III)

B) Current Economic Statistics D. Dahlberg Research Manager II (RM II)

1) CES/LAUS Unit M. Martinez Research Manager I (RM I)

2) CES/Ag. Unit B. Roberts Research Manager I (RM I)

3) Projections Unit T. Wong Research Manager I (RM I)

C) Employment and Payroll M. Gonzales Research Manager II (RM II)

1) Program Analysis and Support Unit L. Weber Research Manager I (RM I)

2) OCEW Technical Unit A T. Koroush Supervising Program Technician III (SPT III)

3) Employer Classification Unit K. Cooper Supervising Program Technician II (SPT II)

4) QCEW Technical Unit B K. Smyth Supervising Program Technician III (SPT III)

D) Occupational Survey Group Vicki Moore Research Manager II (RM II)

1) OES Analysis Unit D. Garcia Research Manager I (RM I)

2) OES Data Collection (DC) Unit M. Quintana Supervising Program Technician II (SPT II)

3) OES Data Collection (DC) Unit C. Inskeep Supervising Program Technician II (SPT II)

CENTRAL OFFICE WORKFORCE SERVICES DIVISION (9/1/2015)

I) Division Chief Jose Luis Marquez (CEA II) Reporting to the Division Chief

II) Budget, Policy, Capacity and Admin Section Melissa Bowen Deputy Chief (Staff Services Manager III)

A) Budget and Admin Group Martie Evans Staff Services Manager II (SSM II)

1) Financial Management Unit Viviana Neet Staff Services Manager I (SSM I)

2) Field Support Unit Julia Helm Staff Services Manager I (SSM I)

3) Central Office Support Unit Stephanie Dodge Staff Services Manager I (SSM I)

B) Policy and Capacity Building Group Jennifer Araujo Staff Services Manager II (SSM II)

1) Policy Unit Marissa Clark Staff Services Manager I (SSM I)

2) Capacity Building Unit Esther Yeung Staff Services Manager I (SSM I)

III) IT and Program Accountability Section Jaime Gutierrez Deputy Chief (Staff Services Manager III)

A) Program Communications and Support Group Annette Wolfgang Staff Services Manager II (SSM II)

1) CalJOBS℠ Education and Development Unit Sandra Iwatsuru Staff Services Manger I (SSM I)

2) Program Communications Unit Patricia Rey Staff Services Manager I (SSM I)

3) Program Support Unit Onyema Nkwocha Staff Services Manager I (SSM I)

B) CalJOBS℠ Analysis Operations Group Ricardo Favila Staff Services Manager II (SSM II)

1) CalJOBS℠ Operations Unit Karen Patch Staff Services Manager I (SSM I)

2) Program Reporting and Analysis Unit Kimberlee Meyer Staff Services Manager I (SSM I)

IV) Program and Technical Assistance Section Greg Gibson Deputy Chief (Staff Services Manager III)

A) Project Management Group Roni Armstrong Staff Services Manager II (SSM II)

1) Project Manager Unit Davis Davis Staff Services Manager I (SSM I)

2) Disability Policy, Employment and Collaboration Unit LaJuana Thompson Staff Services Manager I (SSM I)

B) Agricultural Services Unit Roman Diaz Staff Services Manager I (SSM I)

C) Statewide Services Group Georganne Pintar Staff Services Manager II (SSM II)

1) Statewide Services Unit Charles Kilbourne Staff Services Manager I (SSM 1)

B. STATE BOARD

Provide a description of the State Board, including—

CHAPTER 4: THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD, ITS ROLE, AND FUNCTIONS (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN RELATED TO THE STATE BOARD'S FUNCTIONS, WIOA SECS. 101(D), 102B(2)(A)), AND 102 B(2)(C)(I)).

THE STATE BOARD: ROLE, FUNCTIONS, AND OPERATIONAL STRUCTURE

Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act, "The California Workforce Development Board is the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce."

One primary responsibility of the State Board is to develop and implement, in close consultation with the Governor, a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015)

the California Workforce Innovation and Opportunity Act brings together state and federal planning requirements and requires that:

The California Workforce Development Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards, shall develop the State Plan to serve as a framework for the development of public policy, employment services, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs. The strategic workforce plan shall be prepared in a manner consistent with the requirements of the federal Workforce Innovation and Opportunity Act of 2014.

Part of the requirements for the unified state plan required under federal law is to specify how the state board will implement its federally required functions pertaining to the following:

- State plan development.
- Policy and program review to develop recommendations to build a comprehensive system.
- Fostering continuous improvement pertaining to:

o system alignment,

o access,

o sector engagement,

o career pathways,

o regionalism,

o One-Stop services, and

o staff development.

- Development and updating of the performance accountability system
- The identification and dissemination of information on best practices related to:

o One-Stop access for those with barriers to employment

o building local board capacity

o the use of effective training programs responsive to labor market needs

- The development and review of statewide policies pertaining to coordination of services through One-Stops, including:

o objective criteria and procedures for assessing effectiveness and improvement;

o guidance for allocation of infrastructure funds; and

o policies relating to roles and equitable distribution of resources

- Developing innovative technological practices to improve One-Stops with regard to:

o enhancing digital literacy skills

o accelerating skills and credential attainment

o professional development of One-Stop front line staff

o ensuring technological accessibility for persons with disabilities

- The development of allocation formulas for the distribution of funds
- The preparation of annual reports
- The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out it functions with respect to the development and implementation of the unified plan.

THE STATE BOARD AND ITS COMPOSITION

The members of the State Board are appointed by the Governor in conformity with WIOA Section 101(b) and California UI Code Section 14012. As required by federal and state statutes, the State Board has a business majority (27 of 53 members), and 20 percent workforce representation, including 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K-12 and community college representation to ensure coordination between the state's education and workforce systems. Two legislative members are appointed by the Senate President Pro-Tem and two by the Speaker of the Assembly. A complete listing of State Board members and the category they represent is provided in chapter seven.

The State Board reports to the Governor through the chair of the State Board (appointed by the Governor) and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state. The chair has the responsibility to call and preside at all State Board meetings and perform other duties as required. The vice-chair acts as chair in the chair's absence and performs other duties as required.

STATE BOARD COMMITTEES

Because the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing executive committee, special committees, and ad hoc committees. Special committees are appointed by the State Board chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. The committees are:

- ***Executive Committee:*** The Executive Committee is a standing committee. It consists of a small number of State Board members evenly divided among business, labor, and

government. It acts as a high-level strategic planning and jobs advisor to the Secretary of the LWDA and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.

- ***WIOA Implementation Workgroup:*** The State Board approved the creation of the WIOA Implementation Work Group in September 2014. Over the course of twenty-four months, this work group will ensure that California's implementation of the new law reflects state strategies and aligns resources accordingly. The group's work includes developing WIOA performance measures and multi-agency metrics, developing policy, catalyzing systems alignment and regional collaboration, and determining any needed governance changes.
- ***Increasing Skills and Credential Attainment Work Group:***The State Board approved the creation of the Increasing Skills and Credential Attainment Work Group in September 2014. This work group will develop a framework for the identification and prioritization of industry-valued credentials that benchmark skills and competencies for job-seekers and employers, supporting improved skill delivery and the regional calibration of labor market supply and demand. The Increasing Skills and Credential Attainment Work Group will support and catalyze experimentation, statewide workforce goals and large scale change.
- ***Health Workforce Development Council (HWDC):*** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected officials, the public workforce system, labor, philanthropic organizations, community-based organizations, health professional and advocacy organizations.
- ***Green Collar Jobs Council:***The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals.
- ***Advanced Manufacturing Workforce Development Council:***The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing; support regions in providing a skilled manufacturing labor force; identify national skills standards; and encourage regional industry sector partnerships.

STATE BOARD AND STATE PLAN DEVELOPMENT (102(B)(2)(A); 101(D)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi-monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the

content of the plan. Participants included staff from the State Board, CDE, CCCCO, the EDD, DOR, CDSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners, (the State Board, CDE, CCCCO, EDD, DOR, CDSS, ETP), and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, ETP, EDD, and the State Board
- CDE-CCCCO-State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR-State Board workgroup on Vocational Rehabilitation services;
- a CDSS-CWDA-CWDB-CCCCO workgroup on TANF programs;
- a multiagency and multi-departmental workgroup on Youth Services;
- a State Board lead workgroup on AJCC service delivery (“The One-Stop Design Workgroup”);
- a EDD-State Board workgroup on labor market information; and
- the Data-Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

STAFF STRUCTURE AND ACTIVE ONGOING POLICY DIRECTION, TECHNICAL ASSISTANCE, AND CAPACITY BUILDING 102(B)(2)(A); 101(D)(2); 101(D)(3)(A-B)(F); 101(D)(3); 101(D)(5)(A-C); 101(D)(3); 101(D)(10)

As the Governor’s agent for “the development, oversight, and continuous improvement of California’s workforce investment system and the alignment of the education and workforce investment systems,” the State Board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor’s vision for the state.

The board's operational structure has recently been reorganized to facilitate WIOA implementation and to build a comprehensive workforce and education system, aligning core and non-core program services across the various employment, training, workforce, educational, and human service programs whose mission it is to get Californians hired into good jobs. The State Board's new operational structure is shown in the relevant chart in Chapter 7 .

Under the new structure, the State Board will operate as a "think and do" tank, reviewing programs and policies, and helping develop implementation strategies that foster the plan's policy objectives.

EXECUTIVE DIRECTOR

Strategy, operations, planning, and policy development are guided by the Executive Director who reports to both the chair of the State Board and the Secretary of Labor and Workforce Development. The Executive Director is also the face of and chief liaison for the organization in the board's dealings with other state department heads and workforce system stakeholders, such as CWA, the Community College Taskforce on Workforce Development, SBE, the State Labor Federation, Industry Associations, and community-based associations.

CHIEF DEPUTY DIRECTOR

The Chief Deputy Director is the State Board chief of staff and oversees the daily operations of State Board staff operating in three branches: the Policy, Legislation, and Research Branch; the Strategy, Innovation, and Regional Initiatives Branch, and the Administrative Branch. The deputy directors responsible for the operations in these three branches supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

THE ADMINISTRATIVE BRANCH

The Administration Branch is responsible for all of the administrative operations of the State Board, ensuring compliance on all federal WIOA reporting and state reporting and fiscal requirements, State Board budget development and oversight, administrative matters pertaining to hiring and termination, procurement of goods and services, grant administrative matters, and program logistics. Specific responsibilities include the following:

- fiscal operations and budget:

o preparation of October and April budget revision

o maintenance of the State Board's "above the line" WIOA and Proposition 39 budget authority and total dollars allocated

o tracking of all State Board grant and initiative funds

o provides a detailed monthly encumbrance and expenditure report to accurately project expenditures

- contracts and procurement
- human resources
- State Board staff development

- State Board committee member support
- solicitation of federal and state funding opportunities
- drafting of annual reports, publications and audit responses
- maintenance of the State Board's IT hardware and software equipment, email systems, telecommunications equipment, network printers and copiers and website
- handling the logistical needs of the State Board and all of its committees and workgroups

THE POLICY, LEGISLATION, AND RESEARCH BRANCH

The Policy, Legislation, and Research Branch is responsible for doing policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, but not limited to, the following areas:

- General policy development to further system alignment of workforce, job services, training, and education programs.
- Research and policy development toward the delivery of effective One-Stop services, including policies facilitating One-Stop access for those with barriers to employment.
- Research on policies concerning effective sector engagement.
- Research on the building of career pathways tailored to client population needs, including research on how successful partnerships braid funds to facilitate movement through a career pathway that straddles multiple programs or service delivery structures.
- Examination of effective regional organizing efforts so as to identify the key elements of successful regional partnerships.
- Providing policy information to system partners to aid staff development.
- Providing policy information on successful practices to facilitate the building of local board capacity.
- Evidence-based research and policy development on the use of effective training programs responsive to labor market needs.

The Policy, Legislation, and Research Branch unit played a lead role in convening state plan partners, informing these partners on the legislative requirements of WIOA, sharing policy research on evidence-based practices, and facilitating agreement on the policy content of the State Plan by staffing the multiple workgroups engaged in the planning process.

As the State Plan moves into implementation, this unit will continue to work with state plan partners and stakeholders to design and issue regional and local planning guidance as well as joint policy directives to ensure that core and non-core programs are operating in a manner that carries forward the objectives of the plan.

Planning guidance and policy directives will serve as written technical assistance and will provide the policy rationale and supporting data and evidence for the best practices and model partnerships needed to implement the seven strategies discussed in the previous chapter.

Planning guidance and technical assistance will also contribute to the professional development of staff throughout the comprehensive workforce system and will help build the capacity of Local Boards by providing information on how implementation helps achieve the objectives of the State Plan.

The Strategy, Innovation, and Regional Initiatives Branch

The State Board's Strategy, Innovation, and Regional Initiatives Branch is charged with developing the strategic vision underlying regional economic and workforce development and guiding innovation in related policy and practice to advance the State's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets
- Using regional coalitions and partnerships (including sector partnerships) to inform and advance the development of career pathways so as to ensure the use of effective training programs responsive to labor market needs.
- Accelerating skills and credential attainment aligned with regional labor markets.
- Facilitating access to job training, education and workforce services for populations with barriers to employment.

The Strategy, Innovation, and Regional Initiatives Branch oversees high profile sector initiatives and workforce grant programs funded either by WIOA or through alternative sources of funding such as federal grants or relevant state grants. The key work of this branch is to align the broad objectives of its various grant-making initiatives with the State Plan's policy agenda while encouraging innovation and experimentation in the field. This unit also staffs the State Board's committee on credential attainment and will be working to help ensure that workforce programs operated around the state are making use of industry-recognized degree and credential programs. Strategy, Innovation, and Regional Initiatives Branch operates two particularly important WIOA-funded grant programs: Project Slingshot, and the Workforce Accelerator Fund.

PROJECT SLINGSHOT

The SlingShot grant program seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine. Grants are designed to foster the development of regional solutions to regionally-defined workforce and employment problems. The guiding premises of the SlingShot program are as follows:

- Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts.
- Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity.
- Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment.
- Policy should be evidence-based and data-driven. All strategies need to be grounded in effective use of data and metrics.
- Big problems require risk-taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional

partnerships to prototype new ideas, based on strong research and development, without fear of “failure” if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

WORKFORCE ACCELERATOR FUND GRANTS

California’s State Plan prioritizes regional coordination among key partners, sector-based employment strategies, skill attainment through “earn and learn” and other effective training models, and development of career pathways to provide for opportunities for individuals with barriers to employment to successfully participate in the labor force. Consistent with these state plan priorities, the State Board developed, and the Governor approved, the Workforce Accelerator Fund (Accelerator Fund) grant program to build workforce system infrastructure and capacity in the following ways:

- Collaboration among partners in the development of service delivery strategies and alignment of resources to connect disadvantaged and disconnected job seekers to employment.
- Innovation that creates new or adapts existing approaches or accelerates application of promising practices in workforce development and skill attainment.
- System change that uses these sub-grants to incentivize adoption of proven strategies and innovations that are sustained beyond the grant period.

The Accelerator Fund represents a new model of funding innovation and alignment in the workforce system, with the goal of funding “ground up” solutions to some of the most vexing challenges that are keeping Californians with barriers to employment from achieving success in jobs and careers. The solutions achieved through this Accelerator Fund can be used by regions grappling with similar challenges, and will be shared with the regional coalitions and other stakeholders to create lasting change and improvements in the workforce system.

The target populations being served by the Accelerator Fund are:

- *Long-Term Unemployed* - An unprecedented number of California workers have been out of work for more than six months and are struggling to find new jobs.
- *Returning Veterans* - Too many veterans, after performing essential services with great skill, are challenged in finding civilian jobs that capitalize on the skills they’ve built.
- *Persons with Disabilities* - The labor force participation rate for Californians with disabilities is only 19 percent - lower than it was before passage of the Americans with Disabilities Act.
- *Low-Income Workers* - Thousands of Californians are trapped in poverty, often cycling through low wage, dead-end jobs and lacking the education, skills, and supports, needed to move into sustained, higher wage jobs.
- *Disconnected Youth* - Many young people 16-24 are disconnected, neither in school nor work, and are in danger of being left behind.
- *Ex-Offenders* - Realignment has increased the visibility of the need for robust job services for the parole and ex-offender population in California.
- *Non-Custodial Parents* - Parents participating in family reunification programs are faced with the challenge of participating in parenting programs while seeking education and training resulting in jobs that pay self-sufficiency wages.

Work currently being done under the SlingShot and Accelerator Fund grants provides for regional organizing and policy innovation efforts that the State Board envisions continuing under WIOA regional planning efforts.

Regional Plans and "Regional Sector Pathways"

Regional plans and partnerships required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. The Policy, Research, and Legislation Branch of the State Board will work with state plan partners and Local Boards to develop regional planning guidance consistent with the policy objectives and strategies of the State Plan. The Strategy, Innovation, and Regional Initiatives Branch will provide technical assistance to ensure that regional planning efforts and related programs complement the State's broader regional economic and workforce development strategy.

THE ROLE OF THE STATE BOARD AND PERFORMANCE ACCOUNTABILITY (101)(D)(4)

Working with core partners, and strategic plan partners when applicable, the State Board plans to use a statistical adjustment model semi-annually to develop performance accountability measures that effectively serve Californians, especially Californians with barriers to employment.

Through the use of baseline data and the semi-annual statistic adjustment model, the state plans to update performance accountability measures to assess the effectiveness of serving those with barriers to employment, as well as WIOA and state level policy objectives and the level of services coordinated and identified in the strategic plan.

The State Board will convene core program partners and those strategic partners with whom performance outcomes are aligned to discuss, where appropriate, how the state will negotiate goals with federal agencies and local areas.

In consultation with strategic partners and local areas, the State Board will emphasize the skills attainment measure across programs because greater skill attainment leads to higher median earnings, greater percentages of employed participants, and helps the state reach the goal of one million middle-skill industry recognized credentials over the next ten years.

To help facilitate reliable and valid data for the assessment of programs and ability to serve individuals with barriers, the State Board will work with core program partners to identify strategies for robust data collection in all federally mandated reports, as well as additional measures identified by the state.

THE ROLE OF THE STATE BOARD IN ONE-STOP DESIGN 101(D)(6)(A-C); 101(D)(5)(A); 101(D)(7)(A-D);101(D)(8)

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of

customizable services available to clients on the basis of client needs. In this respect, AJCC services will be customer-centered.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate AJCCs as an access point for programs that provide for “demand-driven skills attainment.” From this perspective, One-Stops will be an “on ramp” or “gateway” to the “regional sector pathways” programs either built-out or identified through the regional planning process described earlier, allowing those service recipients who want to “upskill” an opportunity to do so.

AJCCs will continue to provide the full menu of One-Stop services, known under WIOA as “career services,” they have historically provided, and AJCCs will continue to function as labor exchanges, matching job seekers with employers, but there will be much greater emphasis on One-Stops as an access point for education and training services for those who want and need it, especially for those with barriers to employment.

Consistent with this vision, in June of 2015, the State Board and EDD partnered to create and staff the One-Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state’s AJCCs. Participants in this workgroup included the following:

- Local Workforce Development Boards
- AJCC operators
- California Employment Development Department
- Employment Training Panel
- California Welfare Directors Association
- County Welfare Departments
- California Community Colleges Chancellor’s Office
- Local Community Colleges
- California Workforce Association
- La Cooperativa (representing Migrant/Seasonal Farm Worker programs).
- California Department of Rehabilitation

To organize the work and ensure compliance with WIOA the workgroup divided itself into the following subcommittees:

1. **Bricks/Comprehensive Services Sub-committee:** The priorities of this subcommittee included the following:

- defining comprehensive and affiliate AJCCs
- identifying career and training services that will be provided on-site, through cross-training of partner staff, or through direct technology,
- identifying the characteristics of a high quality One-Stop Center
- supporting efforts for program alignment across core programs and with all mandatory partners
- developing MOUs, cost-sharing agreements and premise/infrastructure arrangements,
- ensuring access to individuals with barriers to employment, including individuals with disabilities
- developing recommendations on criteria and procedures for use by Local Boards in assessing the effectiveness and continuous improvement of One-Stop centers

2. **Clicks/Virtual Services Subcommittee:** The priorities of this subcommittee included the following:

- Identifying virtual basic career service software and applications that replace the need to go to a physical AJCC.
- Defining “direct technological access” to partner services in a comprehensive center.
- Identifying and beta-testing on-line digital literacy and skill development systems and recommending preferred models for statewide use to accelerate the. acquisition of skills and attainment of recognized postsecondary credentials
- Ensuring that technology is accessible to individuals with barriers to employment, individuals with disabilities, and individuals living in remote areas.

3. **Skills Subcommittee:** The priorities of this subcommittee included the following:

- Enhanced partnerships with education and training partners, especially community colleges.
- Increased access to career pathways through AJCCs for high demand sectors with the goal of increased attainment of industry recognized credentials/degrees.
- Strengthened professional development of workforce professionals employed in One-Stops.
- Increased capacity for Local Boards, including cross-training, credentials, and apprenticeship for frontline workforce professionals.
- Training staff on approaches to “customer-centered design.”
- Collecting and disseminating information on promising partnerships with training and education partners, including all core partner programs.
- Collecting and disseminating information on promising work-based “earn and learn” partnerships, including apprenticeship, OJT, and subsidized employment

4. **Communication Subcommittee:** The priorities of this subcommittee included the following:

- Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, CDSS, CCCCO, Adult Ed, the State Board, CWA, DOA, HCD, National programs).
- Identifying a single point of contact for each Local Board to facilitate regular interaction/communication between the state partner programs, including all core programs, and local stakeholders.
- Establishing a protocol and communication policy for all core partners and committing to talking regularly as a system.
- Utilizing social media and virtual communication tools.
- Developing a branding policy for the AJCC.

Through the efforts of the One-Stop Design Workgroup and the WIOA Implementation Committee Workgroups, the State Board has entered into agreements with mandated and voluntary partners and stakeholders to ensure implementation of an integrated, job driven service delivery system that provides job seekers (specifically individuals with barriers to employment) with the skills and credentials necessary to secure and advance in career pathways, and enable employers to identify and hire skilled workers and grow their businesses.

In addition, the State Board and EDD have issued guidance on negotiating a Memorandum of Understanding (MOU). Successful implementation of California’s statewide strategies will, in large part, be determined by the quality of the partnerships that are developed at the local level and articulated in the MOUs. The state-issued Workforce Services Directive (WSD) 15-12, which outlines the fact that local MOUs should serve as both functional tools as well as visionary plans for how the

Local Boards and AJCC partners will work together to create a unified service delivery system that meets the needs of their shared customers.

The MOU development process described in WSD15-12 takes place in two phases. Phase I addresses service coordination and collaboration amongst the partners. Phase II addresses how to functionally and fiscally sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure costs. After each phase of a MOU has been completed, it must be signed by authorized representatives of the Local Board, Chief Elected Official, and AJCC partner(s).

Phase I: Service Coordination

For Phase I, Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one-stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.

Phase II: Shared Resources and Costs

For Phase II, Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

The two-part schedule was provided by the State in order to allow time for other key WIOA milestones (e.g., Local Workforce Development Area subsequent designation, AJCC operator procurement, establishment of a state infrastructure fund) to be completed before Phase II is due.

Additional information on Phase II of the MOU process will be issued by the State upon the release of further guidance from DOL. In the interim, state level core partners are actively working together on how to best determine the value of infrastructure contributions and establish a state-level infrastructure fund.

THE ROLE OF THE STATE BOARD AND LABOR MARKET INFORMATION 101(D)(11)

The State Board works in partnership with EDD's LMID in the development of labor market data products that are useful for Local Boards and their partners as they engage in regional planning efforts.

The State Board regularly attends LMID advisory committee meetings to stay informed of economic and labor market trends and discuss how those trends may affect the workforce and education system's policy objectives.

For the purposes of local and regional strategic planning in WIOA, the State Board will work with LMID to provide guidance to Local Boards on the importance of using reliable data sources and effectively utilizing LMID's products and services. The State Board recognizes Local Board's need to access multiple sources of information, especially information pertaining to targeting investments in emerging industry sectors within their regional labor markets. While the State Board will continue to support the use of various information sources for strategic planning, emphasis is placed on data-driven, actionable labor market information that is timely, reliable, objective, accurate, and is

developed using sound methodologies, such as those developed by the Department of Labor's Bureau of Labor Statistics.

THE ROLE OF THE STATE BOARD AND FORMULA ALLOCATION (101)(D)(9)

The State Board depends on its partner, EDD's LMID, to develop allocation formulas for the distribution of funds for employment and training activities to local areas. Detail on these formula allocations is provided in the chapter on State Operating Systems and Policies.

1. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members' organizational affiliations.

State Board Membership

Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies this plan. State Board Membership includes:

BUSINESS

1 **Jonathon Andrus**

CEO

Fairchild Medical Center

2 **Roberto Barragan**

President

Valley Economic Development Center

3 **Josh Becker**

CEO

Lex Machina

4 **Robert Beitcher**

President and CEO

Motion Picture and Television Fund

5 **Jerome Butkiewicz**

Workforce Readiness Manager

San Diego Gas and Electric

6 **Jamil Dada**

Vice President, Investment Services

Provident Bank-Riverside County Branches

7 **Shannon Eddy**

Executive Director

Large-Scale Solar Association

8 **Imran Farooq**

Principal and Owner

Omni International LLC

9 **Michael Gallo**

President and CEO

Kelly Space and Technology Inc.

10**Chris Hill**

Vice President

Siemer & Associates

11**Pamela Kan**

President

Bishop-Wisecarver Corporation

12**Ro Khanna**

Counsel

Wilson Sonsini Goodrich and Rosati

13**Stephen Levy**

Director and Senior Economist

Center of Continuing Study of the California Economy

14**Laura Long**

Director of National Workforce Planning and Development

Kaiser Permanente

15**James Mangia**

President and CEO

St. John's Well Child and Family Center

16**Karl Mehta**

Venture Partner

Menlo Ventures

17**Stephen Monteros**

Vice President, Operations and Strategic Initiatives

SIGMAnet

18**Lisa Mortenson**

CEO

American Biodiesel, Inc. dba Community Fuels

19**Nathan Nayman**

Principal

Nayman Strategies

20**Catherine O'Bryant**

President

O'Bryant Electric Inc.

21**Kim Parker**

Executive Vice President

California Employers Association

22**Robert Redlo**

Consultant

Doctors Medical Center

23**Michael Rossi**

Chair

Advisory Board, Shorenstein Properties LLC

Senior Advisor, San Francisco 49ers

Board Chairman, CounterPoint Capital Partners LLC

24**Richard Rubin**

President

Richard A. Rubin Associates Inc.

25**Alma Salazar**

Vice President of Education and Workforce Development

Los Angeles Area Chamber of Commerce Unite-LA

26**Annette Smith-Dohring**

Workforce Development Program Manager

Sutter Health-Sacramento-Sierra Region

27**Bruce Stenslie**

President and CEO

Ventura County Economic Development Collaborative

COMMUNITY BASED ORGANIZATIONS

28**Monica Blanco-Etheridge**

Senior Account Representative

The Rios Company

29**Hermelinda Sapien**

CEO

Center for Employment Training

30**Abby Snay**

Executive Director

Jewish Vocational Services-San Francisco

31**Floyd Trammell**

Executive Director

West Bay Local Development Corporation Inc.

32**Joseph Williams**

CEO

Youth Action Project

ORGANIZED LABOR

33**John Brauer**

Executive Director of Workforce and Economic Development

California Labor Federation, AFL-CIO

34**Ken Burt**

Political Director

California Federation of Teachers

35**Bill Camp**

Retired

36**Diane Factor**

Director

Worker Education and Resource Center (SEIU Local 721)

37**Louis Franchimon**

Executive Secretary

Napa Solano Building Trades Council

38**Jeremy Smith**

Deputy Legislative Director

State Building and Construction Trades Council

LEGISLATURE

39**The Honorable Kevin Mullin**

Assembly Member

California State Assembly

40**The Honorable Rudy Salas**

Assembly Member

California State Assembly

GOVERNMENT

41 **David Lanier** (Representing Governor Edmund G. Brown, Jr.)

Secretary

California Labor and Workforce Development Agency

42 **Diana S. Dooley**

Secretary

Health and Human Services Agency

43 **Brice Harris**

Chancellor

California Community Colleges

44 **The Honorable Tom Torlakson**

State Superintendent of Public Instruction

California Department of Education

45 **Patrick W. Henning, Jr.**

Director

Employment Development Department

46 **Diane Ravnik**

Director

Division of Apprenticeship Standards

Department of Industrial

Relations

CHIEF LOCAL ELECTED OFFICIALS

47 **The Honorable Cindy Chavez**

County Supervisor

County of Santa Clara

48 **The Honorable Henry R. Perea**

County Supervisor

County of Fresno

ACADEMIC

49 **Laurence Frank**

President

Los Angeles Trade-Technical College

50 **Dr. Carol Zabin**

Director of Research

University of California at Berkeley Labor Center

NON-PROFIT ORGANIZATION

51 **Michael Kelly**

Executive Director

The Los Angeles Coalition for the Economy and Jobs

2. BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

CHAPTER 4: THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD, ITS ROLE, AND FUNCTIONS (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN RELATED TO THE STATE BOARD'S FUNCTIONS, WIOA SECS. 101(D), 102B(2)(A)), AND 102 B(2)(C)(I)).

THE STATE BOARD: ROLE, FUNCTIONS, AND OPERATIONAL STRUCTURE

Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act, "The California Workforce Development Board is the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce."

One primary responsibility of the State Board is to develop and implement, in close consultation with the Governor, a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act brings together state and federal planning requirements and requires that:

The California Workforce Development Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards, shall develop the State Plan to serve as a framework for the development of public policy, employment services, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs. The strategic workforce plan shall be prepared in a manner consistent with the requirements of the federal Workforce Innovation and Opportunity Act of 2014.

Part of the requirements for the unified state plan required under federal law is to specify how the state board will implement its federally required functions pertaining to the following:

- State plan development.
- Policy and program review to develop recommendations to build a comprehensive system.

- Fostering continuous improvement pertaining to:

o system alignment,

o access,

o sector engagement,

o career pathways,

o regionalism,

o One-Stop services, and

o staff development.

- Development and updating of the performance accountability system
- The identification and dissemination of information on best practices related to:

o One-Stop access for those with barriers to employment

o building local board capacity

o the use of effective training programs responsive to labor market needs

- The development and review of statewide policies pertaining to coordination of services through One-Stops, including:

o objective criteria and procedures for assessing effectiveness and improvement;

o guidance for allocation of infrastructure funds; and

o policies relating to roles and equitable distribution of resources

- Developing innovative technological practices to improve One-Stops with regard to:

o enhancing digital literacy skills

o accelerating skills and credential attainment

o professional development of One-Stop front line staff

o ensuring technological accessibility for persons with disabilities

- The development of allocation formulas for the distribution of funds
- The preparation of annual reports
- The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out it functions with respect to the development and implementation of the unified plan.

THE STATE BOARD AND ITS COMPOSITION

The members of the State Board are appointed by the Governor in conformity with WIOA Section 101(b) and California UI Code Section 14012. As required by federal and state statutes, the State Board has a business majority (27 of 53 members), and 20 percent workforce representation, including 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K-12 and community college representation to ensure coordination between the state's education and workforce systems. Two legislative members are appointed by the Senate President Pro-Tem and two by the Speaker of the Assembly. A complete listing of State Board members and the category they represent is provided in chapter seven.

The State Board reports to the Governor through the chair of the State Board (appointed by the Governor) and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state. The chair has the responsibility to call and preside at all State Board meetings and perform other duties as required. The vice-chair acts as chair in the chair's absence and performs other duties as required.

STATE BOARD COMMITTEES

Because the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing executive committee, special committees, and ad hoc committees. Special committees are appointed by the State Board chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. The committees are:

- ***Executive Committee:*** The Executive Committee is a standing committee. It consists of a small number of State Board members evenly divided among business, labor, and government. It acts as a high-level strategic planning and jobs advisor to the Secretary of the LWDA and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.
- ***WIOA Implementation Workgroup:*** The State Board approved the creation of the WIOA Implementation Work Group in September 2014. Over the course of twenty-four months, this work group will ensure that California's implementation of the new law reflects state strategies and aligns resources accordingly. The group's work includes developing WIOA performance measures and multi-agency metrics, developing policy, catalyzing systems alignment and regional collaboration, and determining any needed governance changes.
- ***Increasing Skills and Credential Attainment Work Group:***The State Board approved the creation of the Increasing Skills and Credential Attainment Work Group in September 2014. This work group will develop a framework for the identification and prioritization of industry-valued credentials that benchmark skills and competencies for job-seekers and employers, supporting improved skill delivery and the regional calibration of labor market supply and

demand. The Increasing Skills and Credential Attainment Work Group will support and catalyze experimentation, statewide workforce goals and large scale change.

- ***Health Workforce Development Council (HWDC):*** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected officials, the public workforce system, labor, philanthropic organizations, community-based organizations, health professional and advocacy organizations.
- ***Green Collar Jobs Council:***The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals.
- ***Advanced Manufacturing Workforce Development Council:***The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing; support regions in providing a skilled manufacturing labor force; identify national skills standards; and encourage regional industry sector partnerships.

STATE BOARD AND STATE PLAN DEVELOPMENT (102(B)(2)(A); 101(D)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi-monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, CDE, CCCCO, the EDD, DOR, CDSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners, (the State Board, CDE, CCCCO, EDD, DOR, CDSS, ETP), and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, ETP, EDD, and the State Board
- CDE-CCCCO-State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR-State Board workgroup on Vocational Rehabilitation services;
- a CDSS-CWDA-CWDB-CCCCO workgroup on TANF programs;
- a multiagency and multi-departmental workgroup on Youth Services;
- a State Board lead workgroup on AJCC service delivery ("The One-Stop Design Workgroup");
- a EDD-State Board workgroup on labor market information; and
- the Data-Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

STAFF STRUCTURE AND ACTIVE ONGOING POLICY DIRECTION, TECHNICAL ASSISTANCE, AND CAPACITY BUILDING 102(B)(2)(A); 101(D)(2); 101(D)(3)(A-B)(F); 101(D)(3); 101(D)(5)(A-C); 101(D)(3); 101(D)(10)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems," the State Board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The board's operational structure has recently been reorganized to facilitate WIOA implementation and to build a comprehensive workforce and education system, aligning core and non-core program services across the various employment, training, workforce, educational, and human service programs whose mission it is to get Californians hired into good jobs. The State Board's new operational structure is shown in the relevant chart in Chapter 7 .

Under the new structure, the State Board will operate as a "think and do" tank, reviewing programs and policies, and helping develop implementation strategies that foster the plan's policy objectives.

EXECUTIVE DIRECTOR

Strategy, operations, planning, and policy development are guided by the Executive Director who reports to both the chair of the State Board and the Secretary of Labor and Workforce Development. The Executive Director is also the face of and chief liaison for the organization in the board's

dealings with other state department heads and workforce system stakeholders, such as CWA, the Community College Taskforce on Workforce Development, SBE, the State Labor Federation, Industry Associations, and community-based associations.

CHIEF DEPUTY DIRECTOR

The Chief Deputy Director is the State Board chief of staff and oversees the daily operations of State Board staff operating in three branches: the Policy, Legislation, and Research Branch; the Strategy, Innovation, and Regional Initiatives Branch, and the Administrative Branch. The deputy directors responsible for the operations in these three branches supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

THE ADMINISTRATIVE BRANCH

The Administration Branch is responsible for all of the administrative operations of the State Board, ensuring compliance on all federal WIOA reporting and state reporting and fiscal requirements, State Board budget development and oversight, administrative matters pertaining to hiring and termination, procurement of goods and services, grant administrative matters, and program logistics. Specific responsibilities include the following:

- fiscal operations and budget:

o preparation of October and April budget revision

o maintenance of the State Board's "above the line" WIOA and Proposition 39 budget authority and total dollars allocated

o tracking of all State Board grant and initiative funds

o provides a detailed monthly encumbrance and expenditure report to accurately project expenditures

- contracts and procurement
- human resources
- State Board staff development
- State Board committee member support
- solicitation of federal and state funding opportunities
- drafting of annual reports, publications and audit responses
- maintenance of the State Board's IT hardware and software equipment, email systems, telecommunications equipment, network printers and copiers and website
- handling the logistical needs of the State Board and all of its committees and workgroups

THE POLICY, LEGISLATION, AND RESEARCH BRANCH

The Policy, Legislation, and Research Branch is responsible for doing policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, but not limited to, the following areas:

- General policy development to further system alignment of workforce, job services, training, and education programs.
- Research and policy development toward the delivery of effective One-Stop services, including policies facilitating One-Stop access for those with barriers to employment.
- Research on policies concerning effective sector engagement.
- Research on the building of career pathways tailored to client population needs, including research on how successful partnerships braid funds to facilitate movement through a career pathway that straddles multiple programs or service delivery structures.
- Examination of effective regional organizing efforts so as to identify the key elements of successful regional partnerships.
- Providing policy information to system partners to aid staff development.
- Providing policy information on successful practices to facilitate the building of local board capacity.
- Evidence-based research and policy development on the use of effective training programs responsive to labor market needs.

The Policy, Legislation, and Research Branch unit played a lead role in convening state plan partners, informing these partners on the legislative requirements of WIOA, sharing policy research on evidence-based practices, and facilitating agreement on the policy content of the State Plan by staffing the multiple workgroups engaged in the planning process.

As the State Plan moves into implementation, this unit will continue to work with state plan partners and stakeholders to design and issue regional and local planning guidance as well as joint policy directives to ensure that core and non-core programs are operating in a manner that carries forward the objectives of the plan.

Planning guidance and policy directives will serve as written technical assistance and will provide the policy rationale and supporting data and evidence for the best practices and model partnerships needed to implement the seven strategies discussed in the previous chapter.

Planning guidance and technical assistance will also contribute to the professional development of staff throughout the comprehensive workforce system and will help build the capacity of Local Boards by providing information on how implementation helps achieve the objectives of the State Plan.

The Strategy, Innovation, and Regional Initiatives Branch

The State Board's Strategy, Innovation, and Regional Initiatives Branch is charged with developing the strategic vision underlying regional economic and workforce development and guiding innovation in related policy and practice to advance the State's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets
- Using regional coalitions and partnerships (including sector partnerships) to inform and advance the development of career pathways so as to ensure the use of effective training programs responsive to labor market needs.
- Accelerating skills and credential attainment aligned with regional labor markets.

- Facilitating access to job training, education and workforce services for populations with barriers to employment.

The Strategy, Innovation, and Regional Initiatives Branch oversees high profile sector initiatives and workforce grant programs funded either by WIOA or through alternative sources of funding such as federal grants or relevant state grants. The key work of this branch is to align the broad objectives of its various grant-making initiatives with the State Plan's policy agenda while encouraging innovation and experimentation in the field. This unit also staffs the State Board's committee on credential attainment and will be working to help ensure that workforce programs operated around the state are making use of industry-recognized degree and credential programs. Strategy, Innovation, and Regional Initiatives Branch operates two particularly important WIOA-funded grant programs: Project Slingshot, and the Workforce Accelerator Fund.

PROJECT SLINGSHOT

The SlingShot grant program seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine. Grants are designed to foster the development of regional solutions to regionally-defined workforce and employment problems. The guiding premises of the SlingShot program are as follows:

- Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts.
- Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity.
- Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment.
- Policy should be evidence-based and data-driven. All strategies need to be grounded in effective use of data and metrics.
- Big problems require risk-taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

WORKFORCE ACCELERATOR FUND GRANTS

California's State Plan prioritizes regional coordination among key partners, sector-based employment strategies, skill attainment through "earn and learn" and other effective training models, and development of career pathways to provide for opportunities for individuals with barriers to employment to successfully participate in the labor force. Consistent with these state plan priorities, the State Board developed, and the Governor approved, the Workforce Accelerator Fund (Accelerator Fund) grant program to build workforce system infrastructure and capacity in the following ways:

- Collaboration among partners in the development of service delivery strategies and alignment of resources to connect disadvantaged and disconnected job seekers to employment.
- Innovation that creates new or adapts existing approaches or accelerates application of promising practices in workforce development and skill attainment.
- System change that uses these sub-grants to incentivize adoption of proven strategies and innovations that are sustained beyond the grant period.

The Accelerator Fund represents a new model of funding innovation and alignment in the workforce system, with the goal of funding "ground up" solutions to some of the most vexing challenges that are keeping Californians with barriers to employment from achieving success in jobs and careers. The solutions achieved through this Accelerator Fund can be used by regions grappling with similar challenges, and will be shared with the regional coalitions and other stakeholders to create lasting change and improvements in the workforce system.

The target populations being served by the Accelerator Fund are:

- *Long-Term Unemployed* - An unprecedented number of California workers have been out of work for more than six months and are struggling to find new jobs.
- *Returning Veterans* - Too many veterans, after performing essential services with great skill, are challenged in finding civilian jobs that capitalize on the skills they've built.
- *Persons with Disabilities* - The labor force participation rate for Californians with disabilities is only 19 percent - lower than it was before passage of the Americans with Disabilities Act.
- *Low-Income Workers* - Thousands of Californians are trapped in poverty, often cycling through low wage, dead-end jobs and lacking the education, skills, and supports, needed to move into sustained, higher wage jobs.
- *Disconnected Youth* - Many young people 16-24 are disconnected, neither in school nor work, and are in danger of being left behind.
- *Ex-Offenders* - Realignment has increased the visibility of the need for robust job services for the parole and ex-offender population in California.
- *Non-Custodial Parents* - Parents participating in family reunification programs are faced with the challenge of participating in parenting programs while seeking education and training resulting in jobs that pay self-sufficiency wages.

Work currently being done under the SlingShot and Accelerator Fund grants provides for regional organizing and policy innovation efforts that the State Board envisions continuing under WIOA regional planning efforts.

Regional Plans and "Regional Sector Pathways"

Regional plans and partnerships required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. The Policy, Research, and Legislation Branch of the State Board will work with state plan partners and Local Boards to develop regional planning guidance consistent with the policy objectives and strategies of the State Plan. The Strategy, Innovation, and Regional Initiatives Branch will provide technical assistance to ensure that regional planning efforts and related programs complement the State's broader regional economic and workforce development strategy.

THE ROLE OF THE STATE BOARD AND PERFORMANCE ACCOUNTABILITY (101)(D)(4)

Working with core partners, and strategic plan partners when applicable, the State Board plans to use a statistical adjustment model semi-annually to develop performance accountability measures that effectively serve Californians, especially Californians with barriers to employment.

Through the use of baseline data and the semi-annual statistic adjustment model, the state plans to update performance accountability measures to assess the effectiveness of serving those with barriers to employment, as well as WIOA and state level policy objectives and the level of services coordinated and identified in the strategic plan.

The State Board will convene core program partners and those strategic partners with whom performance outcomes are aligned to discuss, where appropriate, how the state will negotiate goals with federal agencies and local areas.

In consultation with strategic partners and local areas, the State Board will emphasize the skills attainment measure across programs because greater skill attainment leads to higher median earnings, greater percentages of employed participants, and helps the state reach the goal of one million middle-skill industry recognized credentials over the next ten years.

To help facilitate reliable and valid data for the assessment of programs and ability to serve individuals with barriers, the State Board will work with core program partners to identify strategies for robust data collection in all federally mandated reports, as well as additional measures identified by the state.

THE ROLE OF THE STATE BOARD IN ONE-STOP DESIGN 101(D)(6)(A-C); 101(D)(5)(A); 101(D)(7)(A-D);101(D)(8)

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs. In this respect, AJCC services will be customer-centered.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate AJCCs as an access point for programs that provide for “demand-driven skills attainment.” From this perspective, One-Stops will be an “on ramp” or “gateway” to the “regional sector pathways” programs either built-out or identified through the regional planning process described earlier, allowing those service recipients who want to “upskill” an opportunity to do so.

AJCCs will continue to provide the full menu of One-Stop services, known under WIOA as “career services,” they have historically provided, and AJCCs will continue to function as labor exchanges, matching job seekers with employers, but there will be much greater emphasis on One-Stops as an

access point for education and training services for those who want and need it, especially for those with barriers to employment.

Consistent with this vision, in June of 2015, the State Board and EDD partnered to create and staff the One-Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Participants in this workgroup included the following:

- Local Workforce Development Boards
- AJCC operators
- California Employment Development Department
- Employment Training Panel
- California Welfare Directors Association
- County Welfare Departments
- California Community Colleges Chancellor's Office
- Local Community Colleges
- California Workforce Association
- La Cooperativa (representing Migrant/Seasonal Farm Worker programs).
- California Department of Rehabilitation

To organize the work and ensure compliance with WIOA the workgroup divided itself into the following subcommittees:

1. **Bricks/Comprehensive Services Sub-committee:** The priorities of this subcommittee included the following:

- defining comprehensive and affiliate AJCCs
- identifying career and training services that will be provided on-site, through cross-training of partner staff, or through direct technology,
- identifying the characteristics of a high quality One-Stop Center
- supporting efforts for program alignment across core programs and with all mandatory partners
- developing MOUs, cost-sharing agreements and premise/infrastructure arrangements,
- ensuring access to individuals with barriers to employment, including individuals with disabilities
- developing recommendations on criteria and procedures for use by Local Boards in assessing the effectiveness and continuous improvement of One-Stop centers

2. **Clicks/Virtual Services Subcommittee:** The priorities of this subcommittee included the following:

- Identifying virtual basic career service software and applications that replace the need to go to a physical AJCC.
- Defining "direct technological access" to partner services in a comprehensive center.
- Identifying and beta-testing on-line digital literacy and skill development systems and recommending preferred models for statewide use to accelerate the. acquisition of skills and attainment of recognized postsecondary credentials
- Ensuring that technology is accessible to individuals with barriers to employment, individuals with disabilities, and individuals living in remote areas.

3. **Skills Subcommittee:** The priorities of this subcommittee included the following:

- Enhanced partnerships with education and training partners, especially community colleges.
- Increased access to career pathways through AJCCs for high demand sectors with the goal of increased attainment of industry recognized credentials/degrees.
- Strengthened professional development of workforce professionals employed in One-Stops.
- Increased capacity for Local Boards, including cross-training, credentials, and apprenticeship for frontline workforce professionals.
- Training staff on approaches to “customer-centered design.”
- Collecting and disseminating information on promising partnerships with training and education partners, including all core partner programs.
- Collecting and disseminating information on promising work-based “earn and learn” partnerships, including apprenticeship, OJT, and subsidized employment

4. **Communication Subcommittee:** The priorities of this subcommittee included the following:

- Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, CDSS, CCCCO, Adult Ed, the State Board, CWA, DOA, HCD, National programs).
- Identifying a single point of contact for each Local Board to facilitate regular interaction/communication between the state partner programs, including all core programs, and local stakeholders.
- Establishing a protocol and communication policy for all core partners and committing to talking regularly as a system.
- Utilizing social media and virtual communication tools.
- Developing a branding policy for the AJCC.

Through the efforts of the One-Stop Design Workgroup and the WIOA Implementation Committee Workgroups, the State Board has entered into agreements with mandated and voluntary partners and stakeholders to ensure implementation of an integrated, job driven service delivery system that provides job seekers (specifically individuals with barriers to employment) with the skills and credentials necessary to secure and advance in career pathways, and enable employers to identify and hire skilled workers and grow their businesses.

In addition, the State Board and EDD have issued guidance on negotiating a Memorandum of Understanding (MOU). Successful implementation of California’s statewide strategies will, in large part, be determined by the quality of the partnerships that are developed at the local level and articulated in the MOUs. The state-issued Workforce Services Directive (WSD) 15-12, which outlines the fact that local MOUs should serve as both functional tools as well as visionary plans for how the Local Boards and AJCC partners will work together to create a unified service delivery system that meets the needs of their shared customers.

The MOU development process described in WSD15-12 takes place in two phases. Phase I addresses service coordination and collaboration amongst the partners. Phase II addresses how to functionally and fiscally sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure costs. After each phase of a MOU has been completed, it must be signed by authorized representatives of the Local Board, Chief Elected Official, and AJCC partner(s).

<u>Phase I: Service Coordination</u>

For Phase I, Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one-stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.

Phase II: Shared Resources and Costs

For Phase II, Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

The two-part schedule was provided by the State in order to allow time for other key WIOA milestones (e.g., Local Workforce Development Area subsequent designation, AJCC operator procurement, establishment of a state infrastructure fund) to be completed before Phase II is due.

Additional information on Phase II of the MOU process will be issued by the State upon the release of further guidance from DOL. In the interim, state level core partners are actively working together on how to best determine the value of infrastructure contributions and establish a state-level infrastructure fund.

THE ROLE OF THE STATE BOARD AND LABOR MARKET INFORMATION 101(D)(11)

The State Board works in partnership with EDD's LMID in the development of labor market data products that are useful for Local Boards and their partners as they engage in regional planning efforts.

The State Board regularly attends LMID advisory committee meetings to stay informed of economic and labor market trends and discuss how those trends may affect the workforce and education system's policy objectives.

For the purposes of local and regional strategic planning in WIOA, the State Board will work with LMID to provide guidance to Local Boards on the importance of using reliable data sources and effectively utilizing LMID's products and services. The State Board recognizes Local Board's need to access multiple sources of information, especially information pertaining to targeting investments in emerging industry sectors within their regional labor markets. While the State Board will continue to support the use of various information sources for strategic planning, emphasis is placed on data-driven, actionable labor market information that is timely, reliable, objective, accurate, and is developed using sound methodologies, such as those developed by the Department of Labor's Bureau of Labor Statistics.

THE ROLE OF THE STATE BOARD AND FORMULA ALLOCATION (101)(D)(9)

The State Board depends on its partner, EDD's LMID, to develop allocation formulas for the distribution of funds for employment and training activities to local areas. Detail on these formula allocations is provided in the chapter on State Operating Systems and Policies.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

REGIONAL AND LOCAL ASSESSMENT AND PERFORMANCE

Regional performance is at the Governor's discretion, and is not mandated in statute. Moreover, not all core programs are required regional partners under WIOA section 106. Given the policy direction of the State Plan, California will take the following approach to regional performance.

• The State Board is looking to further implement additional state measures at the regional level to assess progress toward achieving State Plan policy objectives and enumerated goals. These will include the following:

o a regional enumeration of the number of existing and new training and education programs created regionally in response to industry workforce needs

o a regional enumeration - the number of middle-skill industry-valued and recognized postsecondary credentials awarded in the region

• The State Board will collectively negotiate local area performance goals for Title I programs with Local Boards organized into RPUs, but Local Boards will continue to be held individually accountable for WIOA performance indicators in Section 116(b).

The process for which local boards negotiate goals at the regional level will be developed through consultation with Local Boards and issued through statewide policy guidance.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

The state will initially assess One–Stop mandatory partners on whether they are meeting baseline federal requirements pertaining to co–location, cross–training, and meaningful virtual access to services in at least one comprehensive One–Stop in each Local Area. The state has secured agreement from all core programs, CDSS, and the County Welfare Directors Association to work collaboratively to ensure compliance on this matter.

The State Board will also develop a One–Stop assessment/certification policy that will further assess the effectiveness of the One–Stop system and the partnerships of the One–Stop partner programs at the local and regional level at least once every three years.

Recommendations on the criteria to be used in this assessment/certification are being developed through the One–Stop Design workgroup, convened and facilitated by both the State Board and EDD. This workgroup also includes representatives from all core programs and other state and local partners in the One–Stop system and is charged with identifying and disseminating information on best practices relating to business outreach, partnerships, and service delivery strategies, identifying and responding to implementation challenges, and providing policy recommendations to the State Board to guide the effective operation of the One–Stop system in California. Assessment/certification criteria will include all of the following:

o an assessment of leadership, planning and collaboration (how well are core programs involved and aligned?)

• an assessment of customer–focus and customer–centered design (do clients get the services they need?)

• an assessment of the manner in which the One–Stop will enable skills attainment leading to industry recognized credentials and degrees (does the One–Stop help move those with barriers to employment on a path to skills development?)

• an assessment of the way the One–Stop will use data for continuous improvement (do One–Stop operators utilize performance data to improve service delivery?)

• an assessment of professional development and staff capacity building (are frontline staff trained on the requirements of WIOA, the policies required under the State Plan, and to provide high quality, customer–focused services?)

• an assessment of employer engagement and focus on high growth sectors (is programing aligned with regional labor market dynamics?)

Requested Revision

California will annually assess performance of the one-stop partner programs using measures of employment, employment and/or further training, earnings, credentials, and industry of employment. For training providers, the state annually updates performance data on public and private training programs for its Eligible Training Program List for use by Title I Adult and Dislocated Worker programs. The measures used include: completion rate and employment rate.

C. PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

During the last two years, the State Board delegated responsibility for the assessment of the effectiveness of the core programs and One-Stop partner programs operated through the WIA, to the forty-eight Local Boards designated to operate in California and to the state agencies with

oversight responsibility for each title of WIA (Title I and III to EDD, Title II to the CDE, and Title IV to DOR). Assessment of the effectiveness of the system included:

1. Partnership and participation in building the system - measured by signed MOU, co-location of staff, reduction in stand-alone service centers, service integration, and leveraged resources/shared costs.

• EDD conducted an assessment of the integration of WIA Title I and Title III in the One-Stop system, establishing that California's 190 AJCCs, 80 sites are comprehensive AJCC with fully executed MOU's with required partners, 107 sites are affiliate AJCC's and 3 sites are stand-alone EDD offices.

• The State Board has coordinated an assessment of the core partners, the CCCCO, and CDSS to assess the participation of California's 58 County Welfare Department's, 113 community colleges, 84 Department of Rehabilitation district offices and 70 adult education consortiums, finding a high degree of coordination, information sharing, and referral among partners, and an interest in working more collaboratively in the future to serve customers.

• During the state planning process the CWDA conducted an assessment of integration of the CalWORKs (TANF) program in the One-Stop system and found that 59 percent of California's CalWORKs programs are co-located in the AJCCs, 43 percent participate in cross-training of partner staff, and 20 percent have a virtual connection between the CalWORKs and AJCC staff for referral purposes.

2. Providing excellent customer services to job seekers and employers. The Local Boards have assessed the ability of the local system to implement service strategies to meet the needs of job seekers and employers in a variety of ways, including customer satisfaction surveys, secret shoppers, creation of teams to interview staff, partners and customers, and development of professional development and capacity building programs for staff and partners.

In addition, CCCCO has developed on-line tools to assess the completion rates and average wages of students enrolled in career pathway programs and is making outcome data accessible on attainment of certificates, credentials and degree programs, and CCCO is encouraging adult education consortia to utilize the existing data system to assess the effectiveness of adult education programs.

3. The CDE produces Annual Performance Reports submitted to United States Department of Education.. According to the annual report, California is the largest adult education provider in the United States. The state served approximately 18 percent of the nation's adultsenrolled in AEFLA programs, according to the 2012−13 NRS data. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 60 percent of California's AEFLA programs and 27 percent of the nation's ESL program that year. California also served more learners in ABE and ASE programs than any other state, comprising 11 percent of total learners enrolled in ABE and ASE nationwide. In 2013-14, 202 local agencies served 463,005 learners in the AEFLA programs.

4. Title IV, In accordance with section 101(a)(15)(E), Evaluation and Reports of Progress, of the Rehabilitation Act, DOR's State Plan includes the results of an evaluation of the effectiveness of the vocational rehabilitation program, progress made in improving the effectiveness from the preceding

two-year period, and submits a joint report with the SRC, to ED's Rehabilitation Services Administration Commissioner. The evaluation and report include:

• the extent to which DOR's State Plan goals were achieved;

• the strategies that contributed to achieving the goals;

• the extent to which the goals were not achieved, and a description of the factors that impeded that achievement; and

• an assessment of the performance of the state on the standards and indicators established pursuant to section 106, Evaluation Standards and Performance Indicators, of the Rehabilitation Act.

5. Ability to meet WIA Performance Outcomes and implement continuous improvement - the State Board, CDE, DOR, EDD and the Local Board have assessed the effectiveness of the core programs and One-Stop partners using the WIA performance measures and other locally developed or programmatic performance measures.

In the last two years, over half of the forty-eight Local Areas have conducted an assessment of the effectiveness of their comprehensive and affiliate One-Stop centers. Those who have conducted assessments do so typically on an annual basis in coordination with many of the WIOA mandatory partners. Assessments are conducted for the purposes of local monitoring as well as reporting effectiveness back to Local Boards. While assessments are conducted by local areas themselves, some local areas contract out to consultants to get more objective and expert-driven assessments. Program data, such as expenditures, quarterly enrollment and performance data, measured-against goals, customer satisfaction survey results, site visits and interviews, and contracts executed are utilized in the assessment process.

- All Local Areas create reports on customers served and program outcomes for partners and for their boards.
- Nearly 80 percent of the Local Areas have a process for assessing the needs of the job seeking and employer customers served with services and programs that meet those needs.
- Over 75 percent have a mechanism in place for measuring job seeker and/or employer customer satisfaction.
- Nearly two-thirds of the Local Areas have a process to measure One-Stop partners' satisfaction with the system.
- Two-thirds of the Local Areas have professional development programs in place for staff and partners.
- Almost all Local Areas provide training for front-line and business services staff on a regular basis.
- Only about 40 percent have a process in place to measure if One-Stop services meet the needs of core partner customers.

The assessment of the effectiveness of the core programs and One-Stop partners has not been coordinated or aligned in the past two years. Based on this history, the State Board is working to enhance and improve communication between the core and other state plan partners.

D. EVALUATION

Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

During the last two years, the State Board delegated responsibility for the assessment of the effectiveness of the core programs and One–Stop partner programs operated through the WIA, to the forty–eight Local Boards designated to operate in California and to the state agencies with oversight responsibility for each title of WIA (Title I and III to EDD, Title II to the CDE, and Title IV to DOR). Assessment of the effectiveness of the system included:

1. Partnership and participation in building the system – measured by signed MOU, co–location of staff, reduction in stand–alone service centers, service integration, and leveraged resources/shared costs.

• EDD conducted an assessment of the integration of WIA Title I and Title III in the One–Stop system, establishing that California's 190 AJCCs, 80 sites are comprehensive AJCC with fully executed MOU's with required partners, 107 sites are affiliate AJCC's and 3 sites are stand–alone EDD offices.

• The State Board has coordinated an assessment of the core partners, the CCCCO, and CDSS to assess the participation of California's 58 County Welfare Department's, 113 community colleges, 84 Department of Rehabilitation district offices and 70 adult education consortiums, finding a high degree of coordination, information sharing, and referral among partners, and an interest in working more collaboratively in the future to serve customers.

• During the state planning process the CWDA conducted an assessment of integration of the CalWORKs (TANF) program in the One–Stop system and found that 59 percent of California's CalWORKs programs are co–located in the AJCCs, 43 percent participate in cross–training of partner staff, and 20 percent have a virtual connection between the CalWORKs and AJCC staff for referral purposes.

2. Providing excellent customer services to job seekers and employers. The Local Boards have assessed the ability of the local system to implement service strategies to meet the needs of job seekers and employers in a variety of ways, including customer satisfaction surveys, secret shoppers, creation of teams to interview staff, partners and customers, and development of professional development and capacity building programs for staff and partners.

In addition, CCCCO has developed on–line tools to assess the completion rates and average wages of students enrolled in career pathway programs and is making outcome data accessible on attainment of certificates, credentials and degree programs, and CCCO is encouraging adult education consortia to utilize the existing data system to assess the effectiveness of adult education programs.

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programs, according to the 2012-13 NRS data. Because the state is home to one–fourth of the national non–English–speaking population, the ESL program comprised 60 percent of California's AEFLA programs and 27 percent of the nation's ESL program that year. California also served more learners in ABE and ASE programs than any other state, comprising 11 percent of total learners enrolled in ABE and ASE nationwide. In 2013–14, 202 local agencies served 463,005 learners in the AEFLA programs.

4. Title IV, In accordance with section 101(a)(15)(E), Evaluation and Reports of Progress, of the Rehabilitation Act, DOR's State Plan includes the results of an evaluation of the effectiveness of the vocational rehabilitation program, progress made in improving the effectiveness from the preceding two–year period, and submits a joint report with the SRC, to ED's Rehabilitation Services Administration Commissioner. The evaluation and report include:

• the extent to which DOR's State Plan goals were achieved;

• the strategies that contributed to achieving the goals;

• the extent to which the goals were not achieved, and a description of the factors that impeded that achievement; and

• an assessment of the performance of the state on the standards and indicators established pursuant to section 106, Evaluation Standards and Performance Indicators, of the Rehabilitation Act.

5. Ability to meet WIA Performance Outcomes and implement continuous improvement – the State Board, CDE, DOR, EDD and the Local Board have assessed the effectiveness of the core programs and One–Stop partners using the WIA performance measures and other locally developed or programmatic performance measures.

In the last two years, over half of the forty–eight Local Areas have conducted an assessment of the effectiveness of their comprehensive and affiliate One–Stop centers. Those who have conducted assessments do so typically on an annual basis in coordination with many of the WIOA mandatory partners. Assessments are conducted for the purposes of local monitoring as well as reporting effectiveness back to Local Boards. While assessments are conducted by local areas themselves, some local areas contract out to consultants to get more objective and expert–driven assessments. Program data, such as expenditures, quarterly enrollment and performance data, measured–against goals, customer satisfaction survey results, site visits and interviews, and contracts executed are utilized in the assessment process.

- All Local Areas create reports on customers served and program outcomes for partners and for their boards.
- Nearly 80 percent of the Local Areas have a process for assessing the needs of the job seeking and employer customers served with services and programs that meet those needs.
- Over 75 percent have a mechanism in place for measuring job seeker and/or employer customer satisfaction.
- Nearly two–thirds of the Local Areas have a process to measure One–Stop partners' satisfaction with the system.
- Two–thirds of the Local Areas have professional development programs in place for staff and partners.
- Almost all Local Areas provide training for front–line and business services staff on a regular basis.

- Only about 40 percent have a process in place to measure if One–Stop services meet the needs of core partner customers.

The assessment of the effectiveness of the core programs and One–Stop partners has not been coordinated or aligned in the past two years. Based on this history, the State Board is working to enhance and improve communication between the core and other state plan partners.

Requested Revision

California State level policies for the AJCC system embrace the principles of Customer Centered Design. The State's policies support placing customers at the center of the design process of the America's Job Center of California to ensure the system is responsive to the needs of employers and job seekers and services provided are the services that are needed by customers.

The USDOL/ETA Customer Centered Design (CCD) Challenge has been an opportunity for California's workforce partners and professionals to come together as teams to develop service designs to assist with WIOA implementation. CCD offers local boards and AJCCs the opportunity to step back from their normal business practices to develop solutions with a customer-centered focus. The purpose is to remove focus from laws and regulations-oriented problem solving to human-focused, solutions-oriented practices through a series of prescribed, actionable steps.

As part of the State's WIOA Implementation effort, California is supporting the 10 California CCD teams that participated in Round 1 of the CCD Challenge by providing grants to local Workforce Development Boards that sponsored design teams to implement, test, and refine their prototypes. In addition, California has also set aside funding to support CCD Round 2 Design Teams in their efforts to develop prototypes to improve services to job seekers with barriers to employment.

California will use Customer Centered Design as a framework for evaluating One Stop services delivery and program performance and will incorporate relevant findings from the Departments of Labor and Education in its evaluation approach.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

1. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

DISTRIBUTION OF FUNDS FOR TITLE I

EDD follows all applicable statutory requirements in determining the in–state distribution of funds for Title 1 youth, adult, and dislocated worker programs. Tables 1–4 on the pages that follow detail the methodology utilized for funds distribution.

Definition, Source, and Method of Calculating Factors for

PY 2016–17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds

YOUTH ACTIVITIES

Table 1

	UNEMPLOYMENT INAREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED YOUTH
WIOA PLAN PROVISIONS	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds
WIOA 2014 LAWChapter 2,SEC. 127 (b)(1)(C)(ii)	33 1/3 percent of the funds distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area, compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.	33 1/3 percent of the funds on the basis of the relative excess number of unemployed individuals in each Local Area, compared to the total excess number of unemployed individuals in all Local Areas.	33 1/3 percent of the funds on the basis of the relative number of disadvantaged youth in each Local Area, compared to the total number of disadvantaged youth in all Local Areas.
DEFINITION	Either:A. For any Local Area whose unemployment rate was 6.451 percent or above, total Local Area unemployment, ORB. Unemployment in a subpart of the Local Area comprised of one or more census tracts whose combined data meet the following criteria: i. Population of 10,000 persons or more. ii. Unemployment rate of 6.451 percent or more iii. Contiguous (i.e. tract boundaries must touch)	The greater of:A. The number of unemployed individuals in the Local Area less 4.5 percent of total Local Area labor force, ORB. The number of unemployed individuals in the Local Area ASU less 4.5 percent of total Local Area ASU labor force. But not less than zero. If both of the differences in A and B are less than zero, the factor value is zero.	Persons residing in the Local Area who are in poverty or are below 70% of lower living standard income level (LLSIL), between the ages of 16 to 21 years, excluding members of the armed forces and those attending college and not in the labor force

TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	Unemployment and unemployment rate: Average of estimates for the 12 months ending in June of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of June estimates; the benchmark date is March of the preceding year. PY 2016–17, average of estimates for 12 months ending June 2015, March 2015 benchmark.	Labor force and unemployment: Average of estimates for the 24 months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year. PY 2016–17, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.	Disadvantaged youth: American Community Survey five year moving average estimates from 2009 – 2013. PY 2016–17, Income reported in American Community Survey.
TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	Population, census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. PY 2016–17, 2010 Census	Census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. PY 2016–17, 2010 Census	Disadvantaged youth: American Community Survey five year moving average estimates from 2009 – 2013. PY 2016–17, Income reported in American Community Survey.
METHODS	Unemployment and unemployment rate: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	Labor force and unemployment: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	Disadvantaged youth: Use special tabulation of American Community Survey five year moving average estimates from 2009 – 2013 provided by ETA.

METHODS	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.1. 1 The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. 2. 2 Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. 3. 3 Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. 4. 4 The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low–rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. 5 The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold.	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.
Source of Data	1. Official labor statistics as of August 2015. 2. 2010 Census, Households only data.	1. Official labor statistics as of January 2016. 2. 2010 Census, Households only data.	American Community Survey five year moving average 2009 – 2013, provided by ETA.

<u>Note:</u> In addition to factor data, allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 90 percent of the prior two year average. Chapter 2, SEC. 128 (b)(2)(A)(ii)

2. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3),

Definition, Source, and Method of Calculating Factors for

PY 2016–17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds

ADULT ACTIVITIES

	UNEMPLOYMENT INAREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED ADULTS
WIOA PLAN PROVISIONS	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds
WIOA 2014 LAWChapter 3,SEC. 132 (b)(1)(B)(ii)	33 1/3 percent of the funds distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area, compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.	33 1/3 percent of the funds on the basis of the relative excess number of unemployed individuals in each Local Area, compared to the total excess number of unemployed individuals in all Local Areas.	33 1/3 percent of the funds on the basis of the relative number of disadvantaged adults in each Local Area, compared to the total number of disadvantaged adults in all Local Areas.
DEFINITION	Either: A. For any Local Area whose unemployment rate was 6.451 percent or above, total Local Area unemployment, ORB. Unemployment in a subpart of the Local Area comprised of one or more census tracts whose combined data meet the following criteria: i. Population of 10,000 persons or more. ii. Unemployment rate of 6.451 percent or more iii. Contiguous (i.e. tract boundaries must touch)	The greater of:A. The number of unemployed individuals in the Local Area less 4.5 percent of total Local Area labor force, ORB. The number of unemployed individuals in the Local Area ASU less 4.5 percent of total Local Area ASU labor force. But not less than zero. If both of the differences in A and B are less than zero, the factor value is zero.	Persons residing in the Local Area who are in poverty or are below 70% of lower living standard income level (LLSIL), between the ages of 22 to 75 years, excluding members of the armed forces and those attending college and not in the labor force
TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	Unemployment and unemployment rate: Average of estimates for the 12 months ending in June of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of June estimates; the benchmark date is March of the preceding year. PY 2016–17, average of estimates for 12 months ending June 2015, March 2015 benchmark.	Labor force and unemployment: Average of estimates for the 24 months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year. PY 2016–17, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.	Disadvantaged adult. American Community Survey five year moving average estimates from 2009 – 2013. PY 2016–17, Income reported in American Community Survey.

	UNEMPLOYMENT INAREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED ADULTS
TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	Population, census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. PY 2016–17, 2010 Census	Census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. PY 2016–17, 2010 Census	Disadvantaged adult. American Community Survey five year moving average estimates from 2009 – 2013. PY 2016–17, Income reported in American Community Survey.
METHODS	Unemployment and unemployment rate: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	Labor force and unemployment: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	Disadvantaged adult: Use special tabulation of American Community Survey five year moving average estimates from 2009 – 2013 provided by ETA.

	UNEMPLOYMENT INAREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED ADULTS
METHODS	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.Constructing the ASU: 1. The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. 2. Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. 3. Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. 4. The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low–rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. 5. The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold.	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.Constructing the ASU: 6. The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. 7. Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. 8. Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. 9. The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low–rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold	Constructing the ASU:Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.Constructing the ASU: 10. The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. 11. Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. 12. Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. 13. The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low–rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold
Source of Data	1. Official labor statistics as of January 2016. 2. 2010 Census, Households only data.	1. Official labor statistics as of January 2009. 2. 2000 Census, Summary File 3, P Tables.	American Community Survey five year moving average 2009 – 2013, provided by ETA.

<u>Note:</u> In addition to factor data, allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 90 percent of the prior two year average. Chapter 3, SEC. 133 (b)(2)(A)(ii)

3. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED.

	SHORT–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
LOCAL AREA PLAN PROVISIONS	10 percent of the funds distributed on the basis of the relative number of short–term Unemployment Insurance (UI) program claimants (defined below) in each Local Area, compared to the total number of short–term UI program claimants in all Local Areas.	30 percent of the funds distributed on the basis of the relative number of mid–term UI program claimants (defined below) in each Local Area, compared to the total number of mid–term UI program claimants in all Local Areas.	40 percent of the funds distributed on the basis of the relative number of long–term UI program claimants (defined below) in each Local Area, compared to the total number of long–term UI program claimants in all Local Areas.	20 percent based on long–term unemployment, which is determined by the percentage of UI claimants drawing 15 weeks or more of benefits and multiplying this by the total civilian unemployed in the Local Area relative to the number in all Local Areas.
DEFINITION	1) Determine the distribution of UI claimants statewide by number of weeks of benefits paid. 2) Identify the duration in weeks that divides the distribution into three parts; short–term, mid–term, and long–term. 3) The number of UI claimants by Local Area in each duration category relative to the total number of UI claimants in each duration category among all Local Areas. All UI Program claimants, including but not limited to UI, federal civilian workers (UCFE), and military claimants (UCX).	1) 1) Determine the distribution of UI claimants statewide by number of weeks of benefits paid. 2) Identify the duration in weeks that divides the distribution into three parts; short–term, mid–term, and long–term. 3) The number of UI claimants by Local Area in each duration category relative to the total number of UI claimants in each duration category among all Local Areas. All UI Program claimants, including but not limited to UI, federal civilian workers (UCFE), and military claimants (UCX).	2) 1) Determine the distribution of UI claimants statewide by number of weeks of benefits paid. 2) Identify the duration in weeks that divides the distribution into three parts; short–term, mid–term, and long–term. 3) The number of UI claimants by Local Area in each duration category relative to the total number of UI claimants in each duration category among all Local Areas. All UI Program claimants, including but not limited to UI, federal civilian workers (UCFE), and military claimants (UCX).	The product of:1) percentage of all UI claimants whose mailing address was within the Local Area who drew 15 weeks or more of benefits in a calendar year, and2) total number of unemployed persons in the Local Area.

	SHORT–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
TIME PERIOD In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year.	Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year.	Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year.	Unemployment: Average of estimates for the 24–months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year.
TIME PERIOD In every case, factors are based on the most current data available in time to meet legislatively–mandated allocation milestones.	PY 2016–17: Short–term UI claimants were determined using UI Program claimants whose benefit year ended during calendar years 2014 and 2015.	PY 2008–09: Mid–term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.	PY 2008–09: Long–term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.	PY 2016–17, average of estimates for 24–months ending December 2015, March 2014 benchmark as adjusted by BLS.

	SHORT–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
METHODS	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Unemployment: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)

	SHORT–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
METHODS	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts — short–term, mid–term, and long–term claimants — are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.	Ratio of long–term claimants:1. Using the UI claimant by duration data developed for claimant cohort methods, count the number of claimants who received benefits for 15 weeks or more. 2. The number of long–term claimants is divided by the total by Local Area, resulting in a percentage.
Source of Data	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).

	SHORT–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG–TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
Note: In addition to factor data allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 100 percent of the prior 2 year average. Chapter 3, SEC. 133(b)(2)(B)(iii)Definition, Source, and Method of Calculating Factors forPY 2016–17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) FundsOfficial Methods for Calculating Labor Force Statistics by GeographyTable 4LOCAL AREALocal Area labor force statistics are the sum of labor statistics for the geographic areas included in the Local Area. The method of calculation varies by type of geography (i.e. cities and counties). For Local Area covering the balance of county, Local Area labor statistics are labor statistics for the county less the sum of labor statistics for all other Local Areas in the county.California and Los Angeles CountyLabor force statistics for Los Angeles County and the California balance of state (BOS) are estimated by a				

B. FOR TITLE II:

1. MULTI-YEAR GRANTS OR CONTRACTS

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

DISTRIBUTION OF FUNDS FOR TITLE II

New and continuing agencies participated in an open competition in 2013–14 adhering to the twelve considerations in the WIA of 1998. Successful applicants were given the opportunity to continue to receive funds through a simplified reapplication process for 2014–15 and 2015–16. For the grant year of 2016–17, a new competitive application process will be executed adhering to the thirteen considerations in the WIOA, Title II: AEFLA, effective July 2014. This will be followed with a re–application process in years two and three. Only those grantees in good standing are allowed to reapply for continued funding.

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level, (2) populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent, and (3) incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level.

For leadership activities, the state allocates 12.5% to provide support for: (1) data and accountability, (2) technology and distance learning and, (3) professional development.

The CDE uses the considerations specified in section 231(e) of WIOA to fund eligible providers. Through an RFA process, agencies must provide narrative detail to demonstrate how they will meet each consideration. The CDE monitors successful applicants through a system of reviewing online deliverables and onsite visits for the following:

Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills and who are English language learners.

Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Past Effectiveness: The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals, to meet state–adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

Alignment with One–Stop Partners: The degree to which the eligible provider is responsive to, and demonstrates alignment between, proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the One–Stop partners.

Intensity, Quality, and Instructional Practices: The degree to which the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction.

Research–Based Educational Practices: The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

Effective Use of Technology: The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Integrated Education and Training: The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self–sufficiency, and to exercise the rights and responsibilities of citizenship.

Qualified Staff: The degree to which the eligible provider's activities are delivered by well–trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.

Partnerships and Development of Career Pathways: The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Boards, One–Stop centers, job training programs, and social service agencies, business, industry, labor organizations, community–based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Flexible Schedules and Coordination with Support Services: The degree to which the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Data Collection: The degree to which the eligible provider maintains a high–quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

English Language Acquisition and Civics Education: The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

The CDE uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current *California*

Public School Directory, and all other identified eligible agencies receive a grant or contract application notification by e–mail. This includes all known community–based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225 and/or 231 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for sections 225 and/or 231 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services, and the CYA to provide the appropriate and necessary services for institutionalized adults.

REEQUESTED REVISION

Distribution of Funds for Title II

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level, (2) populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent, (3) individuals with disabilities, and (4) incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level. For leadership activities, the state allocates 12.5 percent to provide support for: (1) data and accountability, (2) technology and distance learning, and (3) professional development.

For the grant year of 2017–18, the CDE will distribute the AEFLA grant funding in an open, competitive application process through an official Request for Application (RFA). The RFA details the grant requirements and the thirteen considerations specified in the WIOA, Title II: AEFLA, which is briefly described below. In the application process, eligible providers must address the thirteen considerations and show evidence of demonstrated effectiveness in program areas for which they are applying. The competitive grant application sets forth clear screening criteria for review. The CDE will issue a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants will be given a period to appeal. This will be followed with a re–application process in years two and three. A new RFA will be issued on a three year cycle.

The CDE evaluates and monitors program effectiveness of local providers in an ongoing basis, including annual Federal Program Monitoring reviews (on-site and online) and annual targeted technical assistance to providers who fall in the bottom quartile of the statewide aggregated assessment results. Furthermore, local providers must provide annual deliverables including 1) data integrity reports; 2) payment point summaries; 3) fiscal reports; 4) professional development, technology, and distance learning plans; 5) and local assessment plan. As such, local providers must continue to demonstrate program effectiveness in order to reapply for continued funding.

The CDE incentivizes local providers' demonstrated effectiveness by using a "pay-for-performance" system. Local agencies earn payment points, which translate into grant award funding. The CDE payment point system aligns with the federal National Reporting System (NRS) measures. The pay-

for-performance system awards payment points earned for completing an NRS Educational Functioning Level (EFL), advancing one or more levels, attaining a high school diploma or high school equivalency certificate, entering or retaining employment, and entering postsecondary education or training.

Successful applicants who were grantees in 2015–16 will be funded based on payment points earned in that year. Successful applicants new to the grant in 2017–18 will be awarded based on a funding formula that includes negotiated enrollment between the CDE and the applicant and the statewide payment point value.

The CDE uses the considerations specified in section 231(e) of WIOA to fund eligible providers. Through an RFA process, agencies must provide narrative detail to demonstrate how they will meet each consideration. The CDE monitors successful applicants through a system of reviewing online deliverables and onsite visits for the following:

Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills and who are English language learners.

Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Past Effectiveness: The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

Alignment with One-Stop Partners: The degree to which the eligible provider is responsive to, and demonstrates alignment between, proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the One-Stop partners.

Intensity, Quality, and Instructional Practices: The degree to which the eligible provider’s program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction.

Research-Based Educational Practices: The degree to which the eligible provider’s activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

Effective Use of Technology: The degree to which the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Integrated Education and Training: The degree to which the eligible provider’s activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training

programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Qualified Staff: The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.

Partnerships and Development of Career Pathways: The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Boards, One-Stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Flexible Schedules and Coordination with Support Services: The degree to which the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Data Collection: The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

English Language Acquisition and Civics Education: The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

The CDE uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current California Public School Directory, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225 and/or 231 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for sections 225 and/or 231 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services, and the CYA to provide the appropriate and necessary services for institutionalized adults.

The CDE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal

process is used for all eligible providers. During the initial period of the grant submission process, any eligible agency that contacts CDE with an interest in participating will be provided the information needed. The CDE sends notification of availability of applications to all potential new adult education providers in the years when the RFA is open to new applicants. The CDE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

2. ENSURE DIRECT AND EQUITABLE ACCESS

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The CDE uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current *California Public School Directory*, and all other identified eligible agencies receive a grant or contract application notification by e–mail. This includes all known community–based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225 and/or 231 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

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C. TITLE IV VOCATIONAL REHABILITATION

In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

DISTRIBUTION OF FUNDS FOR TITLE IV

A state may be designated as a combined agency, which serves all individuals with disabilities in the state; a general agency, which serves all individuals with disabilities, except those who are blind or visually impaired; or as a state agency for the blind, which provide services only for individuals who are blind or visually impaired.

The DOR is designated as a combined agency and, therefore, does administer its vocational rehabilitation program and does not disburse its funds to separate agencies.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

1. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION.

Requested Revision (this text has been altered since original submission)

The State's Approach to Program Data Integration and Interoperability (Corresponding to Section III (b)(6) of the planning guidance) California is dedicated to developing a roadmap towards greater data integration and interoperability and is researching centralized and federated methods to track, share, manage and report performance data over the medium term but is doing this in a manner that appreciates the complexity of the task at hand. As pointed out in chapter 2, California provides workforce and education services through a myriad of largely decentralized service delivery structures, including 11,000 K-12 schools, over 1,000 school districts, 1,000 charter schools, 113 community colleges (in 72 community college districts), 58 County Welfare Departments, 58 County Offices of Education, 47 Local Boards overseeing 190 One-Stops, and more than half a dozen state departments and agencies. Not all programs operating in this largely decentralized service delivery network have the same eligibility requirements, data needs, or program goals. Some of the relevant data systems are operated by local government. Some are operated by state government. All have existing case management, data-collection, and reporting legacy systems which have been designed with both their program specific needs and their client population characteristics in mind. Moreover, all these programs have existing relationships with vendors and many are party to legally binding contracts for the provision of case management, data collecting, and reporting services. Furthermore, in the absence of a federal mandate for states' to have a comprehensive integrated intake and case management system, efforts toward interoperability among State Plan partners will necessarily rely on voluntary participation which will depend on partners seeing value for their programs in joining in such collective efforts. Given this context, the state is approaching the matter of data-sharing and the building of interoperable data systems with the following principles in mind:

• Form meets function. The technological architecture for interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.

• Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Current and future efforts to develop data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership, such as the development of an ad hoc committee comprised of Title I and III local operators and users of third party systems and the state level case management system (CalJOBS) to make informed decisions and to share information about how to move toward the possibility of further integration.

• Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions that serve both the programs being operated, and more importantly, the members of the public receiving services. • Any data-sharing and data integration will be developed in order to meet state and federal privacy and security standards as well as those of each participating agency.

Operating from the foregoing policy perspective, the State Board has created the “Data-Sharing and Performance Accountability Workgroup” to assist the Governor in aligning technology across core programs and One-Stop mandatory partners with the goal of improving service delivery to individuals.

Representatives from all WIOA core programs, the community college system, K-12 education, the ETP, and DSS (TANF) have all participated in the workgroup, with representatives meeting with State Board staff more than a twenty times either collectively or program to program. To date, the workgroup has done all of the following:

• exchanged information about common data elements that support assessment and evaluation

• exchanged information about data systems in-use and extant performance reporting processes

• shared information on WIOA performance metrics, reporting requirements, regulations, and guidelines

• shared information on other performance reporting requirements in state law including:

o SB 1402 (T. Lieu, Chapter 361, Statutes 2012) which requires performance reporting for CCCCO Economic and Workforce Development grants operating under the DWM framework; and

o AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) which requires the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II Adult Education programs, as well as Trade Adjustment Assistance, and state apprenticeship programs.

• discussed challenges to implementing WIOA performance requirements

• reviewed approaches to data sharing and workforce performance reporting systems, (including dashboards) in other jurisdictions

• developed a forum to explore ways to integrate data systems to facilitate intake and service delivery and to track participation and performance across programs State plan partners are now beginning to map a way forward and have started to express their preferred approaches to achieving WIOA's vision for achieving data integration and interoperability, including alternative centralized, federated, and hybrid approaches. In the coming months, the State Board will continue to convene this workgroup to plot a way forward using the principles outlined above with the goal of developing a data-sharing governance structure that facilitates compliance with federal requirements.

As part of this process, the State Board is working with EDD, SBE/CDE, DOR, CCCCO and other state plan partners to develop an agreement that does the following:

• secures access to, and ensures the use of, the base wage file for use in all performance reporting relevant to WIOA employment and wage performance metrics as required under proposed regulations

o Core program partners have been made aware that use of the base wage file is required under the federal regulations.

o Each core program will need to negotiate a data-sharing agreement with EDD to make proper use of the base wage file.

• secures access to, and ensures the use of, data on credential attainment, skills gains, and degree and credential completion for use in all performance reporting relevant to human capital investment

• ensures all relevant state and federal privacy requirements are met, including HIPPA and FERPA requirements, and all other relevant state and federal laws

• lays the groundwork for developing, where appropriate, common intake processes and integrated or interoperable performance reporting systems where agreements are consistent with the principles outlined above.

Requested Revision continued

Since the submission of the State Plan in March of 2016, continued efforts in this area have included the following:

• The State Board's continued discussion with WIOA Implementation Workgroup partner agencies about how to best convene, facilitate, and broker a comprehensive data-sharing agreement that leads to an integrated and interoperable data system, both on the front end (common intake and case management) and on the back end (federated data software to produce state and federal performance reports as well as facilitate customized program evaluation using net-impact analysis). The principals of this Workgroup will meet in early June to review work conducted by State Board staff in this area.

• The beginnings of a formalized stakeholder process for identifying data systems, data sharing opportunities, and solutions for developing a flexible governance structure through the operation of a

federated data model. State Board staff have been briefing all the State Plan partners and various other State Government entities, including Finance and the Legislature on possible ways forward and are preparing formal MOUs to fund staffing to develop a negotiated data governance structure that will serve at the foundation of the state's approach to integration.

o WIOA partners are expected to contribute staff with policy, performance, information technology, legal and fiscal expertise to help discuss and troubleshoot the development of an integrated and interoperable data system.

o Discussion with the California Department of Technology is on-going to scope feasibility of developing a federated state level data sharing solution. The State Board will likely enter into a project management contract with CalTech to shepherd the data-sharing stakeholder process.

Additionally, the State Board is working to build greater capacity for cross-system assessment of the education and workforce systems through its participation with partners EDD, CCCCO, and SBE/CDE in the State Workforce and Education Alignment Project (SWEAP) funded by the National Skills Coalition in order to receive technical assistance for the development of data tools that gives state partners and policymakers better data to assess the extent to which relevant workforce and education programs are having measurable labor market impacts for those receiving services. Data tools being developed through this project include the following:

• the cross-system metrics dashboard required by AB2148 which includes WIOA title I and Title II, ETP incumbent work training, state-approved apprenticeships, community college career technical education, and Trade Adjustment Act

• the community college CTE evaluation data system "LaunchBoard" which may provide the platform for a career pathway evaluator data tool that examines whether people with varying degrees of needs have access to the right programs and range of services to earn credentials and/or move into jobs

• supply and demand reports required annually by SB 118 (T. Lieu, Chapter 361, Statutes 2012) that compare numbers of community college program completers to number of jobs openings in in-demand occupations

To assess the quality, effectiveness and improvement of the core programs, the State Board will continue to meet with the state plan partners on a regular basis to ensure continuing collaboration and communication, overcome competing or inconsistent priorities, and check in on progress towards meeting goals.

2. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN.

See our response to 1, above.

3. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE,

DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS.

See our response to 1, above. Our efforts to meet federal MIS goals, common intake, and broader alignment are all being addressed simultaneously as described in the narrative response to question 1.

4. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

California will negotiate statewide performance goals with the Department of Labor Employment and Training Administration (DOLETA), and ED's Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) for the state accountability measures described in Section 116(b) for the core programs.

To facilitate a statewide, regional, and local approach to assessment based on negotiated performance indicators, program data system collection and reporting, and education and workforce system alignment, the State Board has convened the core program and strategic partners to develop a commitment to systems alignment and service delivery coordination, as well as shared understanding and approach to policy, performance, and data sharing. Relevant detail on how the state will proceed with respect to assessment includes the following:

State Level Assessment and Performance

During the first year of WIOA performance accountability, California will develop baseline performance indicators for each program and indicator average score and individual programs based on existing enrollment data, local and regional planning goals, and robust discussions amongst core programs partners, Local Boards, and DOL and ED representatives. Thereafter, California will do the following:

• The State Board, in coordination with core program partners, will adjust baseline performance indicators following guidance from DOLETA, ED OCTAE, and ED RSA.

• Program data from each core program will be used in the assessment.

• Program data includes, but is not limited to, populations served, projected enrollments and cohort exits, and economic conditions.

• Assessment of program data will be culled from three separate data systems:

o TopsPRO Enterprise, utilized by CDE

o CalJOBS, utilized by EDD

o AWARE, utilized by DOR

• The core programs will be assessed using tools and methods such as the statistical adjustment model prepared by DOL and ED, annually reported data prepared for DOL and ED, real-time program data, and historic program data.

•

• All core programs will be assessed at the state level, but only Title I will be assessed at the regional and local level.

• Efforts at integrated performance reporting, cross-system data alignment and systems interoperability will develop over the course of the four year plan and are contingent on negotiated agreement among the state plan partners.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Requested Revision (this language has been updated since initial submission)

The State Board is working to build greater capacity for cross-system assessment of the education and workforce systems through its participation with partners EDD, CCCCO, and SBE/CDE in the State Workforce and Education Alignment Project (SWEAP) funded by the National Skills Coalition in order to receive technical assistance for the development of data tools that gives state partners and policymakers better data to assess the extent to which relevant workforce and education programs are having measurable labor market impacts for those receiving services.

Data tools being developed through this project include the following:

• the cross-system metrics dashboard required by AB2148 which includes WIOA title I and Title II, ETP incumbent work training, state-approved apprenticeships, community college career technical education, and Trade Adjustment Act

• the community college CTE evaluation data system "LaunchBoard" which may provide the platform for a career pathway evaluator data tool that examines whether people with varying degrees of needs have access to the right programs and range of services to earn credentials and/or move into jobs

• supply and demand reports required annually by SB 118 (T. Lieu, Chapter 361, Statutes 2012) that compare numbers of community college program completers to number of jobs openings in in-demand occupations

To assess the quality, effectiveness and improvement of the core programs, the State Board will continue to meet with the state plan partners on a regular basis to ensure continuing collaboration and communication, overcome competing or inconsistent priorities, and check in on progress towards meeting goals.

Additionally, the State Board will collectively negotiate local area performance goals for Title I programs with Local Boards organized into regional planning units, but Local Boards will continue to be held individually accountable for WIOA performance indicators in Section 116(b).

• To the extent feasible, broader performance data, including impact analyses and return on investment studies that allow one to assess the value of the state's workforce and education programs, as well as the ability to track outcomes longitudinally to assess and evaluate the effectiveness of career pathways. • Some measure of training-related employment by occupation and or sector, to assess whether training and education programs are leading to employment in relevant occupational fields or industry sectors following program exit (this is the mechanism the state will use to measure participants' post-program success and will also help determine the extent to which training programs being utilized actually align with labor market dynamics) (see planning guidance Section III(b)(6)(B)).

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

In the coming months, the State Board will continue to convene the "Data Sharing and Accountability" workgroup to plot a way forward using the principles outlined above with the goal of developing a data-sharing governance structure that facilitates compliance with federal requirements. As part of this process, the State Board is working with EDD, SBE/CDE, DOR, CCCCO and other state plan partners to develop an agreement that does the following:

- secures access to, and ensures the use of, the base wage file for use in all performance reporting relevant to WIOA employment and wage performance metrics as required under proposed regulations

o Core program partners have been made aware that use of the base wage file is required under the federal regulations.

o Each core program will need to negotiate a data-sharing agreement with EDD to make proper use of the base wage file.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The Data Sharing and Accountability workgroup also has the aim of:

- secure access to, and ensures the use of, data on credential attainment, skills gains, and degree and credential completion for use in all performance reporting relevant to human capital investment
- ensures all relevant state and federal privacy requirements are met, including HIPPA and FERPA requirements, and all other relevant state and federal laws
- lays the groundwork for developing, where appropriate, common intake processes and integrated or interoperable performance reporting systems where agreements are consistent with the principles outlined above

7. PRIORITY OF SERVICE FOR VETERANS

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

PRIORITY OF SERVICE FOR VETERANS

EDD is California's designated state workforce agency and administers the State's Jobs for Veterans Program Grant (JVSG). The JVSG supports two principal staff positions: Disabled Veterans' Outreach Program (DVOP) specialist; and Local Veterans' Employment Representative. The EDD operates and delivers outreach and career services to veterans with significant barriers to employment and employer outreach and workforce services with DOL-VETS funds.

To ensure access to services for veterans and veterans with significant barriers to employment, the state has established formal guidance regarding priority of service for veterans that all AJCC staff must follow. EDD Workforce Services Directive WSD08-10 provides this guidance. This guidance is being updated to include the new WIOA references and will be reissued once this is done.

Additionally, the state has prepared and delivered custom web training on veterans priority of service requirements in order to ensure that California continues to provide priority of service to California's veterans. This training is in accordance with the requirements of United States Code, Title 38, section 4215 of title 38; Priority of Service for veterans in DOL job training programs.

The JVSG program is the specific resource for assuring all veterans requiring more intensive services receive proper assistance, and are connected to all available assistance from partners in a comprehensive system. This is accomplished with specially trained EDD employees that have a veteran military service background.

Referral Service

California uses Veterans' Services Navigators (VSNs) as the first point of contact when veterans come into an AJCC. The VSN (Wagner-Peyser or partner staff) is the initial "triage" contact for veterans in order to address any significant barriers to employment and priority of services.

The Veterans' Intake Form (VIF) is a tool used to help determine if the veteran meets the eligibility definition of a veteran, eligible person, or spouse per DOL definitions. The VIF provides guidance to the VSN to conduct a needs-based determination to other resources that are available at the AJCC. When the VIF is completed by the VSN, the VSN will refer the veteran to a Disabled Veterans' Outreach Program specialist, Wagner-Peyser or other partner staff for further services.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

ACCESS FOR THE DISABLED

The state has existing policy guidance, which it will soon be updating and reissuing, regarding individuals with disabilities having equal access to services and information funded by WIOA Title I programs and partner agencies:

• Workforce Services Directives WSD10-1 and WSD10-2 - *Nondiscrimination and EqualOpportunity Procedures* and*Biennial LWIA Self-Assessment,* respectively*,* communicate the requirements regarding compliance with state and federal disability laws and procedures for ensuring accessible physical environments for all customers, including individuals with disabilities.

In support of these policies, the State Board is an active member of DOR's State Rehabilitation Counsel and the DOR represents individuals with disabilities on Local Boards. EDD maintains a Disability Policy Employment and Collaboration Unit (DPEC), whose primary objective is to develop both WIOA-required and discretionary partnerships to facilitate employment for individuals with disabilities.

The DPEC works with the State Board, Independent Living Centers, AJCCs, DOR, Department of Developmental Services (DDS), and many other public and private stakeholders to improve employment opportunities for individuals with disabilities. The DPEC also encourages and assists stakeholders to train staff on disability awareness and effective service delivery. Some of the partnerships and activities supported by the DPEC include: Employment First, Youth Employment Opportunity Program, Youth Leadership Forum, Disability Employment Initiative and Disability Employment Accelerator.

AJCC Accessibility Certification

The State Board is committed to ensuring individuals with disabilities have physical and programmatic access to the AJCC system and services. The State Board, in consultation with chief elected officials and Local Boards, will establish objective criteria and procedures to evaluate the AJCCs and delivery system for effectiveness. The evaluation will include how well the local job centers ensure equal opportunity for individuals with disabilities to participate in or benefit from AJCC services. The evaluation must also include criteria evaluating how well the centers and local delivery systems take actions to comply with the disability-related regulations implementing WIOA section 188, set forth in 29 CFR part 37.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

ACCESS FOR INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY:

The State policy for meeting the needs of Limited English Proficient (LEP) individuals is outlined in Workforce Investment Act Directive (WIAD) 04-20. Although the content has not significantly changed since it was last released, the directive is in the process of being reissued to reflect updated statutory citations. The guidance in WIAD04-20 contains three important steps for Local Areas in order to ensure that LEP individuals receive, free of charge, the language assistance necessary to afford them access to the programs, services, and information being provided.

Step 1: Determining the Extent of Obligation to Provide LEP ServicesAn individualized assessment using the four key factors listed below should be applied by the Local Area when evaluating language needs and deciding on appropriate next steps. The objective of the four-factor analysis is to allow for a balance that ensures meaningful access for LEP customers to critical services, while not imposing undue burdens on the Local Area.

The four-factor analysis includes the following: 1) the number or proportion of LEP persons served or encountered in the eligible services population; 2) the frequency with which LEP individuals come in contact with the program; 3) the nature and importance of the program, activity, or service provided by the recipient; and 4) the resources available to the recipient and costs.

Step 2: Selecting Language Assistance Services Once the level of obligation has been determined, the second step is selecting the best method for providing language assistance. There are two primary ways to provide language services: oral interpretation, either in person or via a telephone interpretation service, and written translation. The correct mix of language assistance services should be based on what is both necessary and reasonable in light of the four-factor analysis.

When oral interpretation is needed, Local Areas should consider the following: ensuring the competence of the interpreters, hiring bilingual staff, hiring staff interpreters, contracting for interpreters, using telephone interpreter lines, using community volunteers or using family members or friends.

When written translation is needed, Local Areas should consider the following: the kinds of documents to be translated and their cultural relevance give the targeted audience, the language subject to interpretation, and the expertise of the translator(s).

Step 3: Develop an Implementation Plan on Language Assistance for LEP PersonsAfter completing the four-factor analysis and deciding what language assistance services are appropriate, the state strongly recommends that Local Areas develop a written implementation plan.

An effective implementation plan should address the following five elements: 1) identification of LEP individuals who need language assistance; 2) use of language assistance measures; 3) staff training; 4) information dissemination to LEP persons; and 5) monitoring and oversight, including updating the LEP plan.

In addition to these five elements, Local Areas are also encouraged to incorporate clear goals, management accountability and opportunities for community input during the development of their plans.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

PREFACE

The Labor and Workforce Development Agency and the California Workforce Development Board (State Board) are pleased to present California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. This plan combines both federal and state planning mandates into a single document:

- The federal Workforce Investment Innovation and Opportunity Act (WIOA) requires the Governor, via the California Workforce Development Board (State Board), and in coordination with WIOA core programs operated by the California Department of Education (CDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DOR), to submit a unified state plan to the United States Department of Labor (DOL) and the United States Education Department (ED).
- This Unified Plan outlines a comprehensive four–year strategy for the investment of federal workforce training and employment services dollars in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the six core programs funded under WIOA. These programs include Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Basic Education and Basic Skills programs, Title III Wagner–Peyser Employment Services programs, and Title IV Vocational Rehabilitation services.
- This plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for moving the State of California toward the policy objectives of a WIOA combined plan. To this end, the plan initiates the expansion of partnership beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K–14 Career and Technical Education (CTE) programs, California's Employment Training Panel (ETP) incumbent worker training services, as well as state general–funded Adult Basic Education Block Grant programs administered by regional consortia under state statutes, and, as appropriate, state funded Career Technical Education (CTE) programs delivered through both the K–12 educational system and California's community colleges. The goals of the plan, discussed below, are intended to be met collectively by the partners to the plan.
- While this plan aspires to the policy objectives of a combined plan, <u>it is not a combined plan</u> and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, this State Plan should be treated as a unified plan.
- California state law requires the State Board to collaborate with the California Community College Chancellor's Office (CCCCO), CDE, the State Board of Education (SBE) which sets policy for various education programs in the state, other appropriate state agencies, and local workforce development boards (Local Boards) to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of all state labor exchange, workforce education, and training programs.
- State law specifically directs the State Board to develop a plan that fosters the building of regional alliances between workforce and education professionals and employers to develop programs that meet industry's workforce needs.
- State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. This State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this State Plan is designed to meet both state and federal planning

requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state's publically–funded workforce and education systems.

The chapters that follow lay out the Governor's vision, goals, and strategic policy orientation for the State Plan. Early chapters provide background and an overview of the general policy orientation informing the plan. Later chapters provide more concrete consideration of service delivery and program coordination strategies that will inform day to day operations at the state, local, and regional levels. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to Local Boards and regional partnerships to design programs that best meet the needs of local and regional economies, provided that they adhere to the policy vision of the State Plan in a manner that produces results.

A BRIEF NOTE ON PROCESS

This State Plan was collaboratively developed and thoroughly vetted by a range of stakeholders.

Beginning in December of 2014, state partner departments, and stakeholders representing Local Boards, business, and labor, publically met periodically under the auspices of the WIOA Implementation Committee Workgroup (WIOA Workgroup) of the State Board. This group worked collaboratively to develop the vision, programmatic strategy, and shared goals for the State Plan.

Between bimonthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner departments and agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, SBE, CDE, CCCCO, EDD, DOR, the Department of Social Services (DSS), ETP, the California Workforce Association (CWA), the California Welfare Directors Association, and designated representatives of Local Boards.

Initially, three multiagency staff and stakeholder workgroups were formed to discuss the State Plan. These included a "Mapping the Field" workgroup, a "Data–Sharing and Performance Accountability" workgroup, and a "Local and Regional Service Coordination" workgroup.

Over the course of March and April 2015, these three staff workgroups each met twice. During these six meetings, workgroups discussed the requirements of WIOA, assessed and shared information about each other's programs (including the specific needs of client populations), identified cross–system common program elements, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints and their potential impacts on coordination efforts. The purpose of these meetings was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be better coordinated and aligned "on the ground" at the point of contact.

Following this series of meetings between staff workgroups, a series of high level "bilateral" meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners (the State Board, SBE, CDE, CCCCO, EDD, DOR, DSS and ETP) and other stakeholders (the California Welfare Directors Association and the California Workforce Association).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, seven issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included each of the following: CDE–CCCCO–State Board workgroup on adult education, basic skills, and Carl Perkins programs; a DOR–State Board workgroup on vocational rehabilitation services; a DSS–CWDA–State Board workgroup on TANF programs; a State Board and CWA workgroup on youth services; an EDD–State Board–DOR–DSS–CCCCO–Local Board workgroup on American Job Centers of California (AJCC)(the One–Stop Design Workgroup); an EDD–State Board workgroup on labor market information; and the Data–Sharing and Performance Accountability workgroup. In addition, State Board staff met with representatives of the Section 166 Indian/Native American grantees and the Section 167 Migrant/Seasonal Farmworker grantees to solicit input into the state planning process.

All State Board workgroup efforts were overseen by the Labor and Workforce Development Agency (LWDA) which met with the State Board and EDD periodically over the course of the planning process to ensure timely adoption of a State Plan.

In November 2015, a draft of the State Plan was provided to LWDA and partner departments who were given an opportunity to make comments and revisions before submitting the plan to the public for comment. Following these initial revisions, a public presentation of plan content was made to the State Board's WIOA Workgroup, and on December 2nd, the draft State Plan was made public and an initial 30 day public comment period was opened. This public comment period was extended to January 15, 2016 at the request of the CWA.

In December 2015, State Board staff, in partnership with local boards and the CWA, conducted a six–event regional "WIOA Roadshow". The local boards and WIOA Workgroup members ensured strong and diverse turnout at each event. The intent of the briefings was to achieve buy–in across the state for the common vision and framework represented in the State Plan and adopted by each of the state plan partners. The other goal was to start to build momentum for regional alignment and leadership for the development and implementation of regional and local plans. Over 600 people participated in the Roadshow events, representing workforce boards, community colleges, local schools, businesses, labor, and community organizations.

In January 2016, the Executive Committee of the State Board, the full State Board, and SBE all unanimously approved the State Plan with the understanding that the State Plan would undergo minor revision following a review of public comment. This document is the final draft of the State Plan and contains post public comment revisions necessary to strengthen the content of the plan.

NOTE ON THE ORGANIZATION OF THE STATE PLAN

The content and organization of the State Plan is designed to provide a comprehensive overview of the Governor's policy focus while also serving as a federal compliance document. Due to redundancies in planning guidance and the need to ensure compliance with federal planning requirements, some content contained in this plan appears in multiple chapters as well as the plan's Appendices. Such duplication was minimized as much as possible.

In general, the language contained in the Executive Summary and chapters 1–5 provide background and a broad overview on the policy objectives and strategies that guide the plan. These chapters

have been developed with readability in mind. Beginning in chapter 6, the language necessarily becomes more technical as a consequence of plan requirements issued by the federal government.

Additional information on the planning process is provided in Chapter 4 and is excerpted below.

STATE BOARD AND STATE PLAN DEVELOPMENT (102(B)(2)(A); 101(D)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi–monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, CDE, CCCO, the EDD, DOR DSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners, (the State Board, CDE, CCCO, EDD, DOR, DSS, ETP, and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, EDD, and the State Board
- CDE–CCCO–State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR–State Board workgroup on Vocational Rehabilitation services;
- a DSS–CWDA–CWDB–CCCCO workgroup on TANF programs;
- a multiagency and multi–departmental workgroup on Youth Services;
- a EDD–CWDB–DOR–DSS workgroup on AJCC (“The One–Stop Design Workgroup”);
- a EDD–State Board workgroup on labor market information; and
- the Data–Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy

content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.

Alameda County Workforce Development Board

Anaheim Workforce Development Board

Contra Costa County Workforce Development Board

Foothill Workforce Development Board [Cities of Arcadia; Duarte; Monrovia; Pasadena; Sierra Madre; and South Pasadena.

Fresno County Workforce Development Board - Workforce Connection

Golden Sierra Workforce Development Board [Placer, El Dorado, Alpine]

Humboldt County Workforce Development Board

Imperial County Workforce Development Board

Kern, Inyo, & Mono County Workforce Development Board

Kings County Workforce Development Board

Los Angeles City Workforce Development Board

Los Angeles County Workforce Development Board

Madera County Workforce Assistance Center

Marin County Workforce Development Board

Mendocino County Workforce Development Board

Merced County Workforce Development Board

Monterey County Workforce Development Board

Mother Lode Job Connection [Amador, Calaveras, Mariposa & Tuolumne]

Napa-Lake Workforce Development Board

North Central Counties Consortium [Colusa, Glenn, Sutter, & Yuba Counties]

North Valley Job Training Consortium (NoVa) [San Mateo County and Cities of Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, San Mateo, Santa Clara & Sunnyvale]

Northern Rural Training & Employment Consortium (NoRTEC) [Butte, Del Norte, Lassen, Modoc, Plumas, Siskiyou, Shasta, Tehama & Trinity Counties]

Oakland Workforce Development Board

Orange County Workforce Development Board

Pacific Gateway Workforce Development Network [Long Beach, Signal Hill and LA Harbor communities]

Richmond Workforce Development Board

Riverside County Workforce Development Board

Sacramento Employment and Training Agency

San Benito County Workforce Development Board

San Bernardino City Workforce Development Board

San Bernardino County Workforce Development Board

San Diego Workforce Partnership, Inc.

San Francisco Workforce Development Board

San Joaquin County Workforce Development Board

San Luis Obispo County Workforce Development Board

Santa Ana Workforce Development Board

Santa Barbara County Workforce Development Board

Santa Cruz Workforce Development Board

San Jose/Silicon Valley WIN - Work 2 Future

Solano County Workforce Development Board

Sonoma County Workforce Development Board

South Bay Workforce Development Board [Cities of El Segundo, Gardena, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Manhattan Beach, Torrance, Carson, Lomita, & Redondo Beach]

Southeast Los Angeles County Workforce Development Board (SELACO) [Cities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, & Norwalk]

Stanislaus River Valley Alliance

Tulare County Workforce Development Board

Ventura County Workforce Development Board

Verdugo Workforce Development Board [Cities of Burbank, Glendale, and Pasadena)

Yolo County Workforce Development Board

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa-Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay-Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern-Inyo-Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS.

The state's process used for designating local areas is included in Directive WSD 14-10. It includes procedures for determining "performed successfully" and "sustained fiscal integrity" are as follows:

Performed Successfully - a local area has achieved at least 80 percent of their local performance goal on each performance measure for PYs 2012-13 and 2013-14. (A local area is still eligible for initial designation if it achieved at least 80 percent of its local performance goal on seven or more of the performance measures during either PY 2012-13 <u>or</u> PY 2013-14. To remain eligible, the local area must attach a Corrective Action and Technical Assistance Plan (as required in WIA Directive WIAD06-10) to its initial local area designation and initial local board certification application.

A local area is ineligible for initial designation if it did not achieve at least 80 percent of its local performance goal on two or more performance measures during <u>both</u> PY 2012-13 and 2013-14.

Sustained fiscal integrity - the local area has not been found in violation of one or more of the following during PYs 2012-13 or 2013-14:

• Final determination of significant finding(s) from audits, evaluations, or other reviews conducted by state or local governmental agencies or DOL identifying issues of fiscal integrity or misspent funds due to the willful disregard or failure to comply with any WIA requirement, such as failure to grant priority of service or verify participant eligibility.

• Gross Negligence - defined as a conscious and voluntary disregard for the need to use reasonable care, which is likely to cause foreseeable grave injury or harm to persons, property, or both.

• Failure to observe accepted standards of administration. Local areas must have adhered to the applicable uniform administrative requirements set forth in Title 29 CFR Parts 95 and 97, appropriate Office of Management and Budget circulars or rules, WIA regulations, and state guidance. Highlights of these responsibilities include the following: timely reporting of WIA participant and expenditure data, timely completion and submission of the required annual single audit, have not been placed on cash hold for longer than 30 days (in alignment with WIOA Section 106[e][2])

The process used for identifying regions and planning regions is included in Directive WSD 15-17. Local Board placement in Regional Planning Units is based primarily on economic data, the location of WIOA client populations, the way these populations fit into regional economies, commute patterns between counties, and the geographic distribution of industry sectors.

While the boundaries of the proposed RPUs were largely set by giving weight to the foregoing economic data and by starting with regional economic market boundaries drawn by EDD's LMID, proposed RPU boundaries were modified to take into account the number of local areas in a region, the size of the area covered, and the boundaries and planning regions of existing regional workforce consortia.

In addition to the above, the following principles and other considerations were also applied to initially develop the boundaries of RPUs:

Principles

• Local Boards will only be required to plan in one RPU.

• Local Boards will always plan in the macro-regional economic markets where the majority of their populations are located.

• RPUs respect the existing administrative boundaries of counties and Local Boards.

• Regional planning boundaries provide some deference to existing planning relationships provided that Local Boards plan inside the macro-regional economic market where the majority of their populations reside.

• RPUs carved out of larger regional economic markets correspond, as much as possible, with the boundaries of sub-regional economic markets.

Other Considerations

• RPU boundaries are typically consistent with, or nested inside, the historical economic development area boundaries determined by California's nonoperational Economic Strategy Panel.

• An examination of the location and number of Adult Education providers in the Adult Education consortia was undertaken to ensure that there were a sufficient number of providers in each regional planning unit.

Consultation with Local Boards and Chief Elected Officials

In advance of the publication of the draft and final policy and in addition to the public noticed meetings of the State Board and its committees, extensive outreach was conducted. The State Board communicated with each chief elected official seeking their feedback and received valuable input from the California Workforce Association, the League of Cities and the California State Association of Counties and state workforce partner agencies. The result of this consultation and in response to the input received from Local Boards, two RPUs were modified to move local areas into adjacent RPUs. The majority of State policy guidance is developed in collaboration with a wide breadth of state and local partners and completed well in advance of these new policies being available for public comment.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

Section 106(b) of the Workforce Innovation and Opportunity Act (WIOA) requires the Governor to designate local workforce development areas (local area) in the state and describes the evaluation criteria to be used to complete this mandatory activity. In instances where a local area is not granted designation, the chief local elected official or his representative may file an appeal to the State Board. Further, if the appeal does not result in designation the local chief elected official or designated representative may request a review of that determination by the federal Secretary of the Department of Labor.

This Appeal process is described below:

1. The chief local elected official or his/her representative must file a written appeal to the State Board within 15 business days from receipt of a written notification of the decision denying designation. The appeal must include the reasons and grounds for the appeal.

2. The State Board, within 30 business days of receiving an appeal of a Governor's decision to not grant designation to a local area, through its Executive Committee, shall appoint an independent hearing officer to review the appeal materials submitted by the chief local elected official or their designee.

3. The hearing officer will contact the parties no later than 10 business days after being notified of the appointment and will commence a 60 calendar day hearing process to review the appeal materials. The hearing officer also may, in his or her discretion, permit the parties to submit supplemental verbal or written testimony within that 60 day hearing process. Either party may request a hearing in lieu of a record review.

4. The hearing record will close 60 calendar days from the start of the hearing process.

5. Within 10 business days of the close of the hearing record the hearing officer will submit a recommendation to the State Board Chair and the Secretary of the Labor and Workforce Development Agency, at which time the Secretary and Chair will accept, reject, or modify the recommendation.

6. Within 5 business days of the final determination by the Secretary and the Chair, the State Board staff will inform the parties in writing of the final outcome of the appeal and provide

information how the parties may request a review of the decision to the federal Secretary of the Department of Labor.

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

In accordance with WIOA, One-Stop partners may appeal the Governor's determination on the portion of funds to be provided for One-Stop infrastructure cost and request a hearing. A written appeal and request for a hearing must be mailed to the State Board within twenty-one calendar days from the Governor's infrastructure cost determination.

The appeal must be in writing and state the grounds for the appeal. The appellant must describe how the Governor's infrastructure cost determination is inconsistent with proportionate share requirements, cost contribution limitations, and/or the cost contribution caps, in accordance with WIOA Notice of Proposed Rulemaking Section 678.750(b).

The appellant will be contacted within ten calendar days of the receipt of the appeal and a hearing date will be scheduled. In order to ensure a prompt resolution of the appeal and distribution of funds in a timely manner, the appellant will receive a written decision no later than fifteen calendar days after the hearing.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES.

Relevant California statutes are detailed in chapter seven and this State Plan serves as a general policy framework for workforce programming in the state.

In general, California uses statewide funds to develop and fund innovative and dynamic initiatives that pilot new service delivery strategies and target specific populations throughout the state. These initiatives are aligned with the mission and direction of WIOA by assisting job seekers, especially job seekers with barriers to employment, with access to employment, education, training, and support services they need to succeed in the labor market while also matching employers with the skilled workers they need to compete in the global economy.

Below is a high level summary of several of some of California's current initiatives:

Service Delivery Initiatives

<u>Workforce Accelerator Fund</u>

The Accelerator Fund awards funds to design, develop, and implement projects that accelerate employment and reemployment strategies for California job seekers. These projects create and prototype innovative strategies that bridge education and workforce gaps for targeted populations, and implement promising models and practices in workforce system service delivery infrastructure.

The Accelerator Fund fosters regional coordination among key partners, sector-based employment strategies, skill attainment though ‘earn and learn” and other effective training models, and development of career pathways. Innovations that emerge from the prototypes are scaled and replicated across the state to incorporate new ideas in the workforce development system. These ideas have the potential to substantially increase effectiveness, scale, and/or capacity of existing workforce system programs and funding streams that serve target populations.

Through the Accelerator Fund, California creates ground up solutions to the challenges that keep job seekers with barriers to employment from achieving success in jobs and careers. Key populations targeted by this initiative include: long-term unemployed, returning veterans, individuals with disabilities, low-income workers, CalWORKs participants, disconnected youth, ex-offenders, and parents involved in family reunification systems.

The primary goals of the Accelerator Fund include:

• Improve labor market and skills outcomes for target groups through the development of strategies that fill gaps, accelerate processes, or customize services to ensure greater access to workforce services and employment opportunities.

• Create new models for service delivery and funding alignment that can be replicated across the state and tailored to regional needs.

• Implement, replicate, and/or scale successful innovations that emerged from past statewide fund projects and initiatives.

• Leverage state investments with commitments from industry, labor, public, and community partners.

SlingShot

The SlingShot initiative provides funding to create new strategies that achieve scalable impact. Traditional workforce, education, and economic development strategies do not have sufficient impact in helping enough workers to build needed skills, find good jobs and realize positive economic mobility. SlingShot rises to this challenge and provides a catalyst for workforce innovation and solutions.

SlingShot seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California’s economic engine - with regionally-selected solutions to regionally-defined problems.

SlingShot guiding premise contains five dimensions:

• California is a collection of distinct regional economies; aligning our work at that level will be more effective than either city/county/district level efforts or statewide strategies.

• The workforce systems must accelerate education, employment, and economic development for those Californians in danger of being left out of our state’s prosperity.

• California's regions face no shortage of vexing workforce challenges. Slingshot offers an opportunity to take on a tough issue that if solved would meaningfully move the needle on employment.

• All strategies need to be grounded in effective use of data and metrics.

• In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

Population Specific Initiatives

Disability Employment Accelerator

The Disability Employment Accelerator initiative supports local programs that facilitate employment of people with disabilities. The Disability Employment Accelerator engages businesses in high-growth industries and encourages them to develop training and service program for people with disabilities. It also promotes the development of skills so that participants can become competitive, successful and integrated members of the workforce.

Veteran's Employment-Related Assistance Program

The Veteran's Employment-Related Assistance Program awards grants to local entities that have demonstrated highly effective programs that met performance goals in serving veterans. The funds allow awardees to enhance their service-delivery infrastructure and improve partnerships with labor groups, business associations, and regional employers.

Work for Warriors Partnership

In 2012, the California Military Department established the Work for Warriors program. In partnership with the AJCCs, the State Board, and the EDD, the Work for Warriors interagency agreement complements and enhances services to California's veterans. The Work for Warriors program provides funding to reduce the unemployment rate among service members in the California National Guard and Reserve by directly placing them into gainful fulltime employment. The program matches the skill sets of service members, veterans, and their spouses with the needs of civilian employers. Additionally, the program also establishes partnerships with employers who understand hiring veterans is a good business decision.

Employer Engagement Project

The Employer Engagement Project fosters partnership with regional and statewide economic development entities to develop new strategies for employer engagement and methods to coordinate business service strategies. Employers play a vital role in the success of California's workforce. By developing partnerships with California's employers, the California workforce system thrives and creates avenues that promote innovative workforce solutions to match employers with job seekers.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

Governor's Discretionary Fund

As detailed in Chapter 4, the Board makes significant investments of the Governor's discretionary money into two grant programs: Project SlingShot and the Workforce Accelerator Fund. The State Board has invested over $20 million in over 80 grants for both of these programs collectively over the last three years.

Project SlingShot The SlingShot grant program seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine. Grants are designed to foster the development of regional solutions to regionally-defined workforce and employment problems. The guiding premises of the SlingShot program are as follows: • Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts. • Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity. • Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment. • Policy should be evidence-based and data-driven. All strategies need to be grounded in effective use of data and metrics. • Big problems require risk-taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

Workforce Accelerator Fund Grants

California's State Plan prioritizes regional coordination among key partners, sector-based employment strategies, skill attainment through "earn and learn" and other effective training models, and development of career pathways to provide for opportunities for individuals with barriers to employment to successfully participate in the labor force. Consistent with these state plan priorities, the State Board developed, and the Governor approved, the Workforce Accelerator Fund (Accelerator Fund) grant program to build workforce system infrastructure and capacity in the following ways: • Collaboration among partners in the development of service delivery strategies and alignment of resources to connect disadvantaged and disconnected job seekers to employment. • Innovation that creates new or adapts existing approaches or accelerates application of promising practices in workforce development and skill attainment. • System change that uses these sub-grants to incentivize adoption of proven strategies and innovations that are sustained beyond the grant period. The Accelerator Fund represents a new model of funding innovation and alignment in the workforce system, with the goal of funding "ground up" solutions to some of the most vexing challenges that are keeping Californians with barriers to employment from achieving success in jobs

and careers. The solutions achieved through this Accelerator Fund can be used by regions grappling with similar challenges, and will be shared with the regional coalitions and other stakeholders to create lasting change and improvements in the workforce system. The target populations being served by the Accelerator Fund are: • Long-Term Unemployed – An unprecedented number of California workers have been out of work for more than six months and are struggling to find new jobs. • Returning Veterans – Too many veterans, after performing essential services with great skill, are challenged in finding civilian jobs that capitalize on the skills they've built. • Persons with Disabilities – The labor force participation rate for Californians with disabilities is only 19 percent - lower than it was before passage of the Americans with Disabilities Act. • Low-Income Workers – Thousands of Californians are trapped in poverty, often cycling through low wage, dead-end jobs and lacking the education, skills, and supports, needed to move into sustained, higher wage jobs. • Disconnected Youth – Many young people 16-24 are disconnected, neither in school nor work, and are in danger of being left behind. • Ex-Offenders – Realignment has increased the visibility of the need for robust job services for the parole and ex-offender population in California. • Non-Custodial Parents - Parents participating in family reunification programs are faced with the challenge of participating in parenting programs while seeking education and training resulting in jobs that pay self-sufficiency wages. Work currently being done under the SlingShot and Accelerator Fund grants provides for regional organizing and policy innovation efforts that the State Board envisions continuing under WIOA regional planning efforts.

Additional specificity for WIOA discretionary expenses for program year 2016-2017 follows:

Employment Development Department (EDD) - $2.0 million Budget is used for the WIOA related administration of the EDD facilities and procurement in America's Job Centers of California (AJCC); and providing financial, legal, and Equal Employment assistance; and overseeing the proper access and use of WIOA-related information.

California Unemployment Insurance Appeals Board - $0.1 million Budget is used for the processing of a WIOA related appeal, conducting a prehearing conference and preparing a proposed decision. Comprehensive Services in AJCC's - $3.5 million Budget is used to fund Unemployment Insurance (UI) Branch staff in the AJCCs to do UI activities. Provides a guaranteed minimum of one UI trained staff in one comprehensive center in each local area. UIB Staff will provide in-person guidance to individuals, including individuals identified as having barriers, in filing an UI claim through the various methods, with priority given to utilizing the eApply4UI or UI OnlineSM applications, and direct individuals to the Public Service Program line following established criteria, as appropriate. UIB staff will also provide in-person guidance to individuals regarding the menu of services available in the UI OnlineSM application, EDD's website, and the EDD's Interactive Voice Response system. Funds from this line item will allow EDD to be in compliance with the WIOA requirements contained in WIOA Sections 121(b), (e) and proposed federal regulation 20 CFR 678.305. Audit, Compliance and Fraud Prevention - $5.5 million Budget is used to monitor state and local operations for reporting, compliance, and performance requirements; provide oversight to ensure proper use of information; investigate potential fraudulent activity; and prevent fraud.

Labor Market Information Program - $2.2 million Budget is used to analyze and calculate the funding level for each Local Workforce Investment Area based on the WIOA requirements, and to provide planning assistance and training to the Local Workforce Investment Boards and AJCCs. Labor Market Information Support for Local Boards - $0.6 million Budget is used to research and to prepare industry and occupational employment projection reports, publish and create interact supply and demand tools to identify skills gaps in the workforce, and provide WIOA Youth and Adult infographics.

Local Program Oversight and Technical Assistance - $8.8 million Budget is used to administer the various federally mandated activities including policy development and dissemination; data collection and reporting; as well as providing technical assistance, project management and oversight of all WIOA programs. Financial Management and Information Technology - $3.1 million Budget is used to manage and maintain the CalJOBSSM system; develop and integrate the Eligible Training Provider Listing system; provide technical assistance for the CalJOBSSM system; and conducts Feasibility Study Reports to support the upgrading and development of WIOA systems. WIOA Implementation - $0.6 million Budget is used to fund the UI Branch's participation in WIOA Implementation workgroups. Workgroups include: Referral to AJCC's, Meaningful Access, Feedback Loop, Training, and Internal Communication/Organization Change Management. Regional Staff Capacity for State Plan Implementation - $1.2 million Funds from this line-item will support regional staff capacity directed by California Workforce Development Board (CWDB) to organize grantee communities of practice, SlingShot work, sector initiatives and the development of WIOA regional plans as well as coordinate with other regional efforts of state partners including GO-Biz, Career Pathway Trust grantees, community college and adult education consortia. Local Workforce Area Consolidation Grants - $0.6 million Funds from this line-item will support and assist multiple local workforce areas within a planning region carry out activities to facilitate re-designation to a single workforce area. Activities may include development and implementation of regional decision making structures and governance agreements. WIOA Required Program Evaluation - $1.5 million Funds from this line-item will be awarded for research and evaluation of program practices and outcomes from all discretionary and other CWDB and EDD investments. Emphasis is on identifying, disseminating, and promoting effective regional, industry-sector, and local program practices. Funds from this line-item will also be awarded to provide WIOA [SEC. 116(e)] mandated evaluations of WIOA activities.

Performance and Participant Data Alignment - $1.0 million Funds from this line-item will support the development and implementation of state-level and local data sharing to allow job seekers to more easily utilize multiple workforce education, training, and employment services without having to unnecessarily duplicate programs or services. A common data sharing system is also required for common WIOA performance reporting to the federal government. CWDB Administration, Policy Development and Program Partner Coordination - $3.5 million Budget is used to perform operational, administrative, policy and program coordination duties for CWDB. The role of the CWDB is to assist the Governor in the development of the State Plan, development and continuous improvement of the statewide workforce system, designation of local areas, review of local plans, development of allocation formulas, preparation of the annual report to the federal Department of Labor, development and continuous improvement of comprehensive state performance measures. In addition, staff duties include support to programmatic and policy initiatives, such as SlingShot and the Workforce Accelerator Fund, and staffing of all special committees. These committees were developed to assist the CWDB by providing recommendations for continuous improvements to California's workforce system. The CWDB also develops and provides public forums to share California workforce system information. The CWDB is federally mandated as defined in the WIOA. This budget is included in the CWDB's Item 7120-001-0890.

Regional Workforce Accelerator Program: Focus Ex-Offender and Immigrant Population - $6.8 million Funds from this line-item will be awarded to local programs to test innovations that accelerate employment for populations with significant barriers to employment by more effectively removing barriers and creating improvements in training and job placement. Emphasis is on development of new strategies among related organizations and/or cross-program and services alignment that can improve employment outcomes for formerly incarcerated/ex-offenders and immigrants and others with barriers to employment. CalJOBSSM - $1.6 million Funds from this line-item will be used to support CalJOBSSM improvements, including Spidering, the Mobile App, Document Management

and Scanning, a Generic Program Application Module, the VOScan Automated Services Tracking Module, and Customer Relationship Management. These improvements will help increase the number of job postings in the CalJOBSSM, improve customers' ability to search and apply for jobs, modernize record keeping operations, enhance employment services tracking efforts, and amplify employer outreach efforts. SlingShot - $4.9 million Funds from this line-item will provide assistance to local areas for carrying out the regional planning and service delivery efforts required under WIOA SEC. 106(c)—including support for regional coordination, regional leadership development, and WIOA required regional planning. Funds will be awarded to regional SlingShot workforce coalitions that develop regional leadership for the purpose of organizing and coordinating multiple workforce, education, training, and employment services programs (the supply-side) with businesses in industry sectors that are driving regional employment (demand-side) to achieve greater scale and employment outcomes from existing programs. Model Multiple-Employer Industry Sector Programs - $2.0 million Funds from this line-item will be awarded to local workforce areas and regional coalitions to support the development, convening, and implementation of industry or industry sector partnerships. Emphasis is on multiple-employer workforce initiatives that develop career pathways to industry sectors with projected significant job openings or job growth. This line-item will help implement the State Plan goal of income mobility through attainment of industry-valued credentials and apprenticeship- as well as WIOA priority of utilizing on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, or transitional jobs. Technical Assistance and Staff Training - $5.0 million Funds from this line-item will provide assistance (including the development and training of program staff) to State entities and agencies, local areas, and one-stop partners in carrying out the activities described in the WIOA and the State Strategic Workforce Plan. Emphasis is on the development and improvement of client flow and integrated services in the One-Stop system though Customer Centered Design. High Performing Board (State Requirement) - $1.7 million Funds from this line item will provide funding to each of the local workforce boards that have received High-Performance Board status. These funds will be used to engage businesses and workforce partners regionally to develop sector strategies, build regional awareness of effective business engagement practices, and develop strategies to serve priority populations with barriers to employment. These funds will be used to meet the requirement of SB 698 (2011), which requires the Governor to establish, through the State Workforce Board, standards for certification of high-performance local workforce boards and to reserve specified federal discretionary funds for high-performance local workforce boards. Governor's Award for Veterans' Grants - $5.0 million Funds from this line-item will expand upon existing projects that accelerate employment and re-employment strategies for California veterans. Funds will focus on the efforts to transition veterans into high-wage, high-demand occupations to include: healthcare; professional, scientific and technical services; construction; transportation; security; utility and energy sectors; and information technology. This funding will encourage the promotion of veterans as individuals with marketable skills and experience. The intent is to build meaningful and sustainable industry investment and partnership, system innovation, and to develop initiatives that have the best potential to place targeted veterans, including recently separated veterans, into self-sufficient jobs and on pathways to careers.

Disability Employment Initiative - $2.0 million Funds from this line-item will be used to design, develop, and implement projects that accelerate employment and re-employment strategies for people with disabilities by creating more effective linkages with California's employer community. These strategies will help increase employer awareness and dispel myths and perceived barriers regarding hiring people with disabilities. These are critical to increasing employment opportunities and outcomes for people with disabilities by working more closely with California's employer community.

Rapid Response

In California, the Governor sets aside the maximum twenty five percent (25%) of the state's Dislocated Worker allocation for the Rapid Response system and Additional Assistance (AA). Rapid Response activities have been delegated to Local Boards the California Labor Federation (CLF), Northern California Indian Development Council (NCIDC) and the Wagner–Peyser agency. The State Board's policy for distributing this Dislocated Worker funding is included in Directive 14–3 and allocates fifty percent (50%) of the funds to develop and implement proactive layoff aversion strategies and/or provide rapid response activities to impacted workers. The balance of this fund is held in reserve to provide AA to Local Boards that do not have sufficient dislocated worker and/or other resources to serve increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs or other events. These AA funds are provided to Local Boards based on applications submitted and evaluated by the state and EDD. Directive 14–3 also provides the methodology for allocating these funds and the reporting of activities carried out using these funds.

California's decentralized Rapid Response system is led by staff of the Local Board. These local efforts are supported through four Regional Rapid Response Roundtables (RRRRT) partnerships, which meet on a regular basis to promote best practices, provide a forum for continuing education of the local practitioners and promote regional coordination. The four RRRRTs are comprised of the Local Boards in the regions of Southern California, San Francisco Bay Area, Central Valley and Northern California. This regional approach facilitates a timelier, coordinated response to local business needs and its workers and the State Board the opportunity to communicate directly with the local staff providing these critical business and individual solutions. Partners participating in the RRRRTs include representatives from the State Board; Trade Adjustment Act (TAA); Wagner–Peyser Act; EDD, CLF; NCIDC; Covered California, and DOL Region VI Consolidated Omnibus Budget Reconciliation Act (COBRA) health coverage program.

Over the last two years, the State Board has allocated $8 million in AA funds to assist Local Areas develop and implement a proactive layoff aversion strategy. Directive 14–3 also provides Local Boards the policy framework and guidance as well as a method to document the successful efforts of these layoff aversion strategies. Many Local Areas are working in partnership with the Manufacturing Extension Partnership entities to identify employers that are at risk of layoffs and provide business solutions to help the employer retain those employees, such as the Working Sharing Program that allows payments of unemployment insurance benefits to employees whose hours and wages have been reduced. This program helps employers avoid some of the burdens that accompany the layoff situation.

The State Board is working with Local Boards and their staff and partner agencies to identify accurate and efficient ways to document these efforts within CalJOBS and develop a Return on Investment calculation that considers such elements as jobs retained; impacted workers returned to the workforce within seven days of layoff, positive impact on the California Unemployment Insurance Fund; the employer's growth (increased sales; new employees, etc.) and the multiplier effect of these jobs being retained.

The State Board works directly with the Regional Rapid Response teams to provide and track labor market trends, increased unemployment insurance claims and public announcements through the Federal and California Worker Adjustment and Retraining Notification Act (WARN) notice systems. The WARN system is maintained by EDD and includes an alert component that quickly notifies the appropriate local elected officials and local Rapid Response team(s) when a California employer files the required WARN notice, so that these teams can respond as quickly as possible to these

events. Guidance and instructions on the use of this system is included in EDD Information Notice WSIN 15–9. These local Rapid Response teams are comprised of Local Boards, EDD and when appropriate TAA, CLF and other partner agencies.

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

In cases of natural disasters, the state's response efforts are coordinated by the California's Office of Emergency Services (CalOES). CalOES coordinates the overall state response to disasters with local, state, federal, and voluntary/nonprofit partners to administer recovery operations in the event of a disaster. California employs Rapid Response funding to conduct initial situation assessment to obtain preliminary data to draft a National Dislocated Worker (NDW) Grant application. The State Board recently implemented a Governor Reserve 25% Emergency Application process. Using the initial Rapid Response assessment data, the State Board in partnership with EDD, works with the affected Local Board(s) to develop an immediate response, providing 'stop gap' funding for mitigation activities pending DOL approval of a NDW Grant.

The state coordinates Rapid Response and 25% AA activities with those funded by National Dislocated Worker Grants that are performed under the auspices of FEMA in order to ensure non-duplication and adherence to maintenance of effort requirements.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

The Federal Regulations of the Trade Adjustment Assistance (TAA) program require coordinating the administration of the TAA program with the WIOA program to ensure trade-affected workers obtain all the benefits and services they are eligible to receive. This federal mandate can be met through WIOA/TAA co-enrollment. The state and federal goal for WIOA/TAA co-enrollment is 100 percent statewide compliance. The state's 25% AA application requires the identification of TAA fund availability and how these resources will be leveraged with the Governor's 25% AA grant.

In June 2015, the EDD TAA program published TAA/WIOA co-enrollment guidelines, which stipulates TAA/WIOA co-enrollment begins with Rapid Response. The guidance requires WIOA Rapid Response and EDD TAA staff to coordinate Rapid Response efforts to ensure all applicable partners and required Rapid Response materials are available at each Rapid Response session. To assist Local Boards and partners, EDD has established a statewide TAA coordinator position, as well as out-stationed 5 regional TAA coordinators to provide TA to local boards, participate in Rapid Response orientations within their respective region, and assist in the development, coordination

and monitoring/reporting of Governor's 25% AA and NDW grant applications. A TAA/WIOA comprehensive Technical Assistance Guide was included in the guidance to ensure Rapid Response staff understand and provide all potential trade affected workers with required TAA program information. The TAA/WIOA guidance is published in Workforce Services Directive WSD 14-15.

The regional TAA coordinators also participate in RRRRTs and the annual statewide RRRT conference to provide program status updates and further develop coordination among WIOA partners and other local and state stakeholders.

Additionally, the EDD's TAA program notifies all workers identified in a TAA petition through a TAA notification letter mailed directly to each worker. Although the notification letter is mailed to workers after they attend a Rapid Response orientation, the letter reinforces to the workers that TAA benefits and others services may be able to assist them in their transition back to the workforce. The letter outlines each benefit and service, clarifies program deadline dates, and provides access information to additional program guidance and job center locations.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. IF THE STATE IS UTILIZING WORK-BASED TRAINING MODELS (E.G. ON-THE-JOB TRAINING, INCUMBENT WORKER TRAINING, TRANSITIONAL JOBS, AND CUSTOMIZED TRAINING) AS PART OF ITS TRAINING STRATEGY AND THESE STRATEGIES ARE NOT ALREADY DISCUSSED IN OTHER SECTIONS OF THE PLAN, DESCRIBE THE STATE'S STRATEGIES FOR HOW THESE MODELS ENSURE HIGH QUALITY TRAINING FOR BOTH THE PARTICIPANT AND THE EMPLOYER.

The State Plan utilizes Alternative Training Models as a key component of the strategies described in Chapter 3 of this Plan. "Earn and learn" models are also embedded in the three policy objectives of "Fostering demand-driven skills attainment," "Enabling upward mobility for all Californians, "and "Aligning, Coordinating, and Integrating Programs and Services." These Alternative work models will be valuable in serving those with barriers, especially those identified as priority of service populations. Additionally, the State Board, working with the EDD, who administers the Eligible Training Provider List (ETPL) and local ETPL administrators, have revised the ETPL Policies and Procedures, which includes guidance on how to utilize cohort based training to facilitate the delivery of pre-apprenticeship and other skills to enable to participants successful entry into employment and a career pathway.

In addition, the Employment Training Panel has recently taking large strides in their efforts to partner with local workforce development boards to implement new employee training to provide qualified and skilled new workforce and using incumbent worker training as a means to enable labor retention and ensure workers have access to employer valued training programs to further their careers along the continuum of their career pathways.

2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

The incorporation of approved apprenticeships is a key facet and focus of the State Plan. One of the goals discussed in the State Plan is to produce a million "middle skill" industry valued credentials between 2016 and 2026. Apprenticeships will be a key strategy and component in enabling the State

to achieve this goal. In initial efforts, the State Board has been working closely with the DIR/DAS and local boards to ensure pre–apprenticeships were conducted in coordination with the DAS approved apprenticeship. To accomplish this, AB 554 (Chapter 499, Statutes of 2011) was the first step in ensuring quality pre–apprenticeship training curriculum was developed jointly between the local boards, the DAS approved apprenticeship and the regional Apprenticeship Coordinating Councils. These steps would more readily ensure the participants' acceptance into an approved apprenticeship program.

Another piece of the above goal is to double the number of people enrolled in apprenticeship programs during the same time period. Consistent with the WIOA provision regarding Training Services, administration of the Eligible Training Provider List (ETPL) and the eligibility of Apprenticeships for inclusion on the ETPL, the State Board has been working the DIR/DAS and the EDD, to ensure all the approved apprenticeship programs are included on the ETPL. The revised ETPL Policy and Procedures are included in Directive WSD 15–07.

In addition, the Governor recently enacted AB 509 (H. Perea Jackson, Chapter 558, Statutes of 2015), which exempts specified pre–apprenticeship programs from state licensing requirements when they meet certain criteria. This provides a more efficient pathway from training into an apprenticeship program.

Requested Revision pertaining to Apprenticeship

The CWDB is charged by the Labor Agency with developing California's strategic action plan for expanding registered apprenticeship, and is leading the state's USDOL Apprenticeship Accelerator project in CA. This work sits primarily in the newly developed (April 2016) Equity, Climate, and Jobs Branch of the State Board, which leads the Board's work on industry sectors and career pathways, including all related policy and investment in apprenticeship and pre-apprenticeship. The CWDB leadership has deep subject matter expertise in apprenticeship, staffs the Labor Agency Working Group on Apprenticeship, and will serve as the honest broker for California's many state, regional and local apprenticeship stakeholders — across public and private sectors. Over the course of the State Plan, the CWDB will support broad partner engagement in the ongoing development of the state's vision and strategy for apprenticeship, including improved employer engagement and increased opportunities for women, communities of color, and other underrepresented populations. In addition to analyzing and identifying sectoral opportunities for apprenticeship expansion and data measures for improved outcome tracking, the Board will coordinate the development and dissemination of reports, guidelines, tools, and other resources to expand apprenticeship opportunities in California. This year the CWDB will convene state partners including, but not limited to, DIR, DAS, ETP, EDD, CCCCO, and CDE in order to complete the Apprenticeship USA Planning Tool and coordinate approaches to the much larger competitive implementation grants to be released by USDOL later in 2016. The Board will also work with this group to identify, link to, and leverage existing investments in the state's labor, workforce, and education systems, and to build on successful partnerships currently underway between industry, labor, education, community, and the many arms of the public workforce system. Over the next two years, the Board will coordinate cross-system planning, working with a broad spectrum of partners and stakeholders to develop an actionable strategy and tactical toolkit to advance apprenticeship innovation in California. The Board will coordinate the development of a suite of print and digital outreach and technical assistance tools, designed to: better explain and promote apprenticeship among participants, sponsors, and intermediaries; provide clear and compelling guidance on program development and registration; document effective practices in building pre-apprenticeship pathways for under-served populations, including low-income workers, immigrants, persons of color, and women; demonstrate potential

return on investment to assist in the recruitment of employer and community partners; set quality parameters for state investments in apprenticeship; explore policy changes to address structural challenges to the effective expansion and sustainability of registered apprenticeship; improve data collection, outcomes reporting, and continuous quality improvement. At the highest level, the State Board will establish a set of concrete, high-road principles to guide apprenticeship investment in California, including, beyond a modernized regulatory framework, quality parameters and connections to those industry sectors best suited to this particular form of work-based learning, and with a preponderance of family-supporting jobs.

3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

Local Boards operate as an access point for obtaining high-quality employment and training services. California seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes.

Local Boards should select service providers that:

• Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.

• Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries

• Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.

• Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.

• Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.

• Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. Local Boards are required to use CalJOBS℠, California's labor exchange and database system, for participant and performance reporting. The selection of youth providers also requires an assessment of the provider's ability to meet participant and performance requirements set forth by the local administrative entity and the state.

Local Boards should assess the provider's:

• Experience managing contracts, performance records, and administrative structure, including records and retention, compliance and monitoring, internal audit procedures, and data management system.

• Ability to meet reporting deadlines.

• Planned performance and ability to track outcomes.

• Frequency of training and technical assistance provided on the performance indicators to ensure compliance with federal and state requirements.

The policy for determining provider initial and continued eligibility, including Registered Apprenticeship programs is included in Directive WSD15-07, WIOA Eligible Training Provider List - Policy and Procedures

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDING BY THE ADULT FORMULA PROGRAM.

The State Board's policy for priority of service for individualized career services and training services funding by the Adult Formula program is included in Directive WSD15-14.

As stated in the WIOA Section 134(c)(3)(E), priority of service must be given to recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient. Priority of service status is established at the time of eligibility determination and does not change during the period of participation. Priority does not apply to the dislocated worker population.

Veterans and eligible spouses continue to receive priority of service among all eligible individuals; however, they must meet the WIOA adult program eligibility criteria and meet the criteria under WIOA Section 134(c)(3)(E). As described in TEGL 10-09, when programs are statutorily required to provide priority, such as the WIOA adult program, then priority must be provided in the following order:

1. Veterans and eligible spouses who are also recipients of public assistance, other low income individuals, or individuals who are basic skills deficient.

2. Individuals who are the recipient of public assistance, other low income individuals, or individuals who are basic skills deficient.

3. Veterans and eligible spouses who are not included in WIOA's priority groups.

4. Other individuals not included in WIOA's priority groups.

[Reference - TEGL 3-15 *Guidance on Services Provided through the Adult and Dislocated under the Workforce Innovation and Opportunity Act and Wagner Peyser, as Amended by WIOA, and Guidance for the Transition to WIOA Services*]

For additional guidance on providing priority of service to veterans through the one-stop system, please reference Workforce Services Directive WSD08-10.

Local Workforce Development Boards (Local Boards) may establish additional priority groups for their Local Area (e.g., residents of the Local Area, individuals with disabilities, ex-offenders, etc.). If any additional priority groups are established, they should be identified in the local policy. The State shall monitor the implementation of this policy through quarterly reports and annual monitoring visits.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

WIOA, upon approval by the Governor, allows for the transfer of up to 100 percent of funds between the adult and dislocated worker funding streams in order to allow Local Boards flexibility to provide services that meet the needs of the Local Area. State policy is included in Draft Directive WSDD-136 for public comment prior to being finalized.

Transfer CriteriaIn California, EDD has been given authority to approve transfers on behalf of the Governor. Transfer requests can be submitted any time during the two-year life of the funds. Transferred funds must stay within the original year of allocation and time period (i.e., July 1, first allocation funds, or October 1, second allocation funds).

The Local Area must submit transfer requests in writing to EDD. The transfer request must include the reason and/or rationale for the transfer, and be approved and signed off by the Local Board. Considerations for review and approval by EDD include the following:

- Changes in planned services to eligible participants.
- Unexpected layoffs requiring additional funds.
- Changes in the goals for serving eligible participants.
- Changes in labor market conditions.
- Effect of training on jointly funded employment and training programs in AJCCs.
- Effect on existing agreements for the delivery and/or coordination of employment and training services.
- Effect on current state and Local Area employment and training systems.
- Effect on the employment and training needs of eligible participants in the Local Area.

Implications of transferring 100 percent of fundsTo the extent that a Local Area requests to transfer its entire allocation of dislocated worker funds to the adult program, the Local Area must be aware of the following implications pertaining to the transfer:

- EDD will not consider Local Area requests for funding from the WIOA Dislocated Worker 25 Percent Additional Assistance funds to mitigate the loss of dislocated worker funds resulting from the transfer.
- All transfers of funds are subject to the WIOA adult program priority of service requirement stated in WIOA Section 134(c)(3)(E).

Participants Participants served with transferred funds will be subject to the performance outcomes of the new funding source. For example, funds transferred from the dislocated worker to the adult program will be attributed to the adult program and subject to adult accountability and performance outcomes.

C. YOUTH PROGRAM REQUIREMENTS

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS.*

* Sec. 102(b)(2)(D)(i)(V)

Local Boards operate as an access point for obtaining high-quality employment and training services. California seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes.

Local Boards should select service providers that:

• Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.

• Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries

• Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.

• Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.

• Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.

• Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. Local Boards are required to use CalJOBS℠, California's labor exchange and database system, for participant and performance reporting. The selection of youth providers also requires an assessment of the provider's ability to meet participant and performance requirements set forth by the local administrative entity and the state.

Local Boards should assess the provider's:

• Experience managing contracts, performance records, and administrative structure, including records and retention, compliance and monitoring, internal audit procedures, and data management system.

• Ability to meet reporting deadlines.

• Planned performance and ability to track outcomes.

- Frequency of training and technical assistance provided on the performance indicators to ensure compliance with federal and state requirements.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

WIOA contains two expenditure requirements related to out–of–school youth (OSY) and work experience. These expenditure mandates require Local Boards to shift policies toward serving OSY and expand the availability and participation of “earn and learn” models through work experience. A large percentage of the state’s youth formula funds will be allocated OSY workforce investment activities and work experience expenditure requirements opportunities to engage underserved youth by providing employment and training to obtain employment or enroll in post–secondary education.

<u>75 Percent Expenditure Requirement</u>

WIOA prioritizes out–of–school youth as demonstrated by the minimum seventy–five percent expenditure requirement, therefore it is imperative for Local Areas to shift their local programs to serve OSY. At the time of enactment, several Local Areas in California were at or near the minimum seventy–five percent OSY expenditure requirement. Local Boards are engaged in strategies to increase their OSY expenditures through partnership and leveraged funding to meet the needs of underserved OSY. The availability of youth program element services such as financial literacy, entrepreneurship, work experience, and follow–up serves as a pivot toward self–sufficiency.

<u>Work Experience Expenditure Requirement</u>

The mandated twenty percent minimum work experience requirement aligns with California’s ongoing support and utilization of “earn and learn” models such as paid and unpaid work experience, pre–apprenticeship, registered apprenticeship, on–the–job training, and internships where participants can receive concurrent academic and occupational education, job readiness training, and obtain employment skills. Work experience is a necessary investment to build the foundation for career exploration and guidance, continued support for educational attainment, provide opportunities for skills training in in–demand industries, and hopefully results with a good job or enrollment in post–secondary education.

Requested Revision Containing More Detail on Out of School Youth Strategies

As discussed in the State Plan partnership agreements which appear near the end of Appendix 2, the State Plan provides specific detail on California's approach to "out of school" youth. For example, State Plan partners, including the State Board, Department of Rehabilitation, Department of Social Services, CDE, and the Chancellor's Office have all agreed as part of the State Plan to work together to provide and coordinate services to youth, including out of school youth, in the following ways:

• Providing individual and joint guidance from their respective agencies to encourage local recruitment and service delivery collaboration efforts between America's Job Centers of California (AJCCs), County Welfare Departments (CWDs), Local Education Agencies (LEAs), foster care and justice systems for youth entering or exiting partner programs

• Providing support, technical assistance/professional development, and linkages to community based organizations (CBOs) providing services to "out of school youth"

• Agreeing to collaborate to develop a menu of best practices and model partnerships for youth programs utilizing both policy research and information from the field that will be available to Local Boards and their partners

• Communicating both jointly and individually with their local counterparts Local Boards, CWDs, LEAs, community colleges, justice systems, and DOR district offices on the necessity to partner locally to collectively implement WIOA youth policy objectives and program strategies. This communication will occur using individual written guidance, joint letters, and/or when appropriate, relevant policy directives

• Agreeing to engage in collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of out of school youth

• Developing youth awareness of the variety of careers available

• Helping youth explore career options to provide motivation and inform career decision-making.

• Helping youth apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness, knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills). • Helping youth train for employment in a specific field and range of occupations.

• Leveraging local resources to align education, employment, training, and supportive services to provide opportunities for career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, to prepare for youth to enter a career pathway or enrollment in post-secondary education

• Working jointly to identify models of One-Stop partnerships that support youth programs, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. To ensure the WIOA youth vision of supporting an integrated service delivery system and framework, partners and local areas will leverage other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

Additionally, in anticipation of pending state legislation (AB 2719), the State Board is preparing local and regional planning guidance that will direct Local Boards to include JobCorps and Youth Build programs in the local planning process in those areas of the state where these programs are present. Local and regional efforts at developing career pathway programs will need to involve, as appropriate, dropout recovery efforts of those programs and other Charter Schools serving out of school youth.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED.*

* Sec. 102(b)(2)(D)(i)(I)

Local Boards are not required to provide the fourteen required elements to each youth participant; they have the flexibility to determine what specific services a youth will receive based upon the youth's assessment and service strategy. Local Boards, however, must ensure that all fourteen program elements are available in their Local Area.

Local Boards are directed to competitively procure high quality youth service providers that develop and implement effective youth programs by aligning career pathways, employment, training, education, and supportive services. Aligning strategic partnerships, communication, coordination, and collaboration among employers, educational partners, economic development entities, and service providers is the foundation of the ensuring access to all program elements.

The WIOA contains two expenditure requirements related to out-of-school youth (OSY) and work experience. These expenditure mandates require Local Boards to shift policies toward serving OSY and expand the availability and participation of "earn and learn" models through work experience. A large percentage of the state's youth formula funds will be allocated OSY workforce investment activities and work experience expenditure requirements opportunities to engage underserved youth by providing employment and training to obtain employment or enroll in post-secondary education.

<u>75 Percent Expenditure Requirement</u>

WIOA prioritizes out-of-school youth as demonstrated by the minimum seventy-five percent expenditure requirement, therefore it is imperative for Local Areas to shift their local programs to serve OSY. At the time of enactment, several Local Areas in California were at or near the minimum seventy-five percent OSY expenditure requirement. Local Boards are engaged in strategies to increase their OSY expenditures through partnership and leveraged funding to meet the needs of underserved OSY. The availability of youth program element services such as financial literacy, entrepreneurship, work experience, and follow-up serves as a pivot toward self-sufficiency.

<u>Work Experience Expenditure Requirement</u>

The mandated twenty percent minimum work experience requirement aligns with California's ongoing support and utilization of "earn and learn" models such as paid and unpaid work experience, pre-apprenticeship, registered apprenticeship, on-the-job training, and internships where participants can receive concurrent academic and occupational education, job readiness training, and obtain employment skills. Work experience is a necessary investment to build the foundation for career exploration and guidance, continued support for educational attainment, provide opportunities for

skills training in in-demand industries, and hopefully results with a good job or enrollment in post-secondary education.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII).

Local Boards may define "requires additional assistance" to complete an educational program, or to secure and hold employment. Possible definitions/criteria for individuals who require additional assistance include the following:

• Have repeated at least one secondary grade level or are one year over age for grade;

• Have a core grade point average (GPA) of less than 1.5;

• For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school;

• Are emancipated youth;

• Have aged out of foster care;

• Are previous dropouts or have been suspended five or more times or have been expelled;

• Are court/agency referrals mandating school attendance;

• Are deemed at risk of dropping out of school by a school official;

• Have been referred to or are being treated by an agency for a substance abuse related problem;

• Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional;

• Have serious emotional, medical or psychological problems as documented by a qualified professional;

• Have never held a job (applies to older youth);

• Have been fired from a job within the twelve months prior to application (applies to out of school youth); and

Have never held a full–time job for more than thirteen consecutive weeks (applies to out of school youth).

**This definition is included in Directive WSD15–03 – WIOA Youth Program Requirements.*

Requested Revision

Requires Additional Assistance

Local Boards must establish a local definition and eligibility documentation requirements for the "requires additional assistance" criterion to determine eligibility for OS and IS youth. This definition must be included in the local plan.

Possible definitions/criteria for youth may include:

• Have repeated at least one secondary grade level or are one year over age for grade.

• Have a core grade point average (GPA) of less than 1.5.

• For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.

• Are emancipated youth.

• Have aged out of foster care.

• Are previous dropouts or have been suspended five or more times or have been expelled.

• Have received court/agency referrals mandating school attendance.

• Are deemed at risk of dropping out of school by a school official. • Have been referred to or are being treated by an agency for a substance abuse related problem.

• Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional;

• Have serious emotional, medical or psychological problems as documented by a qualified professional.

• Have never held a job (applies to older youth).

• Have been fired from a job within the twelve months prior to application (applies to out of school youth).

• Have never held a full-time job for more than thirteen consecutive weeks (applies to out of school youth).

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE

“NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL” INDICATE THAT IS THE CASE.

There is no definition in state law but a definition was developed by the state using CDE guidelines designed for data purposes for tracking those both in and out of school. The relevant definitions are as follows:

Attending School - An individual is considered to be attending school if the individual is enrolled in secondary or post-secondary schools. These inclue, but are not limited to traditional K-12 public and private, and alternative schools.

Not Attending School - an individual who is not attending a secondary or post-secondary school.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

As referenced in WIOA, an individual is considered to be basic skills deficient if they are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

Criteria used to determine whether an individual is basic skills deficient includes the following:

Lacks a high school diploma or high school equivalency and is not enrolled in secondary education.

• Enrolled in a Title II Adult Education/Literacy program.

• English, reading, writing, or computing skills at an 8.9 or below grade level.

• Determined to be Limited English Skills proficient through staff-documented observations.

Other objective criteria determined to be appropriate by the Local Area and documented in its required policy.

**This definition is included in Draft Directive: WSDD 119 - WIOA Adult Program Priority of Service.*

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

This does not apply to California.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESS USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

California is not requesting waivers at this time but reserves the right to do so in the future.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure

compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE PROFESSIONAL STAFF DEVELOPMENT.

1. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

The State will use professional development activities for Employment Services staff such as targeted training activities in specific program areas (Migrant Seasonal Farmworkers, Trade Adjustment Assistance Act, Unemployment Compensation, and Veterans) to ensure staff is able to provide high quality services to both job seekers and employers. These training activities will enable staff to assist job seekers with knowing and improving their skills, obtaining the best job possible, and progressing in a Career Pathway. Furthermore, these training activities will provide employers with access to qualified candidates and strengthen their business. Staff will be provided with the required information about programs and hear a consistent message regarding expected levels of performance, service delivery and service quality. Training will be provided throughout the State to promote consistency.

Training topics planned for the future include Migrant Seasonal Farmworker, Unemployment Compensation, and Veterans Services. The delivery methods of these trainings will include, but not limited to, workshops, seminars, on-the-job training, and web based technology.

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

These strategies include:

- Provided training to Wagner-Peyser and WIOA staff on core programs, including California Training Benefits, Unemployment Insurance (UI), Trade Adjustment Assistance, Veteran's programs, Migrant Seasonal Farmworker, and Youth and Dislocated Worker programs.
- Developed and provided two hour training on the UI program. The training included UI claim filing eligibility basics, UI claim management, maneuvering UI's public facing computer system, and understanding notices sent to claimants. The UI programs. The UI training also included seek work requirements and the results of non-compliance.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE.

California will meet the needs of customers requesting assistance in filing UI claims by providing direct customer assistance and guidance by appropriately trained, experienced, and skilled staff. These dedicated America's Job Center of California℠ (AJCC) staff will show customers how to use the EDD's two online options for submitting UI applications.

- The eApply4UI application guides the customer through a series of online questions to file their initial or reopen an existing claim.
- The UI Online℠ allows existing claimants to reopen their claim, along with many other user-friendly features to help customers manage their UI claims.

Additionally, if the AJCC staff determine an individual is unable to file a UI claim due to significant barriers that prevent the utilization of online tools (such as, language or disability), the customer will be directed to a phone line dedicated to serving the needs of those customers requiring more meaningful and personal assistance.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Requested Revision

California is committed to operating a customer–centric approach to delivering services aligned with WIOA, for providing reemployment assistance to UI claimants (job seekers), including:

• Screening the UI applicant pool to identify those individuals that are most likely to exhaust benefits.

• Providing a direct referral to an AJCC orientation or workshop.

• Directing UI customers, that are required to seek work, to register in the state work search system CalJOBS.

• Providing the job seeker, not only job search assistance, but information on the AJCC services and work search assistance videos.

• Encouraging job seekers to attend an AJCC orientation and refer them to subsequent services, as appropriate.

Both UI and Wagner-Peyser program representatives will be party to the Memorandum of Understanding (MOU) negotiations with the other local area partners to identify the service delivery. The EDD programs, including UI, are committed to their roles as partners within the AJCC and consistently collaborate internally and with the local areas to further support the spirit and intent of of WIOA. Any additional refinement to this approach will be completed by the end the 2016 calendar year.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE, INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

Currently, the EDD requires all UI claimants (job seekers) to register into the state's labor exchange system, CalJOBS℠, and create a resume. Once registered, job seekers have access to all of the online features, such as: searching for jobs, identifying employment trends and occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their resume, having their resume viewable by employers registered in the system, and accessing local education providers and programs.

In addition, job seekers receive information on the W–P services available at the AJCCs. Job seekers can conduct self–service activities by using resources such as computers and phones to conduct job searches and create a resume through CalJOBS℠, respond to employment opportunities, manage their UI claim through the EDD website, etc. In addition to self–service options, claimants can also receive staff–assisted services, such as job search workshops, assistance with access and navigating the CalJOBS℠ system, individualized labor market information, referral to veteran services, and referral to education, training, and supportive services.

Requested Revision

Both UI and Wagner-Peyser program representatives will be party to the Memorandum of Understanding (MOU) negotiations with the other local area partners to identify the service delivery. The EDD programs, including UI, are committed to their roles as partners within the AJCC and consistently collaborate internally and with the local areas to further support the spirit of WIOA. These two partners are also coordinating internally within the EDD, as this department administers both of these programs.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

The California Unemployment Insurance Code, Section 1253(b) and the California Code of Regulations, Title 22, Section 1253(b)-1, contain provisions that mandate the claimant, unless exempt, to register for work by entering a resume on CalJOBS℠ within 21 days after filing a UI claim.

When an individual files a UI claim, the EDD mails the *Notice of Requirement to Register for Work*, DE 8405, to the claimant providing the requirement to register in CalJOBS℠, including the address and telephone number of their local AJCC. Additionally, the notice advises that failure to comply may result in denial of UI benefits. The UI claimant can walk-in or call the local AJCC for technical support on entering a resume on CalJOBS℠.

The EDD automatically creates an account in CalJOBS℠ for all new UI claimants and generates notices to claimants that fail to enter a resume within 21 days. These notices require claimants to attend a Personalized Job Search Assistance workshop at a local AJCC. This workshop is designed to provide the UI claimants with employment services available through the AJCC, and to ensure

that the claimant has their resume posted in the CalJOBS℠ system. UI claimants that fail to post their resume in the system will have an alert posted to their account for determination by UI staff.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

The primary work test is done electronically using the EDD CalJOBS℠, EDD UI Online℠, and EDD Tele-Cert℠ systems:

- After the initial Unemployment Insurance (UI) claim is filed, UI claimants are required to register and create a resume in EDD CalJOBS℠. Failure to do so is reported electronically to UI and a hold is placed that prevents eligibility to receive UI benefits for failure to comply. A resume in CalJOBS℠ is viewable for AJCC staff to refer the UI claimant to specific jobs or scheduled interviews when available.
- During subsequent weeks, UI claimants are required to submit a weekly certification that he or she meets all the following UI eligibility requirements to receiving UI benefits:

o Be totally or partially unemployed.

o Be unemployed through no fault of his/her own.

o Be physically able to work.

o Be available for work.

o Be ready and willing to immediately accept work.

o Be actively looking for work.

If the UI claimant is scheduled for any additional re-employment service appointments with AJCC staff such as Reemployment and Eligibility Assessment, Personalized Job Service Assistance, or Initial Assistance Workshop, failure to attend these appointments will also result in a subsequent hold preventing eligibility to receive UI benefits for failure to comply.

The secondary work test is done through AJCC staff. Currently, staff is directed to contact the UI Fraud Hotline at 1-800-229-6297 when they become aware of UI claimant's refusal of suitable employment or failure to attend scheduled interviews.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

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The EDD provides the following referrals for UI customers:

• Content rich EDD website at www.edd.ca.gov

• Consistent Social Media referrals to local workforce job and resource fairs.

• Online eApply4UI application and telephone claim filing for Unemployment Insurance (UI) benefits provides information on the California Training Benefit (CTB) program, work search requirements, job service registration, and refers individuals to their local AJCC.

• Informational brochure mailed to all UI customers after filing a UI claim provides information on how to find their local AJCC to obtain employment and training services.

• Informational brochure on the CTB program is mailed to UI customers that identify an interest in attending school.

• Mandatory workshops provide information about the availability of training and the CTB program. During these presentations, customers who would like further information about training are referred to register in the AJCCs and to begin the process for gaining more information and assessments for qualification and application assistance.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE--

1. ASSESSMENT OF NEED

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

California's Agricultural Outreach Plan (Ag Plan) sets policies and objectives in providing Wagner–Peyser (W–P) services to the agricultural community, specifically Migrant and Seasonal Farm Workers (MSFWs). The EDD provides these services through California's America's Job Center of California℠ (AJCC) locations. The EDD ensures that MSFWs receive the full range of employment, training, and educational services on a basis which is qualitatively equivalent and quantitatively proportionate to services provided to non–MSFWs. This Ag Plan is submitted in accordance with the regulations at 20 CFR 653.107(d) to include:

1. Assessment of the unique needs of MSFWs in the area based on past and projected agricultural and MSFW activity in the State;

2. Assessment of available resources for outreach;

3. Proposed outreach and planned activities including strategies on how to contact MSFWs, activities planned for providing the full range of employment, and training services to the agricultural community;

4. Compliance assurance with requirements under 20 CFR 653.111 for significant MSFW one–stop centers;

Review and Public Comment from key stakeholders.

A. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE.

Value of Agricultural Production

Based on the most current data available, the value of total agricultural production in California, crop and livestock production combined, totaled $50.9 billion in 2013. This ranked California as the nation's largest agricultural producer in 2013, outpacing Iowa ($30.6 billion) and Nebraska ($23.1 billion). California alone accounted for about one–eighth (12.6 percent) of the national agricultural production. California was far and away the nation's leader in crop production in 2013, with crops produced valued at $38.1 billion. The State accounted for 17.3 percent of the value of total U.S. crop production. In contrast, Iowa and Illinois were the second and third largest crop producing states in 2013, combining for 14 percent of total U.S. crop production. California's livestock production was valued at $12.8 billion in 2013, third highest among all states after Texas and Iowa.

California's agricultural production increased in value by $3.9 billion (8.4 percent) from 2012 to 2013. Crop production in California increased $3.3 billion (9.5 percent) in value over the year, while livestock dropped $0.6 billion (5.2 percent). Over the two–year period from 2011 through 2013, California's agricultural production rose in value by $7.7 billion (17.7 percent). Crop production increased by $7 billion (22.7 percent) and livestock production grew by $0.6 billion (5.2 percent) over the two–year period.

In 2013, crop production accounted for nearly three–quarters (74.8 percent) of total agricultural production in California. By commodity group, fruit and nut products were valued at $20.8 billion in 2013, comprising over two–fifths (40.8 percent) of the total value of the state's agricultural products and more than half (54.6 percent) of the value of the crops produced in the state. Vegetables and melons were valued at $7.8 billion, accounting for over one–fifth (20.6 percent) of the value of crops produced in California. All other crops which include sugar beets, mint, floriculture, mushrooms, and miscellaneous crops were valued at $6.1 billion accounting for 15.9 percent of crops produced in the state in 2013.

Livestock and livestock products made up a little over one–quarter (25.2 percent) of the total value of California's agricultural production in 2013. Dairy products including milk were valued at $7.6 billion, comprising almost three–fifths (59.4 percent) of total value of California's livestock products. Hooved–livestock produced for meat and poultry and egg products were valued at $3.1 and $1.6 billion, respectively in 2013.

On an individual commodity basis, milk and cream (dairy products) was California's most valuable commodity in 2013, with cash receipts totaling $7.6 billion. Shelled almonds and grapes were California's second and third most valuable commodities, with cash receipts totaling $5.8 billion and $5.6 billion, respectively. The cash receipts of nine other California commodities exceeded $1 billion in 2013: cattle and calves, berries, walnuts, lettuce, hay, tomatoes, nursery, flowers and foliage,

nursery products, strawberries, hay, lettuce, walnuts, tomatoes and pistachios. Twelve of California's 20 most valuable commodities in 2013 increased in value from the prior year.

On a cash receipt basis, California produced all of the nation's almonds, walnuts, pistachios, olives, artichokes, dates, kiwifruit and figs in 2013. Fourteen additional California commodities comprised more than four–fifths (80 percent) of national cash receipts: garlic, plums and prunes, cotton lint, celery, broccoli, nectarines, lemons, avocados, grapes, tangerines, cauliflower, strawberries, apricots, and carrots. Raspberries accounted for more than three–quarters (79.5 percent) of national cash receipts. Accounting for more than half was honeydews, beans, lettuce, cantaloupes, spinach, tomatoes, peppers, asparagus, safflower, and peaches.

The estimated value of California's exported agricultural products totaled $22.9 billion in 2013. California's exports comprised over one–seventh (15.9 percent) of total U.S. agricultural exports in 2013. California was the nation's top agricultural exporter in 2013, with exports more than twice of those of Iowa which was the second leading exporter.

From 2012 to 2013, California's agricultural exports increased by $3.8 billion (19.7 percent). California's agricultural exports grew in value even as the nonfarm economy continues to recover from the 2008 recession. California's agricultural exports have increased $9.7 billion (74 percent) from 2008 through 2013. Tree nuts were California's most valuable export crop in 2013 with an estimated value of $7.2 billion, followed by fresh fruits ($2.9 billion), processed fruits ($2.6 billion), processed vegetables ($1.8 billion) and other plant products which include sweeteners and products, other horticultural products, planting seeds, cocoa, coffee, and other processed foods ($3.5 billion).

Tulare was the largest agriculture producing county in both California and the nation in 2013, with agricultural production valued at $7.3 billion. The value of agricultural production exceeded $4 billion each in Kern, Fresno, and Monterey counties and exceeded $2 billion each in Merced, Stanislaus, San Joaquin, Kings, Imperial, and Ventura Counties. A total of 14 California counties each produced agricultural products valued at more than $1 billion in 2013.

The value of agricultural production increased from 2012 to 2013 in 19 of California's 20 largest agricultural counties. Among the top ten leading counties that experienced over–the–year percent increases in the value of its agricultural production, Tulare County (18.3 percent) experienced the largest increase followed by Merced (15.8 percent), Stanislaus (12.2 percent), and Santa Barbara (11.3 percent) Counties. Fresno (down 2.3 percent) was the only county among the top 14 agricultural counties in California to lose value over the year in 2013.

Agricultural Employment in California

Employment in agriculture is inherently difficult to estimate because agricultural production, and in particular crop production, is characterized by seasonal spikes in the demand for farm labor, some of which are often of short duration. For example, most crops must be planted at certain times of the year, weeded and pruned, and perhaps most importantly harvested and prepared for market as they ripen. As a result, California agriculture–based employers have traditionally employed large numbers of seasonal, and often migrant farm workers who move from farm to farm and region to region. However, official estimates of agricultural employment are derived from a survey of agricultural establishments that participate in the unemployment insurance system and are thus more likely to count more permanent farm workers than MSFWs.

According to official estimates from the California Employment Development Department (EDD), payrolls in California's farm sector totaled 411,500 jobs in 2013. Farm jobs made up just 2.3 percent of California's total industry employment in 2013.

On an annual average basis, California farm payrolls increased by 12,400 jobs (3.1 percent) from 2012 to 2013, and by 9,600 jobs (2.5 percent) from 2011 to 2012. Total farm employment has been remarkably stable over the last decade amidst year–to–year variability. From 2003 through 2013, annual average total farm employment in California grew by 36,400 jobs (9.7 percent), an average of 3,640 jobs per year. California agricultural employment estimates are broken out into six regions: Central Coast, Desert, North Coast, Sacramento Valley, San Joaquin Valley and South Coast.

Over half (50.7 percent) of California's agricultural jobs were in the San Joaquin Valley Region in 2013. Employers in the South Coast and Central Coast regions accounted for about one–third (33.2 percent) of the state's agricultural jobs. Individually, the South Coast and Central Coast Regions accounted for 16.9 and 16.3 percent of total agricultural employment, respectively. California's remaining agricultural jobs were distributed across the smaller Sacramento Valley, Desert and North Coast Regions, each of which accounted for less than 7 percent of the state's agricultural jobs. By a very large margin, farmers, ranchers, and other agricultural managers, with a mean annual wage of $94,336, earned the highest wages in agriculture. This occupational group comprised of just 0.2 percent of overall agricultural employment in May 2013. The next highest paying agricultural occupations were: farm labor contractors ($51,506), agricultural inspectors ($49,089); first–line supervisors or managers of farming, fishing and forestry workers ($43,382); and animal breeders ($43,230). As a group, the five highest paying agricultural occupations comprised of just 2 percent of total estimated agricultural employment in May 2013.

Most California farm workers earn low wages. The median annual wage in the three largest agricultural occupational groups, in terms of employment, was less than $19,000 in the first quarter of 2014: farming, fishing, and forestry occupations ($18,862); graders and sorters of agricultural products ($18,802) and crop, nursery, and greenhouse farm workers and laborers ($18,731). According to OES employment estimates, these three occupational groups comprised of 95.7 percent of total agricultural employment in May 2013. Wage inequality in the Agricultural sector is prevalent, and the majority of the workers, primarily farm workers continue to work and live on poverty wages, making accessing services the critical vehicle to long–term survival for their families.

Effect of Drought on California's Agricultural Employment

In 2015, California entered the fourth year of drought, with 41 percent of the state considered to be in a status of "exceptional drought." California has 8 million irrigated acres of which 430,000 were fallowed in 2014 and 560,000 in 2015. It is inherently difficult to predict the effects of a drought on agricultural employment because they differ according to the length and severity of the drought, the response or coping measures agricultural employers take to mitigate the effects of a drought, and the effectiveness of water management strategies and policies of public agencies and government entities.

Agricultural employment losses often are less than expected during droughts because many farmers shift production to less water intensive crops, adopt more water efficient irrigation techniques, and rely on groundwater to compensate for water shortages. Water allocation and re–allocation efforts may also help mitigate the effects of the drought. Agricultural employers may also reduce the number of hours worked but not the overall number of jobs.

Commodity price fluctuations may alter the level of agricultural employment, as increases can at least partially offset any increased production costs related to the drought. If commodity prices drop, the rising cost of production may eliminate any incentive to continue seasonal activities. This is often seen to have the greatest effect in ranching and livestock farming during a drought.

A recent study completed by U.C. Davis Center for Watershed Sciences in 2015 suggests that California's resilience to surface water shortages is likely to continue through 2015. The ability to irrigate permanent crops with groundwater or marketed water will largely prevent the sector from more expensive fallowing of higher–valued crops and permanent crops. It is estimated that the drought in 2015 may result in the fallowing of 560,000 irrigated acres, almost all (99.5 percent) in the Central Valley. Increased prices for some crop groups will add to the total revenues in areas less affected by drought and with access to groundwater, especially in the central and south coast regions.

An EDD analysis of third quarter 2014 Quarterly Census of Employment and Wages (QCEW) showed that California gained 3,100 agricultural jobs from the third quarter of 2013 through the third quarter of 2014 despite the severe drought. Although the statewide data showed no sign of direct job losses due to drought, they strongly suggested that California did not experience the agricultural job growth that recent history suggests would have occurred had there been no drought. These estimates of agricultural job growth foregone totaled 5,000 to 6,000 jobs in 2014, with the losses concentrated in the lower San Joaquin Valley. Applying the two workers to every officially reported job ratio implies that 10,000 to 12,000 California agricultural workers were adversely affected by drought in 2014. The effects of California's drought are expected to intensify the longer it persists.

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The five most labor-intensive crops in California are strawberries, which involve at least 50,000 workers, raisin and table grapes, approximately 40,000 workers, lettuce, approximately 30,000 workers, and melons, approximately 20,000 workers.

The reported shortage of farm workers in California has impacted the H-2A Program. The use of the H-2A Program by California employers has increased dramatically over the last 4 years. During FFY 2015, California agricultural employers employed nearly 9,000 H-2A guest workers. The DOL has certified nearly 6,000 H-2A workers in just the second quarter of FFY 2016, and by the end of the year we expect to surpass the figures from last year. In comparison, the number of H-2A workers employed in California during FFY 2012 was 3,000. Most of this increase has been concentrated in the Central and Southern coastal areas. The counties of Santa Barbara and Monterey have seen the largest increases of H-2A workers related to the harvesting of strawberries and lettuce.

B. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH

AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION.

The official estimates of agricultural employment in this report are derived from agricultural labor data that the EDD, in collaboration with the U.S. Department of Agriculture (USDA), compiles from monthly surveys of farm owner–operators in California. Agricultural employers who participate in the survey report the number of jobs filled by all workers in their establishments during the survey's reference week. However, given the crop cycle, demand for farm workers tend to be highly seasonal, with peak periods of demand often lasting for periods of short duration. As a result, high job turnover and worker mobility are distinguishing features of the agricultural labor market. While survey–based official employment estimates count permanent farm jobs and any jobs filled by MSFWs identified by employers as working during the survey's reporting week [1], they do not necessarily count positions that are filled by MSFWs at other times of the month. Moreover, an analysis of public use data from the U.S. Department of Labor's 2011–12 National Agricultural Workers Survey (NAWS)[2] indicated that 61.1 percent of California farm workers were undocumented, many of whom were employed under informal work arrangements. As a result, it is believed that official estimates of agricultural jobs understate the actual number of individuals in California's agricultural workforce. This is particularly true of MSFWs.

This report provides a best estimate of the number of MSFWs in California in 2014 since data unavailability and limitations preclude making a precise estimate. This best estimate relies on official 2014 agricultural employment estimates, a 2015 University of California, Davis study, "California Farm Labor: Jobs and Workers"[3],that estimated the actual number of farmworkers in 2012 to calculate a ratio of actual farm workers to farm jobs, and data from the 2011–12 NAWS survey to estimate the number of MSFWs. Given a lack of alternative or more up–to–date data, this report assumes that the observed relationship between the number of jobs and numbers of farm workers in 2012 has been constant, or little changed, over the last three years.

Total agricultural employment in California varied within a narrow range of 17,500 jobs from 2002 through 2010, with a low of 371,800 jobs in 2009 and a high of 389,300 jobs in 2008, but showing little discernable growth trend overall. However, agricultural payrolls grew from 382,800 jobs in 2010 to 417,200 jobs in 2014, growing in each year, and by a total of 34,400 jobs (9 percent) over the four–year period.

Employment in crop production also has risen in recent years, although there have been changes in the pattern of hiring. The number of crop production jobs, which are primarily reported by growers, totaled 176,300 jobs in 2014. Although this was 6,100 jobs (3.6

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[1] The survey reference week is always the week that includes the 12th of the month.

[2] The 2011–12 public use NAWS data are available from the U.S. DOL Website at: http://www.doleta.gov/agworker/naws.cfm.

[3] Hooker, B., P.I. Martin, and A. Wong. "California Farm Labor: Jobs and Workers." *ARE Update* 18(6): 5–8. University of California Gianni Foundation of Agricultural Economics. February 2015.

percent) more than in 2010, it was consistent with employment levels since 2004. The number of crop production jobs from 2004 through 2014 varied from a low of 169,800 jobs in 2009 to a high of 179,300 jobs in 2004. In contrast, employment by farm labor contractors (FLCs), who supply crop workers to farms, grew in eight of the 10 years from 2004 through 2014, and by a total of 37,100 jobs (35.7 percent) over the 10–year period. The number of FLC–supplied jobs rose by 20,300 jobs (16.8 percent) from 2010 through 2014. Although there has been a shift in crop production work to FLCs over the last decade, the share of crop production and FLC jobs combined in overall agricultural employment has remained quite stable. Crop production and FLCs accounted for 77.3 and 76.7 percent of California's total agricultural employment in 2004 and 2014, respectively.

The "California Farm Labor: Jobs and Workers" study referenced earlier estimated the number of farm workers in California in 2007 and 2012 based on an analysis of the comprehensive wage and employment records that are maintained by EDD. The study used social security numbers to identify and count the number of workers in agricultural establishments as coded under the North American Industry Classification System (NAICS). The study found that agricultural employers reported 780,439 unique social security numbers in 2007 and 802,622 in 2012. In contrast, official estimates of agricultural employment totaled 381,858 jobs in 2007 and 395,392 jobs in 2012, suggesting that there were an average of two workers for each officially reported job in agriculture in both 2007 and 2012. It is assumed that this same ration held true in 2014.

An analysis of NAWS data shows that there was a sharp decrease in the share of seasonal and migrant workers among California crop workers in recent years. According to the NAWS, 58.0 percent of California crop workers were seasonal in 2006–07 and 22.9 percent were migrants. By 2011–12, the share of seasonal and migrant crop workers had fallen to 37.0 and 7.7 percent, respectively. These 2011–12 shares are used to estimate the number of MSFWs in 2014. .

Assuming that most MSFWs are primarily crop workers employed by growers and FLCs, the estimate of the number of MSFWs in California in 2014 was calculated as follows:

- In 2014, crop production and FLC payrolls totaled 176,300 and 141,100 jobs, respectively, for a total of 317,400 jobs in the crop production. Assuming that there were two farm workers for every officially estimated job, this implies that there were 634,800 crop workers in California in 2014.

Analysis of the 2011–12 NAWS public use data indicated that 54 percent of California farm workers reported that they worked for their employer on a year–round basis, 37 percent reported they worked on a seasonal basis, and 9 percent reported that they did not know. Assuming that this same ratio of year–round to seasonal workers applies to the "don't know" category results in an estimate that 40.3 percent California's agricultural crop workers were seasonal workers in 2011–2012.

- The 2011–12 NAWS public use data also indicated that 7.7 percent of crop farm workers in California were migrants.[1] Applying the NAWS–derived estimated shares of crop workers who were seasonal and migrant to the estimated number of crop workers in 2014, yields an estimate that there were approximately 259,900 seasonal farm workers in California in 2014, of whom 20,100 were migrant workers.

Barring significant changes to national immigration policies, the estimated numbers of MSFWs in California are expected to remain near these same levels over the next two years.

[1] The NAWS defines a migrant farm worker as one who travels more than 75 miles to obtain a job in U.S. agriculture.

This plan also considers the fact that the number of newly work–authorized immigrant workers is likely to increase dramatically in California if the courts allow the federal administration's Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) and expansion of other related efforts already in place, to take effect. The EDD plans to coordinate its efforts with the new One California program which is designed to assist applicants that meet the requirements for these federal initiatives, in order to provide them WIOA funded services where appropriate. EDD is also expanding its collaboration by actively engaging other agencies/departments (e.g., Migrant Education) that serve farmworkers, to better target community engagement.

Here are a few facts about California farmworkers:

· A majority of farmworkers are foreign born, primarily coming from Mexico

- Most farmworkers are men
- Most are Limited English Proficient
- According to a national survey in 2012, the average level of completed education for a farmworker was the 8th grade
- According to NAWS Survey Reports for 2007–2009, 23% of farmworker families had total income levels below the national poverty guidelines.
- Most are undocumented and as a result uninsured because of ineligibility for many public programs[HJ1]

· According to a 2010 report, there are about 120,000 indigenous mexican farmworkers in California

- A 2010 Indigenous Farmworker Study found 23 different indigenous languages spoken in California agriculture, representing 13 different Mexican states.[HJ2]

Given the socio–economic obstacles farmworkers face, reaching and supporting the barriers they face to accessing services becomes critical. The states goal is to reach farmworkers where they live, work or gather; and as much as possible provide them entry into the gateway system with the necessary support to put them on a path towards success.

[HJ1]Source: National Center for Farmworker Health, "Facts About Farmworkers," 2012.

[HJ2]Source: Indigenous Mexicans in California Agriculture, http://indigenousfarmworkers.org/demographics.shtml

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Our California NFJP partners regularly share data they collected regarding the needs and presence of MSFWs in this State. This information was particularly useful in collaborating with them to provide Drought Emergency related assistance using both federal and state funding.

2. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

The EDD operates an MSFW Outreach Program consisting of 28 primary and 29 alternate Outreach Workers (OWs) located in AJCCs throughout the State. The OWs provide MSFWs with information on the services and resources available at local AJCCs, Community Based Organizations (CBOs), and other state and federal agencies serving MSFWs in the area.

The OWs spend 85 percent of their time in outreach activities contacting MSFWs where they live, work, or gather. Typically, MSFWs live in economically depressed locations in the outskirts of cities or in farm homes. Often the infrastructure in farmworker housing is inadequate, recently in communities such as Porterville, local wells have gone dry because of the drought, causing farmworker communities additional distress. Thus, farmworkers and the isolation and conditions in which they live are in and of themselves barriers to accessing services, be they social services, community resources, training etc.

Thus, the work of the MSFW is normally performed outdoors in remote areas in varied weather conditions, around pesticides, and machinery. The OWs are frequently required to drive on dirt roads off main highways often impacted by extreme weather conditions or by irrigated farm fields requiring the use of 4–wheel drive vehicles.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

Acknowledging that many farmworkers live in remote and often isolated areas, the existing language barriers, and historically the lack of adequate infrastructure in agricultural communities including adequate housing facilities, transportation etc., the OWs are strategic in how they reach farmworkers, a few strategies include:

- Utilizing local networks of existing relationships to state, community and local partners that provide services to farmworkers, will identify community events and have presence to share information and educate MSFWs about resources available to them.
- Statewide, the EDD promotes local coordination with partner departments to compliment efforts on the ground reaching MSFW populations.
- Strategic and regular collaboration with local non–profit and advocacy organizations occurs statewide and on the ground to ensure that we are reaching the MSFW population in the best manner, and adequately addressing their needs.
- As described above, the EDD OWs will deliver and engage MSFWs in a manner that is culturally and linguistically appropriate to meet their needs, and where necessary, this will be a component of the professional development opportunities for OWs.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF

REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

The EDD uses all of the methods referenced in this section to increase the capacity of its Outreach Worker staff. Additionally, the EDD hosts MSFW Outreach Quarterly Conference Calls (QCC) that provide an open forum for representatives from EDD, partners, and CBOs to discuss the delivery of services, training programs, and technical support to better serve MSFWs. Participants at these forums are able to share best practices, discuss the goals for the upcoming quarter, and promote partnerships with state agencies and CBOs. The MAO and WSB´s Agricultural ServicesUnit use this valuable feedback to update and enhance EDD´s policies and procedures affecting MSFWs. Keynote speakers are invited to provide information and educational material at each MSFW Outreach QCC forum. Below are examples of the topics discussed at these training sessions:

• The California Department of Pesticide Regulation provided training on pesticide safety. The Agricultural Service Unit and MAO provided new CalJOBS guidance and training for Workforce Services staff and management. The training focused on the MSFW Outreach Program, the use of CalJOBS relating to the MSFW Outreach Program, and the Migrant Indicator of Compliance report.

• The Equal Employment Opportunity Commission provided a presentation on how to prevent and identify human trafficking. The Disability Insurance Branch provided an overview of the Paid Family Leave and State Disability Insurance programs.

• The U.S. Department of Labor's (DOL) Wage and Hour Division presented training and coordinated efforts on complaint referrals. The California Rural Legal Assistance presented information on legal services available to MSFWs.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES.

The EDD has continued its efforts to increase outreach workers' awareness of core programs by doing the following:

• Provided training on core programs, including California Training Benefits, Unemployment Insurance (UI), Trade Adjustment Assistance, Veteran's programs, and Youth and Dislocated Worker programs.

•Developed and provided two hour training on the UI program. The training included UI claim filing eligibility basics, UI claim management, maneuvering UI's public facing computer system, and understanding notices sent to claimants. The UI programs. The UI training also included seek work requirements and the results of non–compliance.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

The State will use professional development activities that increase cultural and linguistic related competencies for OW staff to ensure that they are able to provide high quality services to both job seekers and employers. These training activities will enable staff to assist MSFW job seekers with knowing and improving their skills, obtaining the best job possible, and progressing in a Career Pathway. Furthermore, these training activities will provide employers with access to qualified candidates and strengthen their businesses. Staff will be provided with the required information about core programs including Unemployment Insurance, and hear a consistent message regarding expected levels of performance, service delivery and service quality. These professional development opportunities will be provided throughout the State to promote consistency. The delivery methods of these trainings will include, but will not be limited to, workshops, seminars, on–the–job training, and web based technology.

Requested Revision

Local WSB AJCC managers provide on-going training and development for staff regarding WSB employment services through its core curriculum regarding serving the public and marketing of EDD services. There is also training and community vendor services available to MSFWs and employers to better support outreach worker responsibilities in the field. The Monitor Advocate Office assists in providing technical support and guidance to support local area managers and outreach staff on state and federal regulations pertaining to MSFW outreach and the JS Complaint system. The length of training varies between 1 day to three weeks, depending on the content and staff development needs. Some training may be shorter in duration and self-paced when taken online.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

Other outreach efforts include partnering with La Cooperativa Campesina de California (La Cooperativa), a statewide association of service providers operating WIOA Title I Section 167 and Community Services Block Grant MSFW service programs. La Cooperativa's Board of Directors consists of representatives from its member agencies which include the Center for Employment Training, California Human Development Corporation, Central Valley Opportunity Center, Employer's Training Resource, and Proteus, Inc. La Cooperativa's member agencies currently operate 66 service centers throughout 35 California counties, offering a wide range of self–sufficiency and training services to rural, low income, largely Latino populations. The services include workforce development under WIOA Title I Section 167, affordable housing, home weatherization and energy efficiency, treatment and recovery from addiction, health outreach, immigration and other services. These providers serve more than 100,000 MSFWs in 35 agricultural counties and maintain outreach links with AJCCs. They will work to become strategic local partners (required under WIOA) that help inform local boards on farmworker and low–income population needs and will through local plans jointly plan to help ensure the best service delivery to these underserved population.

Because the services offered by La Cooperativa's members focus on increasing self–sufficiency and protecting farm workers in local communities in which they live, and with partners whom are trusted

in communities, they are able to achieve much higher rates of participation by this traditionally hard–to–reach population.

The EDD will continue to pursue and promote more collaborative co–enrollment policies between WIOA Title I Section 167 providers and other WIOA funded programs that will assist the WIOA Title I Section 167 network provide their mutual farmworker customers with an enhanced and accessible range of services. This effort will be augmented by the mutual use of the State's CalJOBS℠ system.

La Cooperativa is also an ongoing recipient of WIOA 25 Percent Dislocated Worker funding with a current grant to serve over 1,000 dislocated MSFWs with a comprehensive program of core, intensive training services designed to place them into full–time, non–seasonal employment or upgraded agricultural employment. This comprehensive program is being implemented in coordination with the WIOA Title I Section 167 providers and AJCCs.

The EDD and La Cooperativa also collaborate on a public information and awareness campaign designed to assist MSFWs with workforce and labor market information, social service information, and current job openings. As part of this campaign, La Cooperativa publishes 12 issues of *La Voz del Campo* (The Voice of the Fields) newsletter annually including an e–publication that is distributed to agencies that work directly with MSFWs. *La Voz del Campo* is a newsletter written in English and Spanish designed to assist MSFWs and their families with information on programs and services offered by EDD, CBOs, and other government agencies. Information on agricultural issues, employment opportunities, crop activities, and federal and State services is also included. A printing production of 45,000 copies of each issue is disseminated statewide through over 450 access points.

In addition to the *La Voz del Campo* publication, the broader multimedia approach includes bilingual radio. Radio Bilingue is a non–commercial, bilingual, Latino–owned and operated public radio network headquartered in Fresno and Oakland that produces 12 one–hour live talk shows, supporting each issue of *La Voz del Campo*. Additional information discussed on the air includes information about the H–2A program and the agricultural jobs available statewide for MSFWs looking for work. This has been an excellent medium to disseminate information on emerging topics like the Affordable Care Act which was featured in one of the publications. Radio Bilingue has the capacity to reach thousands of MSFWs in the central valley, coastal, and desert labor market areas.

While the partnership with La Cooperativa and its member helps to enhance our footprint in agricultural communities, the personal touch and one–on–one engagement with MSFWs is limited. Thus, it requires educating partners within the workforce system on the needs, and best approaches to get farmworkers in the door, and offer them the services they need as part of the larger workforce system.

Requested Revision

The EDD's local Ag worker Outreach teams, consisting of outreach workers and managers, have on-going meetings with NFJP staff, they participate in local MSFW forums e.g, co-sponsor Farmworker Appreciation events, and promote continuous collaboration with NFJP to promote EDD services and NFJP resources. The NFJP grantees and the outreach teams support and ensure cross referral to MSFWs and co-enrollment of participants as much as possible.

3. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM.

Describe the State agency's proposed strategies for:

(A) PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS;

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

The EDD has been able to successfully serve the agricultural community through an outreach program designed to serve both MSFWs and agricultural employers. The primary responsibility of the OW is to locate and contact MSFWs who are not being reached by the normal intake activities conducted by the AJCCs. The OWs search for MSFWs throughout the State, especially in rural areas where they live, work, and gather to present the services in a language readily understood by them. The responsibilities of an OW include:

- Educating MSFWs of their rights with respect to terms and conditions of employment;
- Developing and maintaining relationships with MSFWs, public and private community agencies, MSFW groups, and employers;
- Coordinating outreach efforts with MSFW community service providers, including WIOA title I Section 167 providers;
- Assisting MSFWs with job search and placement, initiating job development contacts, and referrals to supportive services;
- Conducting informational workshops for MSFWs at AJCCs or other locations;
- Assisting with the completion of the California Job Opening Browse System (CalJOBS℠) registration, resume, job applications, and other documents as needed;
- Documenting all reportable services provided to MSFWs;
- Conducting follow–up interviews with reportable individuals to ensure service or training was received;
- Assisting MSFWs with making appointments and arranging transportation;
- Observing the working and living conditions of MSFWs;
- Providing assistance with obtaining unemployment insurance benefits, information on the California Training Benefits program, and referrals to specific employment opportunities if MSFWs are unemployed;
- Providing information regarding employment opportunities that may be available including any available H–2A agricultural job orders;
- Informing MSFWs of the full range of available services, including: job training opportunities available through the AJCCs and CBOs; engaging in public awareness campaigns to educate job seekers and small businesses about Covered California™ as a resource to help make informed decisions about health care coverage options. OWs may provide MSFWs helpful fact sheets regarding the program, financial assistance, and hand out informational brochures in English and Spanish;

Contacting seasonal farm workers working under the H–2A program to provide them information pertinent to workers employed under this program, including information about their rights and protections under the H–2A contractual agreement.; and Informing MSFWs about the Employment Service and Employment–Related Law Complaint System and providing assistance with the complaint process.

In addition, information from WIOA Title I Section 167 providers located in AJCCs statewide is included to help MSFWs receive a comprehensive blend of services designed to place them into full–time, non–seasonal employment or upgraded agricultural employment. The AJCCs are heavily engaged in a number of employment service activities including various recruitment activities to find and refer qualified U.S. domestic workers to fill H–2A job openings.

The OW is trained in local office procedures, informal resolution of complaints, and in the services, benefits, and protections afforded to MSFWs.

The OW is fluent in Spanish and able to relate to the needs of MSFWs who may not be aware of community resources available to them. The outreach activities are conducted year year–round. In addition, some AJCCs have an alternate OW available to fill in when the primary OW is not available to conduct outreach activities.

Outreach services to locate and assist dislocated MSFWs affected by the current drought, which is considered one of the worst recorded in CA history, will be more intensive in PY 2015. The current 2015 dry weather conditions in our state, preceded by dry years in 2012, 2013, and 2014 has compounded the impact it will have on farmers, ranchers and farm workers:

On January 17, 2014, Governor Brown issued a proclamation declaring a drought state of emergency in the state which was "…*experiencing record dry conditions, with 2014 projected to become the driest year on record*." According to the United States Department of Agriculture (USDA), the San Joaquin Valley (SJV) alone "*is one of the highest grossing agricultural regions in the world.*" This community is highly dependent on agricultural employment with 33 to 41 percent of low income residents classified as food insecure. The USDA notes that "*Historic and continuing high levels of unemployment and poverty within SJV communities suggest increased vulnerability should the drought persist.*" The plight in the SJV alone offers an insight into the alarming situation our state is in. This has sparked a number of initiatives by the federal and state governments to provide assistance to affected employers and farm workers. These initiatives include housing assistance, accessible low interest rate loans, and training services, among others. The OWs may be confronted with an unknown number of MSFWs affected directly or indirectly by the drought, presenting a greater opportunity to advocate for MSFWs and help them mitigate the negative impacts of the drought.

The EDD and its partners (state, federal and local), are developing strategies to help mitigate impacts of the drought on California farm workers including providing temporary employment for farm workers who are unemployed or underemployed as a result of the drought. Temporary employment will be provided for dislocated workers to assist in clean–up and recovery efforts, as a result of the drought, by performing specific drought impact work, such as sod removal, replacement of outdated irrigation systems, tree and brush removal, and maintenance and upkeep of public facilities. This initial effort will serve 1,000 workers to be employed for up to six months in the Northern Sacramento Valley and the Central Valley, which are the areas most impacted by the drought.

Services to Agricultural Employers

The EDD recognizes the importance of the agricultural industry in California and has devoted resources to meet the labor needs of agricultural employers and MSFWs. Funding for agricultural services comes from W–P and Foreign Labor Certification (FLC) funds granted to the states annually. W–P funds are given to California based on a formula basis. The FLC funds are provided by DOL to California to process foreign labor application requests, conduct housing inspections, agricultural wage and prevailing practice surveys, and collect agricultural crop and labor information. California was recently informed that its DOL FLC funding was being reduced by almost 50 percent ($1 million reduction) to $1.2 million. This unexpected funding cut will likely result in reductions in activities and/or services unless funding is restored in future Foreign Labor Certification grant awards.

California also provides labor exchange services for agricultural employers. These services target the specific needs of the agricultural workforce by using one or more of the following services provided by CalJOBS℠:

- Generate CalJOBS℠ letters that enable staff to create and send formatted letters to job seekers who are registered in CalJOBS℠ regarding job opportunities and targeted recruitment letters;

- Employer self–service options to update their company profiles, post and update recruitments, conduct résumé searches, and contact qualified job seekers;
- Perform recruitment activities to find and refer qualified MSFWs in order to fill the labor needs of agricultural employers;
- Conduct mass job referrals electronically through CalJOBS℠;

Assist with résumé searches and ES office staff mediated services that encourage agricultural employers to publish their job openings using CalJOBS℠ to fill their job openings;

- Provide labor market information such as data on supply and demand, salaries, training requirements, new and emergent occupations, and industry growth; and
- Provide Rapid Response services due to plant closure or mass layoffs. These services are offered to workers at the employer's job site and include information on assistance that can be provided at the AJCCs.

Requested Revision

Agricultural employers and farm workers (foreign and domestic) receive additional services from five Agri Business Representatives (ABR). The ABRs spend approximately eighty percent of their time conducting housing inspections for agricultural employers that use the H-2A Program to ensure employers are providing adequate housing to farm workers. Ten percent of their time is spent collecting agricultural data and preparing monthly crop activity reports of their respective agricultural areas. The other ten percent is spent conducting unannounced, Random Field Checks of H-2A employers to ensure employers are in compliance with all the terms and conditions of the work contract. They also assist a lead analyst to conduct prevailing wage and practice surveys. There are 5 ABRs in the state carrying out these important functions that support the H-2A Program at EDD. It is important to note that the ABRs are trained in the JS complaint system and will take complaints from workers or if they identify any apparent violations during the course of their work. The ABRS provide employers with timely housing inspections, education regarding housing standards, and

other H-2A Program related support. At the same time they play an important role in the health and safety and protection of the H-2A workers' rights.

(B) MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

Information on the employment service complaint system is an integral part of the Outreach Workers' educational toolkit, and is constantly shared with the workers and the advocacy organizations that the EDD outreach workers interact with on a daily basis. EDD Outreach Workers and AJCC staff receive regular training on the complaint system. The EDD's Monitor Advocate Office MAO is recently rewrote the JS Complaint System Manual and continues to provide technical assistance to the system´s users during on–site monitoring reviews. An internet team site was also created to allow staff to view training modules, pertinent forms and instructions, and webinars. The Workforce3One training modules are among the various trainings available on this site.

(C) MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

The ARS is a nationwide recruitment and referral system. It can be used to systematically move workers within a State and from other States when there is an anticipated shortage of agricultural workers. The process is less time consuming and can cost less than the H–2A program T

The EDD will continue its efforts to market this system to employers despite the limited success its had in the past. This will include trying new marketing strategies that the department has not used before.

The ARS Clearance Order form is being used almost exclusively to recruit/refer foreign workers in conjunction with the H–2A program, as there is in fact a shortage of legal domestic workers to refer as evidenced by the low numbers of domestic referrals to the H–2A job orders.

4. OTHER REQUIREMENTS

(A) COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The EDD has substantial financial agreements with MSFW service providers including various contracts with its 5 NFJP grantees, as detailed earlier. These agreements are facilitated by EDD contracting with La Cooperativa Campesina de California, the not–for–profit association of these providers. These agreements total more than $20 million dollars which is a greater amount that what they receive in NFJP funding. The EDD has implemented ongoing efforts to strengthen its collaborative efforts with advocacy agencies including the Mexican Consulate and California Rural Legal Assistance.

Requested Revision

The EDD plans to continue building on these relationships and agreements and develop new relationships over the next 4 years through the following:

• Continue working with our NFJP partners to strengthen and improve how we serve our immigrant and limited English proficient populations including increasing co-enrollment between both Title I and Wagner-Peyser and using the same case management system to track and report on these customers.

• Provide additional WIOA discretionary resources to develop California's capacity to serve MSFWs and other limited English proficient populations, e.g., will be investing $7.7 million of PY 2016 WIOA Discretionary funds for Regional Workforce Accelerator projects that will develop and test innovations that accelerate employment for these populations.

• Participate in covenings of stakeholders that have specialized expertise in serving immigrants and/or persons with limited English language proficiency to identify and develop partnerships with these organizations, e.g., immigrants' rights organizations.

(B) REVIEW AND PUBLIC COMMENT.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The State Monitor Advocate's office reviewed the Ag Outreach Plan and provided valuable feedback in compiling the final draft.

Requested Revision

The EDD also only received comments and recommendations from La Cooperativa Campesina de California which is the association of the WIOA Section 167 Department of Labor grantees for the State of California. Its five members include the California Human Development (CHD), Central Valley Opportunity Center (CVOC), Proteus, Inc., Employers' Training Resource (ETR), and Center for Employment Training (CET). These comments resulted in various additions to the final draft of the Ag Plan.

(C) DATA ASSESSMENT.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as

compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The State has historically met the Wagner–Peyser performance goals to provide qualitatively equivalent and quantitatively proportionate services to Migrant and Seasonal Farm workers (MSFW) as compared to services to non–MSFWs.

A review of the past four years of Wagner–Peyser data reports reflects only a single deficiency in Program Year (PY) 2013–14 for the equity indicator “Referred to Jobs” which was deficient by 9.45 percent. The deficiency was caused by a systemic error on the new CalJOBS system that was implemented by the Employment Development Department (EDD) in 2013. During the transition and implementation of the new CalJOBS, the services that were offered at the AJCCs were not captured on the Migrant Indicators of Compliance (MIC) report which resulted in the deficiency for job referrals in PY 2013–14. However, during the PY 2013–14 annual monitoring reviews conducted by the Monitor Advocate Office, local EDD field offices provided sufficient evidence to support EDD’s compliance with the “Referred to Jobs” equity indicator related to job referrals to MSFWs.

Since the implementation of the new CalJOBS system in March 2013, the EDD has taken an active role to ensure compliance in tracking services to MSFWs and all job seekers. To ensure that the goals were met, EDD has corrected the way the new CalJOBS tracks and populates data in the MIC Report. The EDD has trained staff and AJCC partners on the use of CalJOBS and has created comprehensive tools on the CalJOBS service codes.

(D) ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The MAO is mandated by DOL to monitor and track five Indicators of Compliance. By monitoring these indicators MAO ensures that MSFWs are receiving employment services in qualitative and quantitative measures as those who are Non–MSFWs. A summary of the more recent progress made by EDD includes the following:

• Referred to Employment: In PY 2014/15 the EDD exceeded the targeted goal by 5,181 (44 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to refer farm workers to all available employers.

• Received Staff Assisted Services: In PY 2014/15 the EDD decreased the targeted goal by 1,551 (11 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD encourages farm workers to come into the AJCC’s to provide them with an individual career plan. The AJCC’s are working on catering to the specific needs of their areas and the farm workers they service. They are creating specific worker shops to meet the needs of their local areas

• Referred to Supportive Services: In PY 2014–15 the EDD exceeded the targeted goal by 1,856 (15 percent) contacts statewide compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to refer and inform farm workers of all available services.

• Career Guidance: In PY 2014/15 the EDD exceeded the targeted goal by 3,933 (139 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to guide and encourage the farmworker to use their current skills and apply them to a new career plan. • Job Development Contacts: In PY 2014/15 the EDD exceeded the targeted goal by 217 (24 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to assist farm workers individually according to their needs.

(E) STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate's office reviewed the Ag Outreach Plan and provided valuable feedback in compiling the final draft.

F. WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The CDE, through the State Board of Education (SBE), adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the College and Career Readiness Standards (CCRS). In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice. These standards describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. The Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study.

The CDE adult education office has aligned its content standards to the state-adopted challenging academics of CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the K–12 high school diploma. The CDE has developed and implemented curriculum and assessment standards within ABE and ESL to meet the Educational Functioning Levels established by the NRS and to achieve the K–8 academic literacy objectives established by the state's standards and frameworks.

Since 2014, the CDE has provided numerous professional development opportunities to the Title II local providers on the CCSS and CCRS. Thus, local adult education programs are aligned to CCSS and CCRS, providing standards–based contextualized curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;

- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacty activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
    2. Is for the purpose of educational and career advancement.

Funding WIOA, Title II: AEFLA Providers

New and continuing agencies participated in an open competition for 2014–15 adhering to the twelve considerations in the Workforce Investment Act of 1998. Successful applicants were given the opportunity to continue to receive funds through a simplified reapplication process for 2015–16 and 2016–17. For the grant year of 2017–18, a new competitive application process will be executed adhering to the thirteen considerations specified in the WIOA, Title II: AEFLA, effective July 2014. This will be followed with a re–application process in years two and three. Only those grantees in good standing are allowed to reapply for continued funding.

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level; (2) populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent; and (3) incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level.

For Leadership Activities the state allocates 12.5 percent to provide support for: (1) data and accountability; (2) technology and distance learning; and (3) professional development.

The CDE uses the considerations specified in section 231(e) of WIOA to fund eligible providers. Through an RFA process, agencies must provide narrative detail to demonstrate how they will meet each consideration. The CDE monitors successful applicants through a system of reviewing online deliverables and onsite visits for the following:

1. Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills and who are English language learners.

2. Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

3. Past Effectiveness: The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals to meet State–adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

4. Alignment with One–stop Partners: The degree to which the eligible provider is responsive to, and demonstrates alignment between, proposed activities and services and the strategy and goals of the local plan under section 108 as well as the activities and services of the one–stop partners.

5. Intensity, Quality, and Instructional Practices: The degree to which the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction.

6. Research Based Educational Practices: The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

7. Effective Use of Technology: The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

8. Integrated Education and Training: The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self–sufficiency, and exercise the rights and responsibilities of citizenship.

9. Qualified Staff: The degree to which the eligible provider's activities are delivered by well–trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.

10. Partnerships and Development of Career Pathways: The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one–stop centers, job training programs, social service agencies, business and industry, labor organizations, community–based organizations, and nonprofit organizations.

11. Flexible Schedules and Coordination with Support Services: The degree to which the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

12. Data Collection: The degree to which the eligible provider maintains a high–quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

13. English Language Acquisition and Civics Education: The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

Adult Education and Literacy Activities (Section 203 of WIOA)

The focus of adult education instruction in California will continue standards–based contextualized education (i.e., students are engaged in purposeful use of the language rather than learning about the language). Students can use the skills gained to achieve basic life skills, enhance employment and career opportunities, obtain citizenship, progress to career or postsecondary programs, and function in English at high cognitive levels. The programs are offered in day, evening, and weekend formats, and through distance learning. Citizenship classes offer students instruction in history, geography, and government to prepare students for the citizenship and the nationalization interview tests. California adult programs promote progression from English language acquisition (ELA) to career education programs, once the student is proficient enough in English to be employable. Following is a brief description of the literacy programs' goals and objectives:

Adult Basic Education The goal of the Adult Basic Education (ABE) program is to improve students' basic skills in language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepare them to transition to secondary education and job preparation classes.

ABE programs include literacy (reading and writing) and computational skills necessary for functioning at levels comparable to students in the first through eighth grade. Courses may be remedial for students or they may provide educational opportunities for students who speak, but do not read English. These programs are standards–based and are designed to teach the academic skills necessary for success and to help students become more productive community members. These programs are also designed to help students develop job readiness skills, find employment, advance on the job, or enter adult secondary education classes.

English Language Acquisition Within the English Language Acquisition program, students are placed in appropriate skill–level classes through assessments of general language proficiency. There are six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments for progressing from one level to another measure both general language proficiency and specific standards mastered. The key objectives for adult education English language acquisition are to:

• provide stress–free and comfortable learning environments in order to reduce anxiety that interferes with obtaining language fluency;

• integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self–sufficiency;

• use proficiency standards for assessing the major accomplishments of , students;

• develop students' receptive English language skills of listening and reading comprehension;

• develop students' productive English language skills of speaking and writing;

• provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings; and

• provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process.

Vocational English as a Second Language and Vocational Adult Basic Education Economic development initiatives and the WIOA provide the impetus to develop literacy in a workplace context. Workforce literacy programs provide post–employment support to ensure that newly employed individuals can continue to gain the necessary language skills needed to stay employed or advance in the workforce. Vocational ESL (VESL) and Vocational ABE (VABE) have as their primary goal the development of knowledge and skills enabling students to obtain, retain, or upgrade their employment status. They contain the following elements:

• Instruction in a safe and accessible environment, including workforce and employment development centers

• Content specifically related to job skill requirements

• Growth and development of employees as technological advances occur

• Coordination of community resources to supplement program resources

Adult Secondary Education The primary goal of the Adult Secondary Education (ASE) programs is to provide a curriculum that enables adults to attain a California high school diploma or a high school equivalency certificate. The ASE programs are performance oriented and deliver instruction through processes that facilitate, measure, and certify learning outcomes. Programs are conducted within flexible time limits, are relevant to the practical needs of adults, and teach the skills and knowledge necessary for self–sufficiency and employment.

Integrated Education and Training Integrated Education and Training (IET) is defined as an education model that “combines occupational skills training with adult education services to increase the educational and career advancement of participants. In programs that deliver IET, adults participate in both occupational skills training and adult education services at the same time.”

Through the adult education professional development leadership contractor, modules on IET are offered as a facilitated online course. The modules take educators and agency administrators through the process of developing plans for implementing one of four instructional models. These models integrate basic skills (i.e. ELA or ABE) with technical or occupational skills instruction.

Specific objectives for the IET are 1) analyze and cite reasons for implementing IET models after reviewing various resources; 2) define key terms and components of IET models; 3) assess the degree of readiness to implement an IET model; and 4) identify which IET models are best suited for the students and identify next steps to begin to implement them. Finally, effective implementation of a comprehensive IET model requires well–planned and integrated coordination of the program structure, student support services, and classroom activities. The IET training modules provided below are several options for agencies to choose the best method to meet their adult students’ needs.

1. Co–Teaching: The co–teaching model involves skills instruction in a particular Career Technical Education (CTE) program along with basic language instruction, delivered in an integrated fashion. Team teaching and co–teaching are the main strategies used to deliver the curriculum. The language and basic skills instructor deliver literacy and language education while the CTE instructor teaches the related technical skills. After completion of the class, students are better prepared to transition to a related advanced CTE class or employment.

2. Alternating Teaching: In alternating teaching, students enroll in two different, but coordinated courses. For example, students interested in business careers might also attend a basic skills class. This class may incorporate important components of clerical jobs, such as customer service and answering the phone, etc., along with basic language or reading skills. After attending the basic skills class, students go to a technology class to learn the technical skills necessary to be successful in clerical occupations, such as using Excel, Word, PowerPoint, etc.

3. Vocational English as a Second Language and Vocational Adult Basic Education: VESL and VABE classes are intended to teach the English language through the context of a specific occupational skill. Upon completion of the class, it is intended that students will be employable and/or go to more advanced training in their chosen career pathway. For example, students with the goal of working as childcare providers might enroll in VESL or VABE classes in child development. The VESL and VABE instructors teach listening, speaking, reading, writing, grammar, and pronunciation in the context of child development. These VESL and VABE courses may include content in parenting, safety in the home, and child development content that is specifically designed to address the needs of lower level ESL students. Having completed a VESL or VABE class, the students have a better chance to be successful in the occupational training program.

4. Cluster Vocational English as a Second Language/Vocational Adult Basic Education Class: In a cluster VESL/VABE course, students enrolled in different career fields study together in a single VESL or VABE class. Total class time is optimally three to four hours. The first two hours are a VESL or VABE workplace focused class incorporating reading, writing, speaking, grammar, and pronunciation. During the second two hours, students work in groups in their career fields in the same classroom. They use career specific curriculum and materials.

Special Rule: California’s funded agencies under WIOA that are awarded a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or other activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(4), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Section 231[d]).

SPECIAL RULE

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Correctional Institution Programs

The WIOA expands the use of funds for adult education programs in correctional institutions. This includes the teaching of basic literacy skills including reading, writing, speaking, and math; special education programs; secondary education credit and high school diploma or equivalency programs, and career–integrated education and training. Correctional institutions must describe and define the academic program areas in their grant application, and describe how the agency will deliver any of these programs.

Section 225 funds are available to local education agencies that have contracts with the local sheriff departments responsible to manage the jail programs. Section 225 funds are also available to state correctional education programs. The applications submitted by local school districts, LEAs, and other state and local correctional education programs, must outline how the agency ensures participants' access to the programs if they are within five years of release.

As part of California Department of Corrections and Rehabilitation (CDCR)'s Division of Rehabilitative Programs, the Office of Correctional Education (OCE) offers various academic and education programs at each of California's adult state prisons. These programs are monitored by CDE through the compliance monitoring system, and CDCR is required to outline what components are delivered in these activities in the application for the WIOA grant funding.

Correctional Education programs within institutions demonstrate the operation of the various academic and career technical education programs addressing the requirements of the WIOA grant. The CDE partners with correctional education providers to develop a new integrated education training model that addresses the academic and career programming needs designed to support students' completion of a high school diploma or equivalency degree. The transitional plan for

students' access to post–secondary education and career pathways is in development for correctional education to ensure students will have the 21st Century skills necessary to succeed once released.

The CDE works in partnership with correctional education providers by offering continued technical assistance in understanding and implementing the grant requirements. To ensure compliance with the law, the CDE continues to monitor the academic and career technical programming, and reviews the financial records to ensure correctional education providers are allocating the grant funding to correctional education programs as required by law.

The CDE also ensures compliance with federal and state law as a member of the Corrections Rehabilitation Oversight Board (C–ROB). CDE monitors the academic rehabilitation process, and contributes to the annual report on academic programs in conjunction with other agencies in the annual report to the California Legislature.

There are 35 state prisons, 5 developmental centers, and 4 state hospitals providing adult education programs to institutionalized adults and inmates. All 58 California counties provide education programs in county jail facilities. Other facilities such as state hospitals, rehabilitation centers, and limited retention facilities provide literacy services to inmates. These institutions often collaborate with adult schools, public libraries, and community based organizations.

For the grant year of 2017–18, the CDE will distribute the AEFLA grant funding in an open, competitive application process through an official Request for Application (RFA). The RFA details the grant requirements and the thirteen considerations specified in the WIOA, Title II: AEFLA. In the application process, eligible providers must address the thirteen considerations and show evidence of demonstrated effectiveness in program areas for which they are applying. The competitive grant application sets forth clear screening criteria for review. The CDE will issue a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants will be given a period to appeal. This will be followed with a re–application process in years two and three. A new RFA will be issued on a three year cycle.

The CDE evaluates and monitors program effectiveness of local providers in an ongoing basis, including annual Federal Program Monitoring reviews (on-site and online) and annual targeted technical assistance to providers who fall in the bottom quartile of the statewide aggregated assessment results. Furthermore, local providers must provide annual deliverables including 1) data integrity reports; 2) payment point summaries; 3) fiscal reports; 4) professional development, technology, and distance learning plans; 5) and local assessment plan. As such, local providers must continue to demonstrate program effectiveness in order to reapply for continued funding.

The CDE incentivizes local providers' demonstrated effectiveness by using a "pay-for-performance" system. Local agencies earn payment points, which translate into grant award funding. The CDE payment point system aligns with the federal National Reporting System (NRS) measures.

Successful applicants who were grantees in 2015–16 will be funded based on payment points earned in that year. Successful applicants new to the grant in 2017–18 will be awarded based on a funding formula that includes negotiated enrollment between the CDE and the applicant and the statewide payment point value.

The CDE developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current California Public

School Directory, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225, 231, and/or 243 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services, and the CYA to provide the appropriate and necessary services for institutionalized adults.

The CDE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers. During the initial period of the grant submission process, any eligible agency that contacts CDE with an interest in participating will be provided the information needed. The CDE sends notification of availability of applications to all potential new adult education providers in the years when the RFA is open to new applicants. The CDE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

Integrated English Literacy and Civics Education

Integrated English Literacy and Civics Education (IEL/CE) is an important offering to California adult immigrant learners. WIOA added the term “integrated” to the present English Literacy/Civics Education program, and defines Integrated English literacy and Civics as:

Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

California provides IEL/CE in three program focus areas: Citizenship Preparation, Civic Participation, and IET. Both Citizenship Preparation and Civic Participation focus areas document learning gains using academic pretests and post–tests along with performance–based additional assessments. In

addition to pretests and post–tests, adult learners enrolled in Citizenship Preparation take the written Government and History for Citizenship test and the oral Citizenship Interview Test.

1. Citizenship Preparation Program has a primary focus to help adults obtain United States citizenship. Students benefit by preparing for the United States Citizenship and Immigration Services citizenship test. In addition, the CDE has added an oral practice test. It was determined that lack of English proficiency was a major obstacle for immigrants to pass the interview portion of the citizenship process. By adding the oral interview practice test, the adult learners are more comfortable and confident and better able to respond to questions.

2. Civic Participation Program has a primary focus on civic involvement. Agencies conduct community and student assessments and teach the language and literacy objectives that (1) best match their students' identified needs, and (2) will assist them in attaining mastery of a specific civic objective. Civic objectives meet the following criteria:

• Integrate English language and literacy instruction into civics education

• Focus on content that helps students understand the government and history of the United States; understand their rights and responsibilities as citizens; and participate effectively in the education, employment, and civic opportunities this country has to offer

• Integrate active participation of the students in community activities

Initially, the IEL/CE Program agencies developed 42 language and literacy objectives within five general categories. Agencies presently have the opportunity to add objectives as needs evolve, and there are now 48. The intention is to add 4 to 6 more language and literacy objectives in 2016 specifically focusing on integration into workforce preparation activities.

Detailed information and descriptions of the language and literacy objectives and entire EL Civics program can be found at https://casas.org/training–and–support/casas–peer–communities/california–accountability/el–civics. Each objective consists of a Civic Objective, Language and Literacy Objective, and an Additional Assessment Plan. This list of civic objectives offers a wide range of 30–hour courses integrated into the ELA curriculum. Agencies annually select objectives based upon a preliminary needs assessment through a survey of their students. Civic objectives are categorized as:

• Consumer Economics

• Community Resources

• Health

• Employment

• Government and Law

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND

CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

Most CDE adult education WIOA funded agencies provide IEL/CE programs which include Citizenship Preparation and Civic Participation as part of ABE and ELA courses. Agencies who offer CTE and ABE and ELA naturally blend these two programs by using one of the IET models as outlined in the IET section above. Agencies providing only ABE and ELA or only CTE programs will partner with other local providers to collaboratively deliver IET activities.

For the grant year of 2017–18, the CDE will distribute the AEFLA grant funding in an open, competitive application process through an official Request for Application (RFA). The RFA details the grant requirements and the thirteen considerations specified in the WIOA, Title II: AEFLA. In the application process, eligible providers must address the thirteen considerations and show evidence of demonstrated effectiveness in program areas for which they are applying. The competitive grant application sets forth clear screening criteria for review. The CDE will issue a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants will be given a period to appeal. This will be followed with a re–application process in years two and three. A new RFA will be issued on a three year cycle.

The CDE evaluates and monitors program effectiveness of local providers in an ongoing basis, including annual Federal Program Monitoring reviews (on-site and online) and annual targeted technical assistance to providers who fall in the bottom quartile of the statewide aggregated assessment results. Furthermore, local providers must provide annual deliverables including 1) data integrity reports; 2) payment point summaries; 3) fiscal reports; 4) professional development, technology, and distance learning plans; 5) and local assessment plan. As such, local providers must continue to demonstrate program effectiveness in order to reapply for continued funding.

The CDE incentivizes local providers' demonstrated effectiveness by using a "pay-for-performance" system. Local agencies earn payment points, which translate into grant award funding. The CDE payment point system aligns with the federal National Reporting System (NRS) measures.

In addition to incentivizing effectiveness through a "pay-for-performance" system, the CDE will award start-up grants for IEL/CE programs funded under Section 243. These grants will be based on a funding formula that includes negotiated enrollment between the CDE and the applicant and the estimated statewide Section 243 IEL/CE payment point value. As a condition of being awarded start-up funds, recipients will be required to submit an Integrated Education and Training Plan that outlines their progress in developing and implementing service approaches that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The CDE developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current California Public School Directory, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225, 231, and/or 243 application notifications, CDE will post a notice of the availability of funding on the website

maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services, and the CYA to provide the appropriate and necessary services for institutionalized adults.

The CDE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers. During the initial period of the grant submission process, any eligible agency that contacts CDE with an interest in participating will be provided the information needed. The CDE sends notification of availability of applications to all potential new adult education providers in the years when the RFA is open to new applicants. The CDE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

The CDE, in partnership with California Workforce Development Board (CWDB) and local providers, has implemented and aligned adult education and literacy activities with other core programs and one–stop partners. This includes the development of career pathways to provide access to employment and training services for individuals participating in adult education and literacy activities. This also includes state Adult Education Block Grant programming (pursuant to Assembly Bill 104) to provide better coordinated services for adult learners leading to career pathways and employment opportunities. The WIOA Implementation Work Group is in the process of developing WIOA performance measures and multi–agency metrics, developing policy, catalyzing systems' alignment and regional collaboration, and determining any needed governance changes.

The CDE, as part of the leadership portion of the WIOA grant, has contracted with the American Institute of Research to provide adult education focused professional development to the sub grantees. The contract is designed to deliver strategic high quality professional development programs to improve instruction. This includes an emphasis on instruction incorporating the essential components of reading instruction. The professional development activities include the dissemination of information about many instructional models and promising practices to deliver adult education and workforce programs.

The CDE, along with its leadership contractors, will continue to provide technical assistance and training to all of the local AEFLA providers in the following areas: a. Scientific research–based instructional and programmatic practices focused on reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. b. The integration of the AEFLA agencies as a one–stop partner to provide their students access to employment opportunities, job training skills and support services. c. The use of technology to increase program efficiency in administration, curriculum delivery, and for student mastery.

The CDE, along with its leadership contractors, has implemented a system that provides a sound monitoring and evaluation of the AEFLA programs. The CDE continues to conduct numerous training and technical assistance activities including providing models and information on proven practices within California programs. The CDE believes in providing high quality professional development to local providers to encourage continuous improvement in teaching practices.

With the opportunity provided by the WIOA, the CDE will work with the CWDB to strategically examine the technical assistance and professional services provided to forge continuous improvement. The CDE will provide technical assistance and training to local providers to meet the new performance measurements of WIOA. The CDE will continue to provide AEFLA providers research–based, best practice trainings, and technical assistance in the use of technology, data collection, and analysis.

The CDE through contracts with three outside agencies collaborate to conduct state leadership activities. These contracts, funded through the leadership activities portion of the WIOA grant, provide a variety of services to support the grantees. The contracts are in the areas of:

1. Assessment and Accountability 2. Technology and Distance Learning 3. Professional Development

1. Assessment and Accountability Assessment and accountability is a key component for tracking the progress and success of the students as well as the performance of local agencies to determine if they meet the goals and objectives of the WIOA. This contractor is responsible for providing a standardized assessment system for all levels of the ABE, ASE, and ELA programs. The contractor also collects and provides accountability data to the state. The electronic data system provides the required elements through the series of student progress assessments, as well as collection of demographic and goal attainment data. Sites participating in the federal data collection efforts receive agency–specific data results and are given technical assistance on analyzing the data for local reporting and program planning purposes.

The assessment and accountability contractor is responsible for the collection of data related to the integration of literacy and English language instruction with occupational skills training and promoting linkages with employers. By providing the assessments necessary to track this integration, agencies are better able to match their curriculum with the goals and objectives of the WIOA. Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of language arts, mathematics, and English language acquisition are priorities for a successful program.

This contractor is accountable for a statewide Web–based system for both data collection and assessment delivery. The contractor is also required to provide training to funded agencies to meet grant requirements. The training includes data collection, how to analyze the previous year's data, and discussions on the implications of the data. The contractor also must provide opportunities for networking among recipients so that they can share effective accountability practices.

The contractor is required to update and keep current pre/post testing instruments, training materials, student entry/exit records, and student testing records in order to maintain relevance in the changing world of adult education and workforce development training. The contractor is also required to make enhancements to the process for collecting, aggregating, analyzing, and reporting both quantitative and qualitative program data. It must work in coordination with other contractors to identify and address needs to improve the data collection process for federally funded programs in

California. Finally, it must address the special needs of various populations such as individuals with disabilities.

2. Technology and Distance Learning

One of the main objectives of the technology and distance learning contract is the implementation of technology at both the agency administration and the classroom levels. The technology and distance–learning contractor incorporates curriculum for distance learning and provides professional development to support the use of instructional technology to deliver curriculum.

Working with the CDE, the contractor offers Internet resources and computer assisted and Web based instruction. The contractor provides a robust system of telephone and onsite technical support to ensure that the optimum usage of communication technology is a priority. In addition, the contractor is responsible for facilitating trainings in the use of best practices and provide technical assistance using a variety of delivery models.

The contractor is responsible for managing California's distance learning infrastructure and expanding the ability of adult education providers to (1) communicate with each other and their adult learners through multiple methods; (2) develop a teleconferencing capability; and (3) provide capacity building services to smaller agencies providing literacy services. The contractor provides instructional technology support by improving and expanding on a variety of successful activities currently occurring throughout the state. These include researching and making available current information on new and emerging technologies and educational resources. An essential part of this contract is conducting training and workshops in all aspects of planning and implementing instructional technologies in education and training. The contractor helps providers implement best practices in computer assisted and/or Web–based instruction through demonstrations, and by disseminating information on successful models. The contractor also assists the CDE in the implementation of the California Adult Education Technology and Distance Learning Plan, which is a deliverable for all WIOA agencies.

Activities designed to help expand the expertise of adult education providers to adopt distance learning in their instructional strategies is also a priority. To facilitate integrated success among education agencies, the contractor provides an electronic collaborative environment. This includes discussion boards and work groups for the exchange of information about effective program models, teaching techniques, and curriculum. Piloting, implementing, evaluating, and disseminating models for learner–oriented Web sites to encourage students to obtain the knowledge and skills necessary for employment and self–sufficiency are priority objectives. Finally, providing technical assistance, staff training, and program marketing to ensure the optimum usage of communication technology by adult education providers and learners only strengthens distance learning for optimal usage of WIOA funds.

3. Professional Development

The goal is to support and continuously improve high performing literacy and basic skills adult education programs. The contractor is expected to design, implement, and operate a large–scale, statewide professional development project for all WIOA–funded agencies. Other priorities of this contract include facilitating the implementation of models for integrated education and training and career pathways. Additionally, the development and implementation of a system to assist in the transition from adult education to post–secondary education and training, including linkages with postsecondary educational institutions or institutions of higher education, is another priority. The

development and piloting of strategies for improving teacher quality and retention are critical to the long–term success of adult education, and best practices in these areas are provided through this contract. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies based on scientifically valid research, are included in the professional development activities provided to grant recipients.

All of these activities are essential components of the professional development contract in order to ensure the success of the agencies utilizing WIOA grants. These professional development activities are delivered through multiple formats including workshops, face–to–face trainings, mentoring, Professional Learning Communities, Communities of Practice, and online activities, such as web–based trainings, and are specifically designed and focused on improving the quality of instruction.

Leadership Collaboration

The CDE and the contractors hold quarterly meetings to coordinate all activities listed in the sections above. This is to ensure that the contractors are working together with the same goals and objectives as outlined in the WIOA law. Responsibilities are outlined and tasks with appropriate action plans are devised. The purpose of the quarterly meetings is to make sure that services are provided efficiently, to avoid duplication of efforts, and to offer the maximum amount of coordination across all contractors and the CDE.

Leadership contractors work in collaboration with each other to identify and provide a wide range of activities designed to assist local agencies in increasing participation rates, improve instruction, provide student resources, and promote student success. Many of the professional development training modules created by the contractors feature an online component intended to support the on–site training provided. Web based seminars are created by the individual contractor or the CDE and hosted by the technology and distance learning contractor. A direct focus on promoting networking with a variety of local agencies, in order to locate appropriate support services for students as well as coordination with the local One–Stop Career Centers, is also a priority. Professional development conducted through these contracts provides maximum benefit for the WIA providers while incurring the lowest expense.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Assessing Quality

The CDE assesses the quality of providers through quarterly and annual evaluations. A major focus of these evaluations is to measure the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the ED. These evaluations also measure continued progress and improvement of the goals and objectives of the considerations in Section 231(e).

The CDE reviews (1) strategies, processes, and barriers to attaining the performance levels; and (2) quantitative and qualitative data to evaluate the progress and improvement of the programs.

The evaluations (1) collect local provider and student performance measures, (2) determine the level of student improvement, (3) identify program quality, and (4) determine the extent to which populations identified are served.

Results of the evaluations provide (1) relevant information about the effectiveness of adult education programs, (2) characteristics of the learners participating in the literacy programs, (3) analyses of learner gains and identification of emerging needs, and (4) the impact of local providers in meeting their identified performance standards.

Pursuant to Section 212 of the AEFLA, each agency must provide student progress measures obtained from all students who have attended at least 12 hours of instruction in programs receiving sections 225, 231 and 243 federal supplemental funds. Documented progress of student performance measures must include at a minimum:

• literacy skill level improvements in reading, writing, and speaking the English language, problem solving, numeracy, and other literacy skills;

• placement in, retention in, or transition into postsecondary education, training, unsubsidized employment, or career advancement; and

• a secondary school diploma or its equivalent.

All agencies are required to maintain individual student records for all students who have attended 12 hours of instruction. Each record must contain (1) student identification and demographic information; (2) attendance rates; (3) years of schooling and placement level at program entry; (4) initial learning goals; (5) specified pre– and post–testing student information; (6) entry and update records; and (7) other specified information necessary.

Monitoring and Program Evaluation

As part of the CDE's Federal Program Monitoring (FPM) system, the Adult Education Office has developed an instrument tracking the criteria outlined in the WIOA Title II law for running an effective and high quality program. The FPM process also evaluates fiscal and legal areas of responsibility. In addition, for on–going assessment purposes:

1. The CDE requires all agencies to submit quarterly reports that reflect student participation levels and progress.

2. The CDE conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.

3. The CDE presently incorporates the Core Performance Follow–up Survey system to track student outcomes in the areas of obtaining or retaining employment, as well as transitioning to

postsecondary education or training. Under WIOA, the CDE in collaboration with the EDD will create an accountability system to track and report the employment follow up required by the new law.

Evaluating Professional Development

Beginning in 2001, CDE contracted with the American Institutes for Research (AIR) to serve as its provider of statewide professional development through the California Adult Literacy Professional Development Project (CALPRO). AIR is one of the world's largest behavioral and social science research and evaluation organizations, and it has considerable expertise in adult learning, technical assistance (TA), and professional development (PD) for adult educators. Regardless of the topic, creating products and services for CALPRO, AIR's researchers and TA experts to determine what the research says are best practices effective for adult education, and AIR works with external subject matter experts and field practitioners to inform, create, and refine the research-based products will be appropriate for California adult education contexts. When delivering a training, CALPRO staff, together with its network of external consultants modifies its products, as needed, to continue to improve them, while staying true to the research.

In order to assess professional development related to reading instruction, CALPRO offers a six-month Evidence-based Reading Instruction (EBRI) Institute that is extremely comprehensive. Cohorts of practitioners continually assess their students' ability in the four components of reading, and adjust instruction based on student data, using the new skills and concepts they have gained from the Institute. The Institute, as with other CALPRO Community of Practice professional development opportunities, encourages teachers to reflect on their practice, implement new skills and knowledge with their students, and then refine their practice based on how students respond. CALPRO continually refines its EBRI Institute based on the experiences of its practitioners enrolled in it, while staying true to the underlying research.

For professional development specific to the needs of adult learning, CALPRO's Instructor Competencies Self-Assessment (ICSA) and Individual Professional Development (PD) Plan. Revised and updated in April 2016, the ICSA is based on a nationally validated, research-based set of Adult Education Teacher Competencies (AETC), which AIR developed for an OCTAE initiative. These 17 competencies span four distinct domains and identify the knowledge and skills that every adult educator needs to have as the foundation for effective instruction. Adult educators may take the ICSA, rate themselves in three areas, and receive results instantly. Their results are provided together with an individual PD plan containing numerous targeted resources specific to each competency, available through CALPRO, other State Leadership Projects and/or LINCS. Teachers are instructed to develop a professional development plan, implement the plan and re-assess their performance. Teachers can take the ICSA as many times as they wish and compare their results and plans over time, as their job priorities and skills change. Additionally, CALPRO has a professional development module and a research brief based on these same AETC competencies. As well, CALPRO offers training in Understanding the Adult Learner in both face-to-face and in two online formats. Finally, all CALPRO trainings are developed using principles of effective adult learning so that the instructors and administrators pursuing the professional development will be effectively engaged.

In working with paid personnel employed by WIOA-funded agencies, CALPRO's professional development is intended to serve individual educators as well as a higher, program level. For example, the ICSA mentioned above can be taken voluntarily and accessed on CALPRO's Web site. A database collects responses and allows individual teachers to go back to reexamine their results over time and look for teacher change. If "quality of professional development" is best determined by

teacher change of practice, the ICSA and its PD plan encourages teachers to re-take the self-assessment as their students' needs change and teachers' priorities in professional development evolve. At the program level, every professional development offering is designed to include strong implementation emphasis, in which teachers reflect on their implementation and then refine their practice. For CALPRO's more extensive professional development offerings, such as the Professional Learning Communities Institute, the Leadership Institute for new and aspiring administrators, the Regional Communities of Practice, and the Training of Trainers Institute, there is a strong emphasis on understanding the impact of the professional development as adult educators implement their new knowledge and skills in their program and instructional contexts. CALPRO refines its institutes based on participants' needs while still adhering to research-based practices.

As part of the 2017–18 WIOA, Title II: AEFLA request for application process, the CDE will require that agencies submit an annual PD plan for their institution. The agency's plan should identify PD goals for its teachers, based on students' needs and agency priority initiatives; explain how the agency will accomplish these goals; and provide evidence of impact on teacher change and student learning.

CALPRO disseminates information promptly about effective models, research-based and promising practices through many vehicles, such as an annual comprehensive professional development module delivered through various means, including face-to-face, blended, and online formats; multiple formats of online professional learning; an annual research brief, and a web-based Research Archive. In all of its training, CALPRO seeks to understand how effective its professional development is by understanding how teachers' practice changes. All CALPRO trainings encourage adult educators to reflect on their work and the concepts and skills acquired in the training and then apply it in their instructional contexts.

The CDE funds additional State Leadership Projects through the AEFLA grant: Comprehensive Adult Student Assessment Systems (CASAS), which provides assessment and data & accountability and Outreach and Technical Assistance Network (OTAN), which provides distance learning and instructional technology.

CASAS disseminates information through its annual CASAS Summer Institute, statewide regional network meetings covering all ten CDE regions, TOPSpro Enterprise network meetings. CASAS also provides targeted technical assistance to improve programs, data quality, and National Reporting System (NRS) performance on persistence, educational functioning levels (EFLs), and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining a HSD or a HSE. CASAS also provides a variety of online training sessions, statewide face-to-face trainings, and an online tool that presents California NRS adult learner data at the state and local agency levels, where agencies can compare local performance with state goals, other local agencies, and counties in AEFLA programs.

OTAN disseminates information through a multitude of face-to-face and online workshops, conference presentations, and by producing videos that demonstrate teaching with technology and technology integration lesson plans. All videos are archived on OTAN's website. OTAN recently piloted a Community Model of Online Learning to increase regional access to high-quality online math curriculum for adult learners. The Online Teaching Academy (OTAC) assists instructors in becoming competent online teachers and mentors using Moodle and other instructional technology. It also hosts the Technology Integration Mentor Academy (TIMAC) training, a year-long professional development project where participants to become mentors and increase the effective use of

technology in classrooms. The Technology and Distance Learning Symposium rotates each year between north and south geographic locations in the state.

CERTIFICATIONS

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

8. The plan is the basis for State operation and administration of the program. Yes

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **California Department of Education**

Full Name of Authorized Representative: **Tom Torlakson**

Title of Authorized Representative: **State Superintendent of Public Instruction**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

ASSURANCES

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

_____

* Sec. 102(b)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

CDOR Response: Input of the State Rehabilitation Council (SRC). Throughout the year, the SRC works in partnership with the California Department of Rehabilitation (CDOR) to improve Vocational Rehabilitation (VR) services for individuals with disabilities. The 2015 SRC Annual Report (posted on CDOR's public website) provides information on the complete scope of the SRC's activities. Highlights of the SRC's input and recommendations to CDOR in 2015 include the following:

• The CDOR and the SRC jointly developed, reviewed and agreed to the State Plan priorities and goals presented in Description (l) - State Goals and Priorities of the State Plan.

• The CDOR collaborated with the SRC to develop and administer the annual Consumer Satisfaction Survey, which provides feedback on CDOR's progress in meeting its VR program responsibilities. The results are used to inform CDOR and the SRC on how to increase effectiveness and efficiency in the VR service delivery process. In 2015, CDOR received satisfactory marks for its services. CDOR also received satisfactory marks for its assistance to consumers who were employed. To assist CDOR in its quality improvement efforts, the SRC will further evaluate the 2015 survey results to determine if recommendations might be warranted.

• The SRC continues to be an active partner with CDOR on the Comprehensive Statewide Needs Assessment, which is conducted over a three-year period to identify the rehabilitation needs of individuals with disabilities. In 2015, the SRC participated in interactive discussions regarding the development and methodology for the Comprehensive Statewide Needs Assessment, including the development of questions used during public meetings. During each Quarterly meeting, the SRC reviewed the Comprehensive Statewide Needs Assessment progress and provided input and suggestions. Notably, in 2015, the SRC created a new committee that will work with CDOR on the Comprehensive Statewide Needs Assessment. Additional information regarding the Comprehensive Statewide Needs Assessment is available in Description (j) - Statewide Assessment.

• During the August 2015 Quarterly meeting, the SRC approved recommendations for inclusion into CDOR's State Plan. The SRC's recommendations with CDOR's response are provided below:

SRC Recommendation

It is widely recognized in business and industry that soft skills are important 21st Century skills and are part of workplace readiness. The SRC commends CDOR for developing and implementing its Soft Skills program. The SRC recommends:

a. In an effort to gauge the extent to which this program has been implemented, the SRC requests additional information on how many consumers have attended soft skills training by CDOR, and how many Districts have participated in these efforts.

b. The SRC further recommends CDOR develop an integrated approach to providing soft skills training for all consumers, including youth with disabilities, throughout a consumer's development towards employment, including training by curriculum, workplace training, and job coaching. This integrated approach must include strong business engagement to ensure consumers have the skills to succeed in their employment choice.

SRC Recommendation

To understand the evolving hiring needs of business and to implement changes needed to improve quality employment outcomes, the SRC recommends CDOR expand engagement with business at each level of CDOR, including executive leadership, and ensure a focus on business engagement is disseminated throughout the organization.

SRC Recommendation

To more effectively partner with the regional and local Workforce Development Boards, the SRC recommends CDOR should develop a consistent partnership agenda to guide District Offices to successfully engage in regional planning and local service delivery efforts with Workforce Boards.

SRC Recommendation

As CDOR expands engagement efforts with the California Department of Education and deepens connections with Local Education Agencies and Special Education Local Plan Areas, the SRC recommends CDOR should include students with 504 Plans in these engagement efforts to provide services to students with disabilities.

SRC Recommendation

In order to provide consumers with equal access to the benefits of the 21st century technology, the SRC recommends CDOR proactively educate and inform staff and consumers of the importance of Assistive Technology and the tools and user competency which is taken for granted in today's workplace.

SRC Recommendation

In its review of the 2015 Consumer Satisfaction Survey results, the SRC noted several areas of continuing concern to consumers. To assist CDOR in its quality improvement efforts, the SRC will further evaluate survey results to determine if recommendations might be warranted.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

SRC Recommendation

It is widely recognized in business and industry that soft skills are important 21st Century skills and are part of workplace readiness. The SRC commends CDOR for developing and implementing its Soft Skills program. The SRC recommends:

a. In an effort to gauge the extent to which this program has been implemented, the SRC requests additional information on how many consumers have attended soft skills training by CDOR, and how many Districts have participated in these efforts.

b. The SRC further recommends CDOR develop an integrated approach to providing soft skills training for all consumers, including youth with disabilities, throughout a consumer's development towards employment, including training by curriculum, workplace training, and job coaching. This integrated approach must include strong business engagement to ensure consumers have the skills to succeed in their employment choice.

CDOR Response

a. The CDOR has provided soft skills training to consumers in all 13 Districts. Although all Districts are providing soft skills training, only two Districts (Greater East Bay and San Diego) have created a tracking mechanism. In those Districts, it is estimated that 123 consumers have received soft skills training between October 2014 and November 2015. CDOR will assess how to best track consumers who are receiving soft skills training.

b. The CDOR will continue to provide soft skills training as part of the on-going VR services, and as appropriate based on need, as identified in each individual's Individualized Plan for Employment, including youth with disabilities. Additionally, CDOR will provide continual training to Employment Coordinators and other service delivery team members. Soft skills training will be incorporated into the curriculum for youth with disabilities. In order to increase the quality and the number of successful job placements, CDOR will consider business feedback, as appropriate, when updating its existing soft skills curriculum and, or training needed for its consumers.

SRC Recommendation

To understand the evolving hiring needs of business and to implement changes needed to improve quality employment outcomes, the SRC recommends CDOR expand engagement with business at each level of CDOR, including executive leadership, and ensure a focus on business engagement is disseminated throughout the organization.

CDOR Response

The CDOR welcomes continued opportunities to speak and collaborate with businesses on their employment and training needs. CDOR recognizes that understanding the ever changing business environment and the skills needed by employers will benefit its consumers in their training plans and employment goals. As CDOR builds partnerships and relationships with businesses throughout the state, CDOR will provide training and resources to management and staff. CDOR is committed to ensuring that business needs are met, consistent with the Workforce Innovation and Opportunity Act (WIOA) and Section 508, and incorporated into practices that lead to successful employment outcomes for our consumers.

SRC Recommendation

To more effectively partner with the regional and local Workforce Development Boards, the SRC recommends CDOR should develop a consistent partnership agenda to guide District Offices to successfully engage in regional planning and local service delivery efforts with Workforce Boards.

CDOR Response

Through collaboration with the California Workforce Development Board, CDOR is developing a partnership at the State level that can be replicated at the regional and local levels based on the operational needs of each district. Through the Unified State Plan, CDOR has provided four priorities (Youth, Business Engagement, Capacity Building, and Competitive Integrated Employment) to the California Workforce Development Board. CDOR has also identified how it may partner at the regional and local levels to address service delivery needs with the intention of increasing skills attainment and quality employment outcomes. CDOR is interested in leveraging resources to benefit its consumers and creating partnership models that may be replicated throughout the state to ensure CDOR is fully engaged in those efforts.

SRC Recommendation

As CDOR expands engagement efforts with the California Department of Education and deepens connections with Local Education Agencies and Special Education Local Plan Areas, the SRC recommends CDOR should include students with 504 Plans in these engagement efforts to provide services to students with disabilities.

CDOR Response

In order to increase the number of high school students with disabilities receiving services through CDOR, students with, or eligible for 504 Plans, will be included in outreach efforts, as appropriate. Through district needs assessments, satisfaction surveys, outreach efforts, and collaboration with Local Education Agencies, CDOR will assess the service needs of students and youth with disabilities and increase the number of eligible students receiving services through the Department. CDOR is in the initial stages of creating marketing material and developing advertising strategies geared towards youth and students with disabilities. CDOR has a social media presence to educate youth with disabilities about the services and to highlight the achievements of people with disabilities.

SRC Recommendation

In order to provide consumers with equal access to the benefits of the 21st century technology, the SRC recommends CDOR proactively educate and inform staff and consumers of the importance of

assistive technology and the tools and user competency which is taken for granted in today's workplace.

CDOR Response

The CDOR will continue to pursue innovation(s) and advanced technology to educate and inform consumers on assistive technology and determine how to increase user competency. In collaboration with the California Department of General Services, CDOR developed and maintains the State Price Schedule to make improvements in identifying and purchasing assistive technology goods and services in a timely manner. Additionally, CDOR administers the Assistive Technology Grant and the Assistive Technology Advisory Committee provides advice to CDOR regarding Assistive Technology programs. Digital Access Project, developed by Ability Tools, the Assistive Technology grant contractor, provides low-cost Internet service and Wi-Fi devices to people with disabilities.

SRC Recommendation

In its review of the 2015 Consumer Satisfaction Survey results, the SRC noted several areas of continuing concern to consumers. To assist CDOR in its quality improvement efforts, the SRC will further evaluate survey results to determine if recommendations might be warranted.

CDOR Response

The CDOR continues to make efforts to address consumer concerns and welcomes SRC recommendations to enhance and improve services for CDOR consumers. Each consumer that requested follow up was contacted by the Customer Service Unit, and District Administrators and Team Managers received their district results in order to address training needs and make service delivery improvements.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

Not applicable - CDOR did not reject any of the SRC's recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

CDOR Response: Request for Waiver of Statewideness. CDOR requests a continuation of its waiver of statewideness for third-party cooperative arrangements (referred to in California as Cooperative Agreements) with local education agencies, public higher education agencies, and county human services agencies. These arrangements between CDOR and local public agencies are designed to increase the availability and quality of VR services which assist consumers to

achieve competitive integrated employment. Although cooperative arrangements exist in each CDOR district, CDOR does not have sufficient staff or budget authority to contract with every potential cooperative partner in the state. In geographic areas where a cooperative arrangement is not available, individuals can apply for VR services at any local CDOR field office.

Cooperative arrangements include the following required federal assurances:

• Local funds used as match are certified as non-federal monies. The non-federal share of funds are made available by the local public agencies to CDOR and are either paid through a cash match contribution or reported as certified expenditures of redirected agency staff time to provide a unique pattern of VR services exclusively to CDOR applicants and consumers. Each cooperative arrangement identifies the type and amount of match to be provided by the local public agency.

• The types of VR services provided to CDOR applicants and consumers by the local public agency or associated vendor are identified by the VR Counselor.

• Prior written approval is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR services to be provided to CDOR applicants and consumers.

• The VR services provided are only for CDOR applicants and consumers and are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus; and, that are not customary services the local public agency is legally mandated to provide. The services included in each cooperative arrangement are based on the local needs of CDOR applicants and consumers and the local public agency.

• Program expenses for cooperative arrangement services are under the administrative supervision of CDOR through the cooperative arrangement.

• Each cooperative program and CDOR District establishes a mutual referral system for individuals to apply for VR services.

• The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) - Order of Selection.

The CDOR administers VR services through the following cooperative programs for which the waiver of statewideness is requested. Through these arrangements, the participating cooperative program provides one or more new or expanded VR services to CDOR consumer.

Transition Partnership Programs

The CDOR administers 111 Transition Partnership Programs cooperative programs with Local Education Agencies, County Offices of Education or Special Education Local Plan Areas providing VR services to eligible students in hundreds of individual schools. CDOR also administers six case service contracts through associated Community Rehabilitation Programs (CRPs) in conjunction with Transition Partnership Programs cooperative programs. The goal of the Transition Partnership Programs is to serve high school students with disabilities including blind, deaf, intellectual, developmental and mental health disabilities by facilitating the effective transition from school to meaningful competitive integrated employment.

The Local Education Agency or Special Education Local Plan Area will refer students with disabilities ages 16 through 21 who can benefit from VR services to CDOR. The assigned VR Counselor will then open a case and work in partnership with the individual to complete an Individualized Plan for Employment as early as possible, but at the latest before the consumer leaves school. Through the cooperative arrangement or case service contract, the participating Local Education Agencies, Special Education Local Plan Areas, or CRP provides one or more new or expanded VR services to students.

These services conform to the definition of Pre-Employment Transition Services required by WIOA and contain the following key features: job exploration counseling; work based learning experiences; counseling on post-secondary opportunities; workplace readiness training; and, instruction in self advocacy. These services, in addition to others provided on an individual basis are intended to ultimately result in competitive integrated employment.

WorkAbility I Program

The WorkAbility I program is administered through the California Department of Education. The goal of the WorkAbility I is to provide pre-employment training, employment placement and follow up for high school students in special education who are transitioning from school to work, independent living and postsecondary education or training.

WorkAbility II Cooperative Programs

The CDOR administers four WorkAbility II cooperative programs with Local Education Agencies, Adult Schools, or Regional Occupational Programs. The goal of the WorkAbility II is to assist adult and out-of-school youth with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation and vocational instruction, job development, placement, and job retention, and non-Supported Employment job coaching.

WorkAbility III Cooperative Programs

The CDOR administers 24 WorkAbility III cooperative programs with community colleges. The goal of the WorkAbility III is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services.

WorkAbility IV Cooperative Programs

The CDOR administers 11 WorkAbility IV cooperative programs with the California State University (CSU) or University of California (UC). The goal of the WorkAbility IV is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include internships, employment preparation, job development, placement, and job retention services.

Mental Health Cooperative Programs

The CDOR administers 23 mental health cooperative programs with county mental health agencies and 34 case service contracts with associated CRPs. The goal of the mental health cooperative programs is to assist individuals with mental health disabilities live independently in the community through obtaining successful competitive integrated employment. The VR services provided include

vocational assessments, personal vocational and social adjustment, work adjustment, employment preparation, job development, placement, and job retention services, as well as non-Supported Employment job coaching.

Welfare Cooperative Programs

The CDOR administers two Welfare cooperative programs with county human services agencies and one case service contract with an associated CRP. The goal of the Welfare cooperative programs is to assist individuals with disabilities who receive Temporary Assistance to Needy Families to achieve competitive integrated employment. County Welfare programs provide work related programs for recipients of Temporary Assistance to Needy Families, but have exempted people with disabilities. The services they have available for non-disabled Temporary Assistance to Needy Families recipients do not meet the needs of people with disabilities. The VR services provided include vocational evaluations, employment preparation, job development, placement, and job retention services.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Refer to the bullet point under Description (b)(1) – Request for Waiver of Statewideness, which states, “Prior written approval is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR services to be provided to CDOR applicants and consumers.”

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Refer to the bullet point under Description (b)(1) - Request for Waiver of Statewideness, which states, “The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) - Order of Selection.”

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the servivces and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

CDOR Response: Cooperation with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. CDOR works cooperatively with the following state and local agencies that do not carry out activities under the statewide workforce investment system, through Cooperative Agreements, Memorandum of Understandings, Interagency Agreements, or grants:

California Association of Student Financial Aid Administrators

Memorandum of Understanding: Guidelines for Joint Financial Support - establishes guidelines for the joint financial support of CDOR student consumers to achieve their educational goals, eventually leading to employment. This Memorandum of Understanding supports students enrolled in the California post-secondary setting with a financial aid office on campus.

California Commission on Disability Access

Interagency Agreement: California Commission on Disability Access promotes disability access in California through dialogue and collaboration with stakeholders including, but not limited to, the disability and business community and all levels of government.

CSU

Memorandum of Understanding: Service Commitment for CSU Students who are CDOR Consumers - details the commitment of the CSU and CDOR to work cooperatively to provide services to eligible CSU students who are CDOR consumers with disabilities.

CSU Sacramento

Interagency Agreement 1: Supervisory Training - provides 80 hours of supervisory training to CDOR supervisors and managers and reflects the mission and goals of the California Health and Human Services Agency.

Interagency Agreement 2: Project, Meeting, and Workgroup Consultation - CSU Sacramento, Center for Collaborative Policy provides the California Committee on Employment of People with Disabilities with strategic consultation for project planning, meeting support, and facilitation of work groups.

California Department of General Services

Statewide Contracts: CDOR Purchasing Agreements - The California Department of General Services oversees the statewide contracts for purchasing where agreements establish a pre-qualified list of vendors and simplify the purchasing process. Cooperative agreements are available to all State of California governmental entities, including CDOR, that expend public funds for the acquisition of both goods and services. The California Multiple Award Schedules offers a wide variety of commodities, non-information technology services and information technology products and services at prices which have been assessed to be fair, reasonable, and competitive. The Western States Contracting Alliance is used for cooperative purchasing agreements with other states for information technology hardware, software, and non-information technology products.

Interagency Agreement 1: CDOR Applicant and Consumer Mediation Assistance - the California Department of General Services, Office of Administrative Hearings mediators assist applicants and consumers who request fair hearing or mediation to explore options for mutual resolution of a dispute in a timely, non-confrontational manner. Through mediation, applicants and consumers can better understand CDOR regulations and policies, and CDOR can better understand the individual’s needs.

Interagency Agreement 2: Business Enterprise Program Fair Hearing Services - the California Department of General Services, Office of Administrative Hearings provides fair hearing services for CDOR Business Enterprise Program vendor appeals.

Interagency Agreement 3: CDOR Applicant and Consumer Fair Hearing Services - the California Department of General Services, Office of Administrative Hearings provides fair hearing services to review determinations made by CDOR that affect VR services to individuals with disabilities and applicants and consumers.

Interagency Agreement 4: Business Enterprise Program Insurance Management - the California Department of General Services, Office of Risk and Insurance Management provides management of the Business Enterprise Program statewide insurance program funded from food service vending machine locations.

California Department of Health Care Services Information Exchange

Interagency Agreement: Verification of CDOR Applicant's Benefit Status - used by CDOR to verify an applicant's Supplemental Security Income or Social Security Disability Insurance benefit status to assist in determining eligibility for CDOR services including application of the presumptive eligibility rules for Supplemental Security Income or Social Security Disability Insurance beneficiaries in accordance with Title I of the Rehabilitation Act.

California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs - CDOR has a formal agreement with the California Department of Developmental Services, California's State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). The California Department of Developmental Services has the primary responsibility to provide services and supports for individuals with intellectual disabilities and individuals with developmental disabilities, including extended services, or individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

California Department of Technology Services

Interagency Agreement: Data Processing - provides CDOR data processing services.

Independent Living Centers

Statewide Grants: Administration and Oversight of Independent Living Services - Title VII Rehabilitation Act Funds are used to administer CDOR's Independent Living program and monitor 28 Independent Living Centers that provide federally required services, including Independent Living skills and assistive technology services to individuals with disabilities.

Grant 1: Provision of Independent Living Services - Assembly Bill 204 grants that are issued to non-profit Independent Living Centers provide Independent Living services that assist individuals with disabilities in achieving social and economic independence. Core services provided include peer counseling, advocacy, attendant referral, housing assistance, and Independent Living skills training; and others services and referrals deemed necessary such as transportation, job development, equipment maintenance and evaluation, and mobility assistance and communication.

Grant 2: Independent Living Long-term Stability - Title VII B grants funds used for technical assistance and capacity building to achieve greater long-term stability for Independent Living networks.

Older Individuals who are Blind

Grants: The Older Individuals who are Blind Program Administration and Services - Title VII, Chapter 2 Rehabilitation Act funds used to administer and monitor the delivery of local Older Individuals who are Blind program services to visually impaired individuals age 55 and older to assist them to live independently, including funding 22 vendors to provide training in low-vision assistance, adaptive equipment, orientation and mobility, communication, daily living skills, self-advocacy, adjustment counseling, and transportation skills services to eligible individuals.

The Regents of the UC

Memorandum of Understanding: Service Commitment for UC Students who are CDOR Consumers - details the commitment of the UC and CDOR to work cooperatively to provide services to eligible UC students who are CDOR consumers with disabilities.

California State Controller's Office

Interagency Agreement 1: Claim Processing - expedites services to process claim schedules containing vendor invoices for goods and services provided to CDOR staff and consumers to ensure timely payment for continuance of services and compliance with the California Prompt Payment Act.

Interagency Agreement 2: Employee Leave System - provides CDOR Human Resource staff access and use of the State Controller's Office California Leave Accounting System for CDOR employees to perform a variety of functions necessary to accurately record and track leave system eligibility, balances, state service credits, and leave benefit activity.

Interagency Agreement 3: Human Resource Reports - provides CDOR Human Resource staff access and use of the Management Information Retrieval System to generate pre-written reports or create ad hoc reports on CDOR employee employment history, payment history, employer-sponsored deductions, and position inventory.

State Independent Living Council

Grants: State Independent Living Council Operation - Title VII B, Rehabilitation Act funds used to operate the State Independent Living Council and provide State Independent Living Council funds for various sub-grants and contracts necessary to carry out objectives of the State Plan for Independent Living by programs for people with disabilities.

California State Personnel Board

Interagency Agreement 1: Training Agreement - CDOR provides training on the Introduction to Fair Employment and Housing Act and the Americans with Disabilities Act, Practical Solutions to Reasonable Accommodation, and Writing an Effective Duty Statement.

Interagency Agreement 2: Exam Access - State Personnel Board's Selection System provides CDOR computer access to conduct departmental civil service examinations, as well as process and maintain civil service eligible lists and certification lists.

Ticket to Work and Self-Sufficiency Program

The CDOR actively coordinates with the Ticket to Work and Self-Sufficiency Program. Ticket to Work is a voluntary work incentive program for Social Security Disability Insurance or Supplemental Security Income beneficiaries between the ages of 18 and 64 who are interested in going to work. The Ticket to Work Program provides beneficiaries with access to VR, training, and placement services, as well as other services and support. Beneficiaries can use their ticket to obtain employment services and support from CDOR or they can take their ticket to an approved service provider called an Employment Network. A ticket cannot be assigned to an Employment Network and in-use with CDOR at the same time.

The CDOR's Work Incentives Planners and VR Counselors have an active role in the Ticket to Work program. CDOR's Work Incentives Planners verify ticket status, provide information as needed, and facilitate referrals to Employment Networks at case closure. VR counselors distribute CDOR's Ticket to Work fact sheet at intake, verify the ticket status prior to approving the Individualized Plan for Employment, and facilitate sequential services.

Coordination with the State Agency Responsible for Providing Mental Health Services

In California, the State agency responsible for mental health services is the California Department of Health Care Services. Currently, CDOR has an informal relationship with the California Department of Health Care Services to work together to support collaboration between county mental health agencies and local CDOR districts. When the WIOA regulations are finalized, CDOR will explore formalizing a relationship with the California Department of Health Care Services through an Interagency Agreement or memorandum of understanding.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

For information on State programs carried out under section 4 of the Assistive Technology Act, refer to the response for Description (o) - State's Strategies, specifically the information under the following header: "Identify how a broad range of Assistive Technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and on a statewide basis".

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

U.S. Department of Agriculture

The CDOR is not a part of an interagency cooperation on the utilization of services and facilities of the programs carried out by the Undersecretary for Rural Development of the U.S. Department of Agriculture. However, CDOR field offices in rural areas do collaborate with local farm worker programs, such as CalAgrAbility, to coordinate and deliver services to farmworkers with disabilities.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Non-educational Agencies Serving Out-of-School Youth

The CDOR serves out-of-school youth through multiple venues and methods. CDOR Districts provide unique types of programs and services for youth and adults with disabilities. The majority of programs are with educational agencies (short or long term training or educational programs). The local CDOR Districts have very strong working relationships with the local regional centers that serve youth and adults with intellectual disabilities and developmental disabilities. Similarly, CDOR Districts also have established working relationships with local county mental health and county welfare programs that also serve youth and adults with psychiatric disabilities. Additionally, some CDOR Districts have also formed connections with foster youth programs.

5. STATE USE CONTRACTING PROGRAMS.

Refer to the response for Description (c)(1) - Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System for information on State use contracting programs (particularly with the California Department of General Services).

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

CDOR Response - Coordination with Education Officials.

Interagency Agreement with the California Department of Education

As required by the Individuals with Disabilities Education Improvement Act and the Rehabilitation Act, CDOR participates with the California Department of Education through an Interagency Agreement to create a coordinated system of educational and VR services, including Pre-Employment Transition Services, for eligible students with disabilities. This agreement helps to facilitate a smooth and seamless transition for students with disabilities from school to employment in addition to addressing consultation and technical assistance, transition planning, identifying roles and responsibilities, and outreach activities.

Consultation, Technical Assistance and Community of Practice

The CDOR provides consultation and technical assistance to support state and local agencies in planning for the transition of students with disabilities, including the provision of Pre-Employment Transition Services. Locally, Transition Liaison staff in each CDOR District provide outreach, consultation and technical assistance to Local Education Agencies seeking information on VR services for students with disabilities. In addition, CDOR participates in the Community of Practice,

which is supported by the National Association of Special Education Administrators and has created a shared work website for programs that support transition practices for students with disabilities. The Community of Practice leadership team includes representatives from CDOR, the California Department of Education, the California Department of Developmental Services, the California Department of Social Services, the California Employment Development Department, the State Independent Living Council, educators, and parents who all share the goal of providing a seamless delivery of transition services to students with disabilities that lead to positive post school outcomes.

Regional Training and Technical Assistance Curriculum

In keeping with the goal of collaboration to support transitioning students with disabilities, CDOR provides a core series of regional training and technical assistance curriculum to local CDOR and Local Education Agency staff and partners. Expert consultants provide training on topics related to vocational services and supports leading to employment for students and youth with disabilities. The training topics include: employment preparation, job development and placement; transition-age youth; disability, medication, and vocational impact; benefits planning and management; and collaboration and team building. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment.

Collaborative Team Process

In the coordination of goals, objectives, and services for transitioning students with disabilities, CDOR and Local Education Agencies are encouraged to use a collaborative team process to develop the transition services section of the Individualized Education Program for students determined eligible for VR services. This process should include the involvement of the student, family, representatives of the Local Education Agency, CDOR staff when invited, and other service providers, as appropriate.

The CDOR and the California Department of Education's specific responsibilities are defined in the Interagency Agreement by each agency's applicable rules and regulations. The Local Education Agency is identified as the lead agency responsible for providing transition services by qualified personnel to students with disabilities to the point of exit from school. In planning for transition, the school should inform the parents and the student with a disability no later than age 16 about CDOR services and facilitate the referral process.

Determining Eligibility and Individualized Plan for Employment Development

The CDOR is responsible to determine eligibility for VR services needed to prepare for or obtain employment and is designated as the lead agency responsible for providing VR services by qualified personnel to students with disabilities meeting eligibility and Order of Selection requirements, as identified in the response for Description (m) - Order of Selection. When a student with a disability is referred to CDOR, is determined eligible, and is able to be served under Order of Selection, CDOR develops the consumer's Individualized Plan for Employment. The Individualized Plan for Employment is developed within 90 days or by an agreed-upon extension date, and before leaving the school setting. CDOR is responsible for providing and paying for the transition services, including Pre-Employment Transition Services, agreed upon in the Individualized Plan for Employment while the student with a disability is still in high school and continuing for the period the consumer is participating in the VR program.

Individualized Education Program or Individualized Plan for Employment Responsibilities

The CDOR and the California Department of Education's responsibilities include the provision of services outlined and required by the Individualized Education Program or Individualized Plan for Employment. When developing these plans, both agencies work to ensure duplication of services does not occur. Where responsibilities overlap, the primary responsibility for specific services rests with the most appropriate agency, as determined by the consumer's present status and when an agency is legally obligated and funded to provide that service. The local agency (Local Education Agency, Special Education Local Plan Area, or other entity) that develops the eligible students' Individualized Education Program is responsible for paying for the agreed upon transition services required to be provided under the Individuals with Disabilities Education Improvement Act. CDOR is responsible for providing and paying for the VR services, including Pre-Employment Transition Services, included in the consumer's agreed upon Individualized Plan for Employment for the period the consumer is in high school and continues to participate in the VR program.

Outreach

Currently, CDOR does not have the fiscal and staffing resources available to cover statewide transition needs, including Pre-Employment Transition Services, for students with disabilities through third-party cooperative agreements, as identified in the response for Description (b) - Request for Waiver of Statewideness. However, CDOR implements procedures for enhancing outreach and identification of students with disabilities in need of transition services. CDOR provides local presentations and informational literature to Local Education Agencies, educators, student associations, and parents about CDOR eligibility and program services. Additionally, CDOR assigns liaison VR Counselors to many secondary schools as a single point of contact for Special Education departments. Throughout the next four years, CDOR will continue to provide outreach and information to high schools about available VR services.

Collaboration with Partners

The CDOR communicates the value and benefits of CDOR services by reaching out to organizations that serve and represent students with disabilities, including parent resource centers, Independent Living Centers, Regional Centers, and organizations that serve youth with disabilities who are blind or visually impaired or deaf or hard of hearing.

Cooperative Programs Advisory Committee

In an effort to support the provisions of this Interagency Agreement, CDOR established a Cooperative Programs Advisory Committee comprised of representatives from the California Department of Education, Local Education Agencies, mental health agencies, and community based organizations. The Cooperative Programs Advisory Committee assists CDOR in the development of policies and procedures to promote the transition of CDOR students with disabilities from secondary to post-secondary school, and training and employment activities. The Cooperative Programs Advisory Committee members present on the availability and benefits of CDOR services to students with disabilities and advocacy groups. An example of these groups include the County Mental Health Directors Association.

Pre-Employment Transition Services

The CDOR will engage in the following activities to coordinate with schools and provide Pre-Employment Transition Services:

• Outreach to schools and closer collaboration between VR and Local Education Agency staff that do not currently have a Transition Partnership Programs cooperative arrangement.

• Expand transition services beyond school to work to include school to postsecondary training transitions.

• Provide information about the transition from school to work at an earlier age to students with disabilities.

• Provide benefits education planning and services to students as well as parents and guardians of students with disabilities.

• Provide specialized training and increase awareness for VR staff and service providers on the unique needs of students with disabilities.

In addition, there are a number of methods that CDOR will utilize to ensure the provision of the core Pre-Employment Transition Services to students with disabilities:

• Job exploration counseling: This service will be provided by CDOR VR counselors as part of the vocational counseling and guidance provided to every CDOR consumer. It will also be provided for some students with disabilities through Transition Partnership Programs third party arrangements and through vocational services provided through other contracts or fee for service arrangements through local education agencies or CRPs.

• Work based learning experiences: CDOR VR counselors will arrange for on the job trainings, internships, apprenticeships, and work experiences for students with disabilities through direct interaction with employers, Transition Partnership Programs third party arrangements and through vocational services provided through other contracts or fee for service arrangements through local education agencies or CRPs.

• Counseling on post-secondary opportunities: This service will be provided by CDOR VR counselors as part of the vocational counseling and guidance provided to every CDOR consumer and in their Individualized Plan for Employment planning specific to the transition needs of students with disabilities. It will also be provided through Transition Partnership Programs third party arrangements and through vocational services provided through other contracts or fee for service arrangements through local education agencies or CRPs.

• Workplace readiness training: CDOR VR counselors will arrange for training on workplace readiness skills, including soft skills through Transition Partnership Programs third party arrangements as well as through vocational services provided through other contracts or fee for service arrangements through local education agencies or CRPs.

• Instruction in self advocacy: CDOR VR counselors will continue to provide training on self advocacy as part of the vocational counseling and guidance provided to every CDOR consumer. Likewise, this will continue to be a component of the services provided through Transition Partnership Programs third party arrangements as well as through vocational services provided through other contracts or fee for service arrangements. In addition, CDOR is issuing a Request for

Proposals to contract for self advocacy training services as a stand alone service to be provided through local education agencies, independent living centers, or CRPs.

Activities that will support the Pre-Employment Transition Services methods above will include:

• The CDOR plans to release Request for Proposals to contract for self-advocacy training and summer employment academies. The training and academies will include employment search activities, soft skills, and work experience. It is anticipated that the Request for Proposals will be released in 2016 for contract services in 2017.

• The Transition Partnership Programs contract services will be for Pre-Employment Transition Services.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

Refer to Description (d)(1) - Coordination with Education Officials, specifically the paragraphs titled “Consultation, Technical Assistance and Community of Practice” and “Regional Training and Technical Assistance Curriculum”.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Refer to Description (d)(1) - Coordination with Education Officials, specifically the paragraph titled “Collaborative Team Process”.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Refer to Description (d)(1) - Coordination with Education Officials, specifically the paragraphs titled “Collaborative Team Process” and “Individualized Education Program or Individualized Plan for Employment Responsibilities”.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Refer to Description (d)(1) - Coordination with Education Officials, specifically the paragraph titled “Outreach”.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

CDOR Response: Cooperative Agreements with Private Nonprofit Organizations. CDOR develops federally-required cooperative agreements with private non-profit organizations consistent with California State Contracting Rules, CDOR Title 9 Regulations, and internal policy and procedures for the establishment, development, or improvement of CRPs. CDOR pays CRPs through fee-for-service or contractual agreements to deliver authorized assessment, training, employment, and specialized support services provided to CDOR applicants or consumers.

Fee-for-Services

Fee-for-services are paid to approved vendors per CDOR's Uniform Fee Structure for CRP Providers. The Uniform Fee Structure applies only to those CRPs in a fee-for-service relationship with CDOR. The Uniform Fee Structure does not apply to services provided under a cooperative program or case service contract as described in the response for Description (b)(1) - Request for Waiver of Statewideness. The types of services provided include:

• Assessment Services - improves a consumer's outcome by identifying specific barriers to employment and recommendations to eliminate those barriers.

• Training Services - enhances a consumer's employability by providing necessary interactions that remove employment barriers, provide for specific occupational training, or develop appropriate personal and work behaviors, as outlined in a rehabilitation plan.

• Job-Related Services - assists a consumer, in an organized planned manner, to prepare for, obtain, and retain employment.

• Support Services - provides direct services such as Independent Living skills training and Assistive Technology assessments that enhance independence and employability for CDOR consumers.

New or Expanded VR Services

The need for new services or expansion of VR services by a CRP may be directly identified by CDOR's District, through the needs assessment process identified in Description (j) - Statewide Assessment, or by individual requests by consumers. When a needed VR service is identified for a consumer, CDOR will first seek services from current CDOR certified CRPs. In establishing a new vendor, or a new or added service, CDOR staff considers departmental priorities using the following criteria: there is an identified need for the service, and a sufficient number of CDOR applicants and consumers exist to sustain the service; there are no other providers; current providers or cooperative partners cannot fill the need; and, the new service or vendor will fill a service gap for the unserved or underserved population.

CDOR Community Resources Development Section

The CDOR's Community Resources Development section is responsible for the vendorization and certification functions of CRPs. All new CRPs go through a vendorization process. Further, any new

or expanded services beyond those currently approved and offered by a current vendor is subject to the approval procedures in place at the time of the submission of the request. Certain vendors or service categories may require CDOR executive level approval. Once vendorized to provide VR services, each CRP is formally notified of the approved VR service type(s), along with the corresponding CDOR approved standardized fee rate(s) established in 2009.

Case Service Contracts

When CDOR identifies a need for VR services to be provided by CRPs to consumers served through local public agency cooperative arrangements identified in the response for Description (b) - Request for Waiver of Statewideness, CDOR's Cooperative Programs Section assists Districts and CRPs in developing case service contracts. These contracts are negotiated between CDOR and the CRPs to indicate the specific VR services, the number of consumers to be served, expected contract outcomes, and the costs needed to provide these services to consumers. Currently, the majority of these contracts are developed to provide VR services to consumers participating in the mental health cooperative agreements.

Certification, Review and Technical Assistance

All CRPs are required to maintain their certification, and those providing work-related programs are required to be accredited by the Commission on Accreditation of Rehabilitation Facilities. CDOR's Community Resources Development's Section reviews that CRPs are consistent with CDOR Title 9 Regulations to assure the quality of services, as well as the safety of consumers, and identify any needed improvements. For CRPs associated with cooperative agreements, the Cooperative Programs Section will also perform program reviews to evaluate their effectiveness in meeting the contract VR service objectives and identify any needed improvements. In addition, CDOR's Community Resources Development Section and, or, the Cooperative Programs Section will provide technical assistance in response to CRPs' questions or concerns when needed or upon request.

Efforts to Ensure Quality Services and Resources

The CDOR strives to maintain regulatory compliance and advocates for consumer and vendor service quality. Several efforts are taking place to provide quality services and resources for consumers:

• The CDOR continues to review and consolidate Individual Service Providers services in an effort to maintain consistent, fair, and effective services.

• The CDOR's Community Resources Development Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is maximizing employment outcomes for CDOR consumers.

• Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on Pre-Employment Transition Services and Customized Employment WIOA services.

• In early 2014, a proof of concept titled "Placement Plus" was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR's current efforts to redesign employment services statewide.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

CDOR Response: Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. CDOR identifies and makes arrangements with private non-profit organizations, as identified in the response for Description (e) - Cooperative Agreements with Private Nonprofit Organizations, to provide Supported Employment services for individuals with the most significant disabilities, including youth.

The CDOR collaborates with entities including the California Department of Developmental Services, Regional Centers, CRPs, the California Department of Education, the California workforce development system, local county mental health agencies, CRPs (including Independent Living Centers), business partners, and other community partners to provide competitive integrated Supported Employment services to eligible individuals. Currently, CDOR has 123 Supported Employment vendors (CRPs) statewide with associated locations and satellite offices.

In California, the hourly rates for Supported Employment job coaching, intake, placement, and retention services are statutorily-defined. The current rates were set in 2008 (Assembly Bill 1781). CDOR sets a rate structure policy that is consistent with state statutes and policies, including the State Administration Manual, and the California Department of General Services requirements. The California Department of Developmental Services, Community Rate Section is responsible to set and maintain billing rates for the Work Activity Program. The California Department of Developmental Services funds the Work Services Program for extended services to consumers with intellectual and developmental disabilities who achieve Supported Employment outcomes through CDOR's VR program and who are eligible for Work Services Program services.

For consumers not served under the Work Services Program, other extended services can be used. These sources vary depending on the individual's eligibility for other programs or availability of other resources. Funding for extended services for individuals with mental illness may be provided by county mental health agencies, which may allocate Medi-Cal, Mental Health Services Act, or Short-Doyle funds as determined by each county. Social Security Administration Work Incentives, such as Impairment Related Work Expense or an approved Plan for Achieving Self Support, may be used. Supported Employment services provided under Veteran's Health Administration Compensated Work Therapy Program may also be used to fund extended services.

California state regulations do not allow Traumatic Brain Injury state match funds to be used for extended services. Consumers with a Traumatic Brain Injury that require extended services such as ongoing support needed to maintain Supported Employment, such as job coaching can be served through additional resources at local Independent Living Centers.

Whenever possible, building natural supports at the workplace for consumers with Supported Employment needs is encouraged. Natural supports allow the strengthening of the relationship between employer and consumer, thus supporting long-term successful outcomes and to develop opportunities for competitive integrated employment, to the greatest extent practicable.

California Initiatives

California has enacted legislation and implemented statewide initiatives that have made an impact on the provision of Supported Employment services to individuals with intellectual and developmental disabilities:

• The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) provides Californians with intellectual and developmental disabilities the right to obtain the services and supports to enable them to live a more independent life; this includes the funding for Supported Employment extended services. This Act is unique to California.

• AB 287 (2009) established the Employment First Policy, which led to a standing Employment First Committee formed by the State Council on Developmental Disabilities. The bill expands employment opportunities for people with intellectual and developmental disabilities, and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with intellectual and developmental disabilities. The Employment First policy requires Regional Centers to develop Individual Program Plans to ensure individuals with intellectual and developmental disabilities beginning at age 14 are provided options, competitive integrated employment, and post-secondary education to enable the consumer to transition from school to work. CDOR is an active participant in the Employment First Committee to help with transition planning.

• California Competitive Integrated Employment: Blueprint for Reform for Individuals with Disabilities. In December 2014, CDOR, the California Department of Education, and the California Department of Developmental Services entered into a Memorandum of Understanding to further advance the state's "Employment First" Policy and other federal and state laws to address employment in integrated settings, at competitive wages, for individuals with intellectual and developmental disabilities. The goal of the California Competitive Integrated Employment effort is to develop a "blueprint" that will outline plans for:

- Improving collaboration and coordination between the three departments to prepare and support all individuals with intellectual and developmental disabilities who choose competitive integrated employment;

- Building capacity to increase opportunities for individuals with intellectual and developmental disabilities who choose competitive integrated employment to prepare for and participate in the California workforce development system; and,

- Increasing the ability of individuals with intellectual and developmental disabilities to make informed choices, adequately prepare for, transition to, and engage in competitive integrated employment.

Notably, the California Competitive Integrated Employment effort serves populations that have been underserved and unserved in response to WIOA and also expands the provision of services to a broader group of youth. A focus of the California Competitive Integrated Employment effort is exemplary, effective and emerging practices and "Real Work for Real Pay in the Real World."

• Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) is a joint initiative of the U.S. Department of Education, Social Security Administration and Department of Health and Human Services and Department of Labor and awarded to California in October 2013. CDOR is the lead coordinator for the grant in California. CaPROMISE will improve the coordination

of services and supports for child Supplemental Security Income recipients and their families in order to achieve improved education and employment outcomes and reduce reliance on Supplemental Security Income.

G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

CDOR Response - Coordination with Employers. WIOA calls for a description of how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of: 1) VR services; and, 2) transition services for youth, and Pre-Employment Transition Services for students. In regards to coordination with employers and VR services, CDOR provides this description through the “Business Engagement” goals and objectives in Description (o)(1) - State’s Strategies.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

In regards to Pre-Employment Transition Services for students and youth with disabilities, CDOR provides this information in Goal 1 and Objective 1.1 for the “Youth” priority in Description (o)(1) - State’s Strategies.

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

Refer to Description (c)(1) - Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs - CDOR has a formal agreement with the California Department of Developmental Services, California’s State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). The California Department of Developmental Services has the primary responsibility to provide services and supports for individuals with intellectual disabilities and individuals with developmental disabilities, including extended services, or individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

CDOR's cooperation with the California Department of Developmental Services is described throughout the State Plan, particularly in Description (f) - Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Refer to Description (c)(1) - Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

Coordination with the State Agency Responsible for Providing Mental Health Services

In California, the State agency responsible for mental health services is the California Department of Health Care Services. Currently, CDOR has an informal relationship with the California Department of Health Care Services to work together to support collaboration between county mental health agencies and local CDOR districts. When the WIOA regulations are finalized, CDOR will explore formalizing a relationship with the California Department of Health Care Services through an Interagency Agreement or memorandum of understanding.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

CDOR Response: Comprehensive System of Personnel Development. CDOR, in partnership with the SRC, develops and maintains a Comprehensive System of Personnel Development to ensure a sufficient workforce of qualified state rehabilitation personnel, including professionals and paraprofessionals, is in place for the timely and successful delivery of VR services to Californians with disabilities.

DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs, training, and development.

Data on Qualified Personnel

The CDOR tracks the following positions: VR Counselor; Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist; Optometric Consultant; and Work Incentive Planner. Employees in each of these positions are required to meet education and, or, certification standards as a condition of employment that CDOR tracks in a database and validates with the appropriate programs. Current staffing patterns and projected vacancies, including personnel expected to retire or leave positions, over the next five years are outlined in the chart below:

Current staffing patterns - End of Federal Fiscal Year (FFY) 2015

Position Title - VR Counselor. Total positions - 537. Current vacancies - 16.5. Projected vacancies over the next 5 years -166.

Position Title - Teacher, Orientation and Mobility for the Blind. Total positions - 6. Current vacancies - 0. Projected vacancies over the next 5 years - 2.

Position Title - Medical Consultant. Total positions - 7. Current vacancies - 0. Projected vacancies over the next 5 years - 2.

Position Title - Dental Consultant. Total positions - 1. Current vacancies - 0. Projected vacancies over the next 5 years - 0.

Position Title - Team Manager. Total positions - 122. Current vacancies - 4. Projected vacancies over the next 5 years - 38.

Position Title - Service Coordinator. Total positions - 201.5. Current vacancies - 10.5. Projected vacancies over the next 5 years - 64.

Position Title - Employment Coordinator. Total positions - 81. Current vacancies - 9. Projected vacancies over the next 5 years - 27.

Position Title - Case Support Staff. Total positions - 184. Current vacancies - 16.5. Projected vacancies over the next 5 years - 60.

Position Title - Consulting Psychologists. Total positions - 6. Current vacancies - 0. Projected vacancies over the next 5 years - 2.

Position Title - Optometric Consultant. Total positions - 1. Current vacancies - 0. Projected vacancies over the next 5 years - 0.

Position Title - Work Incentives Planner. Total positions - 31. Current vacancies - 0. Projected vacancies over the next 5 years - 10.

Data Source: CDOR's Personnel Services Section and Budgets, Fiscal Forecasting and Research Section

Comprehensive System of Personnel Development Personnel and Caseload Projections

As of the end of FFY 2015, CDOR actively provided VR services to 71,228 applicants and eligible consumers. CDOR is currently operating under an Order of Selection, as identified in the response for Description (m) - Order of Selection. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1, 2 and 3 who apply on or before June 30, 2016, including individuals who are on the Waiting List. The Order of Selection may change in the future based on budgetary constraints.

Vocational Rehabilitation Service Delivery (VRSD) Teams

In FFY 2015, CDOR developed and implemented an evaluation and assessment plan to collect and analyze VRSD team data to measure the impact of the team approach and identify improvements on program design and implementation. The evaluation and assessment found that the VRSD team model had cultivated a team environment; majority of CDOR staff were satisfied with the VRSD team model; VRSD team model had standardized practices; and, VRSD team model had led to an increase in the number of employment outcomes. Wages at closure, however, had not increased.

In FFY 2016, 104 VRSD teams will provide services to an estimated 73,000 individuals in open status. In the VRSD team, the VR Counselors are exclusively responsible for the five non-delegable functions (eligibility determination; priority of service; Individualized Plan for Employment approval and signature; Individualized Plan for Employment revisions or amendments; and determination that a successful employment outcome has been achieved and the record of services can be closed). Collectively, the VR Counselor, Service Coordinator, Employment Coordinator, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. Each VRSD team typically includes 10 direct service personnel: five VR Counselors; two Service Coordinators; one Employment Coordinator, and two Case Support Staff; however, specific teams could vary due to resource or operational needs. On average, each VRSD team provides services to approximately 678 individuals, or about 62 individuals per team member.

Orientation Center for the Blind

The CDOR operates the Orientation Center for the Blind to assist CDOR consumers who are blind and visually impaired adjust to their vision loss. Credentialed teachers, including Teachers, Orientation and Mobility for the Blind, provide training and services to CDOR consumers at the Orientation Center for the Blind including independent travel, daily living skills, assistive technology use, and pre-vocational preparation.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Refer to Description (i) - Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of

individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Refer to Description (i) - Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Personnel Development of VR Counselors

The Council on Rehabilitation Education provides academic preparation for professional rehabilitation counseling positions and undergraduate programs in Rehabilitation and Disability Studies. CDOR ensures effective systematic coordination with the Council on Rehabilitation Education-accredited programs by discussing, at least biannually, the progress of CDOR staff participating in the Master's in Rehabilitation Counseling programs.

In California, there are six Council on Rehabilitation Education-accredited Master's Degree in Rehabilitation Counseling programs and one Council on Rehabilitation Education-accredited undergraduate Bachelor's of Science Degree in Rehabilitation Services program through the following universities: CSU Fresno, CSU Los Angeles, CSU Sacramento, CSU San Bernardino, San Diego State University, and San Francisco State University. Only CSU Los Angeles offers a Bachelor's of Science Degree in Rehabilitation Services.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

The tables below provide data on the number of students enrolled in or graduated from a Council on Rehabilitation Education-accredited Master's or Bachelor's Degree program and the numbers of students sponsored by CDOR and, or, the Rehabilitation Services Administration.

Students Enrolled in or Graduated from a Council on Rehabilitation Education-accredited Master's Degree in Rehabilitation Counseling Program for Academic Year 2014-15

University - CSU Fresno. Students enrolled - 27. Employees Sponsored by CDOR and or RSA - 4. Graduates sponsored by CDOR and or RSA - 12. Graduates from the previous academic year - 2.

University - CSU Los Angeles. Students enrolled - 56. Employees Sponsored by CDOR and or RSA - 3. Graduates sponsored by CDOR and or RSA - 2. Graduates from the previous academic year - 24.

University - CSU Sacramento. Students enrolled - 32. Employees Sponsored by CDOR and or RSA - 0. Graduates sponsored by CDOR and or RSA - 0. Graduates from the previous academic year - 10.

University - CSU San Bernardino. Students enrolled - 58. Employees Sponsored by CDOR and or RSA - 20. Graduates sponsored by CDOR and or RSA - 9. Graduates from the previous academic year - 12.

University - San Diego State University. Students enrolled - 107. Employees Sponsored by CDOR and or RSA - 55. Graduates sponsored by CDOR and or RSA - 21. Graduates from the previous academic year - 39.

University - San Francisco State University. Students enrolled - 21. Employees Sponsored by CDOR and or RSA - 0. Graduates sponsored by CDOR and or RSA - 3. Graduates from the previous academic year - 21.

Total students enrolled - 301

Total employees sponsored by CDOR and or RSA - 82

Total graduates sponsored by CDOR and or RSA - 47

Total graduates from the previous year - 108

Data Source: CDOR's Staff Development Unit

Students Enrolled in or Graduated from a Council on Rehabilitation Education-accredited Bachelor's of Science Degree in Rehabilitation Services Program for Academic Year 2014-15

University - CSU Los Angeles. Students Enrolled - 325. Employees Sponsored by CDOR and or RSA - 0. Graduates sponsored by CDOR and or RSA - 0. Graduates from the previous academic year - 122.

Total students enrolled - 325. Total employees sponsored by CDOR and or RSA - 0. Total graduates sponsored by CDOR and or RSA - 0. Total graduates from the previous academic year - 122.

Data Source: CDOR's Staff Development Unit

iii. the number of students who graduated during the prior year from each of theose institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Refer to Description (i) - Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(B)(ii)).

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and

retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

RECRUITMENT, PREPARATION, AND RETENTION OF VR COUNSELORS AND PARAPROFESSIONALS

The CDOR has a 2012-15 Recruitment and Retention Plan that is reviewed, implemented, monitored, and updated annually by the Department's Diversity Officer. The plan provides a comprehensive strategy to recruit, prepare, and retain educated, high quality, and culturally competent employees by identifying specific goals and strategies. Factors that include achieving and maintaining diversity in the workplace, unserved and underserved population needs by District, alternative communication needs, and CDOR's long-term succession planning were crucial to the development of the plan. The strategies for retraining, recruiting, and hiring personnel involve collaborative approaches among CDOR's field offices, Council on Rehabilitation Education, and CDOR's Executive Leadership Team. The 2016-19 Recruitment and Retention Plan is in development and will include talent management needs across the Department, and support CDOR's efforts to provide effective customer-focused services to consumers, partners, employers, and employees.

Current and Projected Needs for Qualified Personnel

To meet the current needs for qualified personnel, CDOR's Staff Development Unit will continue to collaborate with other CDOR Sections to develop employee competencies, knowledge, skills and abilities; provide staff retraining; and comply with mandatory training requirements. The Staff Development Unit will provide logistical support for internal and external training.

The CDOR plans to offer a variety of training to support current professional development needs including:

• Academies for VR Counselors, Service Coordinators, Employment Coordinators and Office Technicians. These academies will increase the capacity of personnel to provide services to consumers and will also enhance existing knowledge of personnel duties.

• Quarterly knowledge-based trainings.

• Training on the medical aspects of disability.

• Continual training for VR Counselors.

To meet the projected needs of personnel, the Staff Development Unit will rely on a number of tools including CDOR's:

• Triennial Comprehensive Statewide Needs Assessment

• Staff Development Unit Needs Assessment

• State and Strategic Plans

• Workforce Strategic Plan

• Triennial Organizational Climate Survey

The Staff Development Unit will identify projected training needs through analysis of audit findings, program reviews, policy inquiries, and an evaluation of WIOA. Delivery of training regarding services to youth, use of labor market information, and Pre-Employment Transition Services will be priority.

The Staff Development Unit will support continuing education by offering a variety of methods and topics including rehabilitation technology, documentation, case assessment and post-secondary education. The Staff Development Unit will also coordinate additional classes focusing on Section 508 compliance.

Coordination of CDOR, Higher Education Institutions and Professional Associations

The CDOR offers volunteer internships for VR students looking to gain experience and get a first-hand look at rehabilitation counseling at CDOR. CDOR partners with the Council on Rehabilitation Education universities to conduct “How to Apply to the CDOR” workshops that help the Council on Rehabilitation Education university students navigate the civil service application process. CDOR also partners with the Council on Rehabilitation Education universities and professional associations to promote CDOR career opportunities to their databases.

Personnel from Minority Backgrounds and Individuals with Disabilities

The CDOR is committed to recruiting and hiring employees representative of California’s multicultural population including people with disabilities that support the vision of employment, independence, and equality for all Californians with disabilities. As of December 31, 2015, CDOR employed 1,904 staff. Of those, 620, or 32.6 percent indicate they are a person with a disability. Of the 620, 82, or 13.2 percent are in a leadership role. CDOR fosters a workplace environment that respects the diversity of its staff and consumers. CDOR’s Diversity and Inclusion Advisory Committee, composed of CDOR management and staff, meets quarterly to discuss practices to ensure a culturally competent and diverse workforce in order to meet consumer’s needs.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Personnel Standards

The CDOR maintains adherence to the highest personnel standard that will ensure professional and paraprofessional staff are adequately trained and prepared for employment. Candidates applying for all positions must meet California’s personnel standards prior to appointment, including proof of

possession of degree, certification, licensing, and registration requirements applicable for each position.

The standard CDOR utilizes to certify Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professionals (referred to as “VR Counselors” throughout the State Plan) is possession of a Master’s Degree in Rehabilitation Counseling from a recognized institution or -

• Possession of a Master’s Degree or Doctorate Degree in a closely related field with successful completion of one graduate course with a primary focus on the Theories and Techniques of Counseling, or

• Possession of an active national certification as a Certified Rehabilitation Counselor.

The CDOR recruits entry level Service Coordinators and Employment Coordinators using the state civil service Staff Services Analyst classification. California’s standard for the Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist, Optometric Consultant and Work Incentive Planner classifications includes certification, licensing, and registration requirements. These standards are detailed below:

Teacher, Orientation and Mobility for the Blind

Possession of a valid California Teaching credential authorizing the teaching of orientation and mobility to the visually disabled and either:

• Completion of an approved graduate curriculum leading to a Master of Arts degree in Orientation and Mobility Training or Peripatology. Candidates who are within six months of completing the required education will be admitted to the examination, but they will not be appointed until they have completed the curriculum. Or -

• Two years of experience working with the blind in training in mobility skills and physical conditioning (Completion of an approved training course in the orientation and mobility in a Veterans Administration Hospital may be substituted for up to one year of the required experience on the basis of one year of training for one year of experience.) and,

• Equivalent to graduation from college.

Medical Consultant

Possession of legal requirements for the practice of medicine, as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners, in addition to one year of experience in the practice of medicine exclusive of internship. Applicants who are in the process of securing approval by the Board of Medical Quality Assurance or the California Board of Osteopathic Examiners will be admitted to the examination, but the Board to which the application is made must determine that all legal requirements have been met before candidate will be eligible for appointment.

Dental Consultant

Possession of the legal requirements for the practice of dentistry in California as determined by the California Board of Dental Examiners and one year of experience in the practice of dentistry. Applicants may be admitted to the examination before meeting these requirements, but the Board of Dental Examiners must determine that all legal requirements have been met before candidates will be eligible for appointment.

Consulting Psychologist

Possession of a valid license as a Psychologist issued by the California Board of Psychology and possession of an earned Doctorate Degree in Psychology from an educational institution meeting the criteria of Section 2914 of the California Business and Professions Code. Unlicensed individuals who are recruited from outside the State of California and who qualify for licensure may take the examination and may be appointed for a maximum of two years at which time licensure shall have been obtained or the employment shall be terminated.). Experience: Either -

• Two years of experience in the California state service performing clinical psychology duties equivalent to those of a Psychologist (Various Specialties), Psychologist (Health Facility) (Various Specialties), or Psychologist Clinical, Correctional Facility. Or,

• Three years of full-time postdoctoral, post-internship experience in the practice of psychology involving either training, research, consultation, or program planning in mental health services.

Optometric Consultant

Possession of the legal requirements for the practice of optometry in California as determined by the California State Board of Optometry. Applicants who are in the process of securing approval of their qualifications by the State Board of Optometry will be admitted to the examination, but that Board must determine that all legal requirements have been met before candidates will be eligible for appointment. Experience - Two years of experience within the past five years as a practicing Optometrist. Experience as an Optometrist in the consultant function of a medical care program can be substituted on a year-for-year basis.

Work Incentive Planner

The CDOR recruits Work Incentive Planners using the state civil service Staff Services Analyst Classification. After the CDOR Work Incentive Planners are hired, they participate in and complete the Cornell University Work Incentives Practitioner Credentialing training for certification.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

21st Century Understanding

WIOA describes the need for personnel to have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. CDOR’s existing requirement for VR Counselors

to have a Master's Degree in Rehabilitation Counseling supports this need. In addition, CDOR will offer the following training in 2016:

• 21st Century Labor Market (Job-Driven Economy)

• Building Effective Partnerships with America's Job Center of California

• Building Effective Partnerships with Employers

• Competitive Integrated Employment

• Customized Employment

• Medical Aspects of Disability

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Staff Development

In 2016, CDOR will provide training through four training tracks to professional and paraprofessional staff:

Track 1: Onboarding Training - provides CDOR employees with an introduction to the Department and how to function successfully within it. Key components include CDOR's mission, CDOR and VR history, and the rehabilitation process. In 2016, onboarding trainings will be offered regularly throughout the year in various modalities and will include:

• Orientation

• Welcome to CDOR

• Accessible Web-based Activity Reporting Environment

• Disability Awareness and Etiquette

• Workplace Communication

Track 2: The Academies - provides practical, job-specific training for each classification of the VRSD team: Team Manager, VR Counselor, Service Coordinator, Employment Coordinator, and Office Technician. Assessment, vocational counseling and job development are all key components of the curriculum.

Track 3: Continuing Education - provides ongoing training via webinar on a range of current VR topics, including:

• Case Assessment

• Case Assessment Services

• Documentation

• Employment Outcomes

• Medical Aspects of Disability

• Post-Secondary Education

• The Case (Record of Services) Process

Instructor-led continuing education trainings will be offered once or twice a year and include:

• Diffusing Difficult Situations

• Diversity and Inclusion

• Health and Benefits Training on Work and Disability

• Plan to Achieve Self-Support

• Rehabilitation Technology

Track 4: WIOA-Based Training - to be offered regularly and include:

• 21st Century Labor Market (Job-Driven Economy)

• Introduction to WIOA

• Pre-Employment Transition Services

• Working Effectively With Youth

Training for Supervisory Staff

In addition to the four training tracks, the following is offered for supervisory staff:

• California Health and Human Services Agency Supervisor's Academy and Leadership Development Academy

• Leadership and Management Balance training

• Managing Diversity

• National Rehabilitation Leadership Institute Executive Leadership Seminar

• Quarterly Knowledge-Based Trainings covering various VR topics

Training-Related Support

The Staff Development Unit provides the following training-related support services to CDOR employees:

• A master training calendar via CDOR's Intranet site

• CDOR Resource Library

• Technical support for new users of the web-conferencing software Adobe Connect, used for online meetings and virtual classroom instruction

• Timely processing of training request and reimbursement forms

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The CDOR continues to routinely acquire and disseminate significant VR research, including:

• Newly published research disseminated via CDOR's Intranet site.

• Procedures for the acquisition and dissemination of significant knowledge from research and other sources to CDOR personnel.

• Topical webinars from VR leaders including the Research Technical Assistance Center, the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, and the Employment and Training Administration.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

California is a culturally diverse state and CDOR is committed to providing timely and quality language services, as required, to all persons seeking services. The Dymally-Alatorre Bilingual Services Act is a state law that ensures individuals seeking state government services whose primary language is not English are not precluded from receiving State of California Services because of language barriers. CDOR has a Bilingual Services Program that ensures its services are effectively communicated to limited or non- English speaking individuals, as required by the Act.

To ensure effective communication with applicants and eligible individuals with disabilities, CDOR provides a variety of language services including, but not limited to, bilingual oral interpretation, bilingual written translation, and American Sign Language Interpreting. CDOR translates a variety of written materials that communicate its services in the following languages: Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, and Vietnamese. Additionally, appropriate auxiliary aids and services are also provided, where necessary and as required, to afford an individual with a disability an equal opportunity to participate in CDOR services. Auxiliary aids include services or devices such as qualified interpreters; assistive listening devices; real time, open, closed captioning; teletypewriters or Video Relay services; videotext displays; readers; taped texts; Braille materials; and large print materials.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Coordination of Personnel Development Under The Individuals With Disabilities Education Improvement Act

The CDOR has an Interagency Agreement with the California Department of Education supporting the provisions outlined in the Individuals with Disabilities Education Improvement Act. Through the Interagency Agreement, CDOR and the California Department of Education coordinate statewide educational and VR services for eligible secondary students with disabilities to result in an effective transition from school to employment.

The CDOR and the California Department of Education are jointly responsible for providing Local Education Agencies and CDOR staff with leadership, monitoring, and training. CDOR and the California Department of Education facilitate the development of cooperative programs for secondary students to increase the number of secondary and post-secondary transition-age youth with disabilities who receive services from CDOR. To foster state collaboration, a California Department of Education representative is also a member on the SRC.

The CDOR and the California Department of Education established a core series of regional training and technical assistance curriculum designed for CDOR and Local Education Agency staff. These trainings are initiated by cooperative program partners and include topics on VR-relevant subjects such as Employment Preparation, Job Development and Placement; Transition-Age Youth; Disability, Medication, and Vocational Impact; Benefits Planning and Management; Collaboration and Team Building; and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Additionally, CDOR provides cross-training to Local Education Agencies with designated school district VRSD teams to inform and support educators on CDOR services and application processes.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

CDOR Response: Comprehensive Statewide Needs Assessment. CDOR and the SRC jointly conducts a Comprehensive Statewide Needs Assessment annually over a three year period to identify the VR services needs of Californians with disabilities and CRPs within the State. The first year of the Comprehensive Statewide Needs Assessment was conducted during FFY 2014-15.

Comprehensive Statewide Needs Assessment Methodology

The quantitative data consists of CDOR's caseload data compared to other demographic data sets within local, state, and Federal resources, such as the California Department of Education, the California Department of Finance, the California Employment Development Department, and the American Community Survey. The qualitative data consists of input provided through a public meeting, public forums, an annual Consumer Satisfaction Survey, and fair hearings determinations, which are then grouped into themes.

Comprehensive Statewide Needs Assessment - Year One - Preliminary Findings

The Comprehensive Statewide Needs Assessment analyzes quantitative and qualitative data to identify the needs and barriers of CDOR consumers and populations potentially unserved or underserved by CDOR. The results are used to help guide future State Plan priorities, goals, objectives, and strategies to best meet the needs of Californians with disabilities.

The following needs were identified.

For individuals with the most significant disabilities:

• Additional specialized job development and job retention services.

• Counseling on identifying natural support resources within the community and building the support network necessary to maintain long-term employment.

• Increased Supported Employment training provided to vendors on employment and retention strategies for consumers.

• Individualized advocacy focused on increasing success in competitive integrated employment settings.

B. WHO ARE MINORITIES;

For individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the VR program:

• Additional Pre-Employment Transition Services for Hispanic and Latino consumers.

• Increase career pathway services for Hispanic and Latino consumers.

• Increase outreach to potentially eligible individuals in the Asian American, and Hispanic, and Latino communities

• Increase services and collaboration with American Indian organizations.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Refer to the response for Description (j) - Statewide Assessment (specifically (j)(1)(B)).

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

For individuals who have been served through other components of the statewide workforce development system include:

• Better coordination with America's Job Center of California, Adult Education Programs, and Dislocated Worker Programs.

• Closer collaboration with workforce service providers who assist English language learners.

• Ensure physical, electronic, and programmatic accessibility to other WIOA core programs for individuals with disabilities.

• Increased Disability Awareness and Sensitivity Training at the America's Job Center of California and other WIOA core program partners.

• More CDOR staff assigned to liaison with the America's Job Center of California.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Based on the information and data available for Year One of the Comprehensive Statewide Needs Assessment, the preliminary findings (listed below) present the needs of both youth with disabilities and students with disabilities grouped together. For the two-year revision of the 2016 - 2020 VR Services Portion of the Unified State Plan, CDOR will provide a separate assessment of the rehabilitation needs of youth with disabilities (individuals ages 14 through 24) and students with disabilities (individuals in high school, ages 16 through 21), and clearly identify the needs for each group.

For both youth with disabilities and students with disabilities:

• Outreach to schools and closer collaboration between VR and Local Education Agency staff that do not currently have a Transition Partnership Programs cooperative agreement.

• Expand transition services beyond school to work to school to postsecondary training transitions.

• Provide information about the transition from school to work at an earlier age to youth with disabilities and students with disabilities.

• Provide benefits education planning and services to students with disabilities and youth with disabilities as well as parents and guardians of youth with disabilities and students with disabilities.

• Provide specialized training and increase awareness for VR staff and service providers on the unique needs of youth with disabilities and students with disabilities.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

For CRPs within the state:

• Evaluate the vendor reimbursement model to ensure it adequately covers the cost of providing quality services.

• Expand job exploration and placement services for VR consumers to include more time and focus on career pathways and business sector strategies.

• Identify ways for CDOR to assume more of the vendor's risks such as paying for no-show appointments and background checks for new jobs.

• Increase training and coordination efforts between CDOR staff and CRPs regarding the use of assistive technology, including the procedures for purchasing and requesting repairs.

• More in-depth training for consumers and CRP staff regarding CDOR's process for plan development and employment services so consumers and vendors will better understand their roles and responsibilities to each other and to the VRSD team.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

For information on how transition career services and Pre-Employment Transition Services are coordinated with transition services provided under the Individuals with Disabilities Education Improvement Act, refer to the sections titled "Interagency Agreement with the California Department of Education", "Individualized Education Program or Individualized Plan for Employment Responsibilities", and "Coordination of Personnel Development Under the Individuals with Disabilities Improvement Act".

K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

CDOR Response: Annual Estimates. The U.S. Census Bureau, 2012 American Community Survey estimates that in 2015 there will be 1,861,223 adults ages 18-64 with a disability residing in California. These individuals may qualify for VR services under Title I, Part B or Title VI, Part B.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

During FFY 2016, CDOR estimates it will provide a range of services to approximately 111,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the response for Description (m) - Order of Selection. Approximately 40,000 applications will be received from individuals with disabilities; of which 27,700 may be determined eligible consumers.

During FFY 2017, CDOR estimates it will provide a range of services to approximately 112,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the response for Description (m) - Order of Selection. Approximately 40,500 applications will be received from individuals with disabilities; of which 28,000 may be determined eligible consumers.

Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1, 2 and 3 who apply on or before June 30, 2016, including individuals who are on the Waiting List.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Refer to the response for Description (n) - Goals and Plans for Distribution of Title VI Funds, specifically “During FFY 2016, CDOR anticipates 2,460 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 500 consumers will be funded from Title VI, Part B funds.”

In addition, during FFY 2017, CDOR anticipates 6,000 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 1,200 consumers will be funded from Title VI, Part B funds.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

Refer to the Priority Category descriptions provided in Description (m)(1)(B) - Order of Selection.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Number of Eligible Individuals Not Receiving VR Services

As of a modification effective April 22, 2016 to the 2015-16 Order of Selection Declaration, all three Priority Categories are eligible for, and receiving, services; there is no wait list.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

The chart below includes the estimated costs of services and number of individuals to be served for each priority category.

FFYs 2016 Estimates of Cost of Services for Consumers Served*

Priority Category - Category 1: Individual With a Most Significant Disability

Title I or Title VI - Title I

Estimated Funds - $101,329,470

Estimated Number to be Served - 58,442

Average Cost of Services - $1,734

Priority Category- Category 1: Individual With a Most Significant Disability

Title I or Title VI - Title VI

Estimated Funds - $3,186,000

Estimated Number to be Served - 500

Average Cost of Services - $6,372

Priority Category - Category 2: Individual With a Significant Disability

Title I or Title VI - Title I

Estimated Funds- $76,441,530

Estimated Number to be Served - 51,826

Average Cost of Services - $1,475

Priority Category - Category 3: All Other Eligible Individuals

Title I or Title VI - Title I

Estimated Funds - $600,000

Estimated Number to be Served - 500

Average Cost of Services - $1,200

Totals

Estimated Funds - $181,557,000

Estimated Number to be Served - 111,268

Average Cost of Services - $1,632

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFYs 2017 Estimates of Cost of Services for Consumers Served*

Priority Category - Category 1: Individual With a Most Significant Disability

Title I or Title VI - Title I

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Priority Category - Category 2: Individual With a Significant Disability

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Estimated Number to be Served - 51,826

Average Cost of Services - $1,475

Priority Category - Category 3: All Other Eligible Individuals

Title I or Title VI - Title I

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Estimated Number to be Served - 500

Average Cost of Services - $1,200

Totals

Estimated Funds - $181,557,000

Estimated Number to be Served - 111,268

Average Cost of Services - $1,632

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

*Adjustments to the annual estimates table may be needed to distinctly separate the new 15 percent PETS funding and 50 50 Supported Employment funding requirements.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

CDOR Response: Goals and Priorities. CDOR and the SRC jointly developed, reviewed, and agreed to the following State Plan Priorities and Goals.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

Priority: Youth

Goal: Increase opportunities and outcomes for training and employment services for youth with disabilities.

Goal: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

Goal: Increase coordination of services between CDOR and other partners to support youth with disabilities.

Priority: Business Engagement

Goal: Increase partnerships with businesses within the local areas to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Goal: Promote participation in career pathways to meet business sector and consumer employment needs.

Priority: Capacity Building

Goal: Establish or enhance partnerships with WIOA core programs to improve service delivery for adults and youth with disabilities.

Priority: Competitive Integrated Employment

Goal: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

Refer to the response for description for the Goals and Priorities, specifically (I)(1).

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The priorities and goals were based on input received from stakeholder public forums, WIOA, collaboration with the California Workforce Development Board and the preliminary results of the Comprehensive Statewide Needs Assessment.

The Youth priority and its corresponding goals, as defined by WIOA, addresses both youth with disabilities (14 through 24 years old) and students (16 through 21 years old) with disabilities, as students may be youth but not all youth may be students. The second Youth goal is specific to Pre-Employment Transition Services.

The Business Engagement priority and its corresponding goals focuses on business engagement and partnerships and on career pathways and sector needs at the local and regional level.

The Capacity Building priority and its corresponding goal focuses on building and broadening capacity within CDOR and core programs to serve individuals with disabilities.

The Competitive Integrated Employment priority and its corresponding goal focuses on increasing competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

The CDOR's performance in 2014 and 2015 regarding VR and Supported Employment outcomes, advancing accessibility and equality, and delivery system and administration operations improvements informed the development of the priorities and goals for the 2016 - 2020 VR Services Portion of the Unified State Plan. The CDOR and SRC jointly developed the 2016 - 2020 priorities and goals to ensure the VR and Supported Employment programs are in alignment with WIOA and include transition services for youth, business engagement, program partnerships and competitive integrated employment.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Refer to the response for description for the Goals and Priorities, specifically (I)(3)(A).

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

Description of Priority Categories

Under the Order of Selection process, California has three priority categories in the following order: Priority Category 1, Individual With A Most Significant Disability; Priority Category 2, Individual With A Significant Disability; and Priority Category 3, All Other Eligible Individuals with Disabilities.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and duration of the services to identify the level of significance of disability. Factors that cannot be used in determining the Level of Significance of Disability of eligible individuals include: residency, type of disability, age, race, color, or national origin, referral source, type of expected employment outcome, need for or anticipated cost of specific VR services required for an individual's plan for employment, nor an individual's or family's income level. The Level of Significance of Disability is used to determine the applicable Order of Selection priority category.

B. THE JUSTIFICATION FOR THE ORDER.

Since 1995, CDOR has operated the VR program under a Declaration of Order of Selection due to inadequate resources to provide VR services to all individuals with disabilities in California. Annually, CDOR reviews projected resources and projected costs for each state fiscal year, which starts July 1

and ends June 30, as provided by California Code of Regulations, title 9, section 7052(a), and determines whether the projected resources continue to be inadequate to meet all the projected costs for state fiscal year. If projected resources remain inadequate to provide VR services to all individuals with disabilities in California, a new Order of Selection is issued, before June 30, informing the public that projected resources are not adequate to serve all eligible individuals, and lists the priority categories which can be served during the next state fiscal year.

Priority Category 1: Individual With A Most Significant Disability

An individual with a disability who has a serious limitation in terms of employment in at least four functional capacity areas; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities.

Priority Category 2: Individual With A Significant Disability

An individual who the Social Security Administration has determined is eligible for Social Security benefits as a result of a disability or blindness; or, an individual who meets the following three criteria: has a serious limitation in terms of employment in at least one functional capacity area; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities resulting from another disability or a combination of disabilities as determined by the basis of an assessment for determining eligibility and VR needs to cause comparable substantial functional limitation.

Priority Category 3: All Other Eligible Individuals with Disabilities

An individual with a disability who has at least one limitation in terms of employment in any functional capacity area; and, is not expected to require multiple VR services over an extended period of time.

C. THE SERVICE AND OUTCOME GOALS.

Service and Outcome Goals

During FFY 2016, CDOR estimates it will serve approximately 111,000 individuals with disabilities who will meet the Order of Selection policy. The total spending for all consumers served is estimated at $181,557,000. CDOR estimates 13,909 individuals will be Closed-Rehabilitated, of which 4,847 will be in Priority Category 1, 9,002 will be in Priority Category 2, and 60 will be in Priority Category 3.

FFY 2016 Estimated Service Numbers and Outcome Goals

Priority Category 1

Number Served - 58,942

Closed Rehabilitated - 4,847

Closed Other - 6,810

Months In Plan To Closure - 22

Cost of Services - $104,515,470

Priority Category 2

Number Served - 51,826

Closed Rehabilitated - 9,002

Closed Other - 18,413

Months In Plan To Closure - 23

Cost of Services - $76,441,530

Priority Category 3

Number Served - 500

Closed Rehabilitated - 60

Closed Other - 150

Months In Plan To Closure - 28

Cost of Services - $600,000

Totals

Number Served - 111,268

Closed Rehabilitated - 13,909

Closed Other - 25,373

Months In Plan To Closure - n/a

Cost of Services - $181,557,000

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

During FFY 2017, CDOR estimates it will serve approximately 112,000 individuals with disabilities who will meet the OOS policy. The total spending for all consumers served is estimated at $184,057,000. CDOR estimates 14,009 individuals will be Closed-Rehabilitated, of which 59,342 will be in Priority Category 1, 52,176 will be in Priority Category 2, and 550 will be in Priority Category 3.

FFY 2017 Estimated Service Numbers and Outcome Goals

Priority Category 1

Number Served - 59,342

Closed Rehabilitated - 4,877

Closed Other - 6,810

Months In Plan To Closure - 22

Cost of Services - $105,930,670

Priority Category 2

Number Served - 52,176

Closed Rehabilitated - 9,062

Closed Other - 18,413

Months In Plan To Closure - 23

Cost of Services - 77,466,330

Priority Category 3

Number Served - 550

Closed Rehabilitated - 70

Closed Other - 150

Months In Plan To Closure - 14

Cost of Services - $660,000

Totals

Number Served - 112,068

Closed Rehabilitated - 14,009

Closed Other - 25,373

Months In Plan To Closure -n/a

Cost of Services - $184,057,000

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

Refer to the table in the response for the Order of Selection, specifically description (m)(1)(c).

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Priority of Order of Selection Categories

The CDOR formally notifies all VR program applicants of their Order of Selection Priority Category in writing. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1, 2 and 3 who apply on or before June 30, 2016, including individuals who are on the Waiting List.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

New WIOA Order of Selection Language

New language (as follows) was added by WIOA regarding the Order of Selection: “If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.” The CDOR is examining the impact of such a policy change to programs and existing resources and will revisit this option during the two-year revision of the program years 2016 - 2020 State Plan. At this time, CDOR has elected to not alter the existing Order of Selection policy to allow provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

CDOR Response: Goals and Plans for Distribution of Title VI, Part B Funds. CDOR will utilize an estimated $2,759,000 in funds received under the Rehabilitation Act Title VI, Part B to provide Supported Employment services for eligible individuals with most significant or significant disabilities. In accordance with WIOA, 50 percent of the funding received is designated for transition-aged youth with the most significant disabilities. During FFY 2016, CDOR anticipates 2,460 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 500 consumers that are youth with the most significant disabilities will receive Supported Employment services and be funded from Title VI, Part B funds. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of the remaining consumers determined eligible and in need of Supported Employment services.

The CDOR's goal for Title VI, Part B funds is identified in the response for Description (l) - State Goals and Priorities under the competitive integrated employment priority: "Goal: increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved."

The actions that will be used to advance competitive integrated employment of consumers receiving Supported Employment services include:

• Coordinating with CDOR Districts to identify outreach strategies and procedures to unserved and underserved populations including minority groups, transition-aged youth with disabilities, and individuals in rural areas who may be eligible for Supported Employment services.

• Exploring natural supports as a source for extended services.

• Identifying additional funding sources for extended services.

• Working collaboratively with all extended service providers, including employers.

The CDOR's collaboration efforts regarding Supported Employment services and extended services are identified in the response for Description (f) - Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Collaboration with Schools Regarding Required Documentation Specified in Section 511 Regarding Career Exploration Activities for Individuals Considering Sub-Minimum Wage Employment

The CDOR is working closely with the California Department of Education and the Department of Developmental Services on the "Competitive Integrated Employment Blueprint for Change." The overarching goal of the Blueprint is to increase employment outcomes for adults and youth with developmental and intellectual disabilities. Strategies include local level collaboration and the development of Local Partnership Agreements that address joint actions to support competitive integrated employment. These actions include, but are not limited to: a) communication with local educational agencies about the requirements to document Pre-Employment Transition Services for students with disabilities prior to beginning employment at subminimum wage; and, b) exploring an interagency data sharing agreement. The intent is to use existing processes or develop new processes to collaborate with schools and obtain the required documentation in a manner that recognizes the unique needs and resources of each local partnership.

Are there youth with other disability types that need supported employment services and extended services that are not met under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.)?

While the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) funding is a primary source of extended services for youth with developmental and intellectual disabilities in California, CDOR is continuing to evaluate the need for Supported Employment services and extended services for youth with other disability types (e.g, mental health disabilities, traumatic brain injuries, etc.). In the interim, CDOR intends to provide VR services to youth with other types of disabilities, as appropriate, who are not eligible for habilitation services under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.).

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

In regards to leveraging other public and private funds to increase resources for extended services and expanded Supported Employment opportunities for youth with the most disabilities, California is unique in that through the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.), the California Department of Developmental Services provides extended services.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Refer to the response for Goals and Plans for Distribution of Title VI funds, specifically description (n)(2)(A).

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

CDOR Response: State's Strategies. CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for Description (l) - State Goals and Priorities. These program goals and objectives represent CDOR's approach to serving youth, expanding business engagement, enhancing capacity building, and increasing competitive integrated employment. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide needs assessment are identified below.

CDOR Priority: Youth

Goal 1: Increase opportunities and outcomes for training and employment services for youth with disabilities.

Objective 1.1: By June 30, 2017, provide 2,000 additional students with competitive integrated work experience placements with employers at an average of 100 hours per student for Pre-Employment Transition Services. (Note - this is a new objective and CDOR does not yet have an established baseline).

Strategies:

• The CDOR's Cooperative Programs Section, Contracts and Procurement Section, and the CDOR Districts will collaborate to add Pre-Employment Transition Services into the Transition Partnership Programs contracts.

• The CDOR's Cooperative Programs Section will oversee work experience placements for eligible youth through monitoring of contracts developed with program partners.

• The CDOR will contract for approximately $4.0 million dollars to Local Education Agencies for direct funding of work experience placements for eligible students.

• The Local Education Agencies will provide real work experience opportunities to youth in a variety of settings and types of jobs in the community and on campus.

• The CDOR will establish business partnerships on a continual basis to provide opportunities for youth including situational assessments, job shadowing, trial work experience, volunteer work, nonpaid work experience, paid work experience, on the job training, and employment.

• At the local level, with a focus on youth, develop employer outreach materials, facilitate informational interviews and participate in job fairs.

• The CDOR will engage in outreach activities to market the services available for students with disabilities, such as attending Local Education Agencies parent meetings and discussions with Local Education Agencies administrators.

Goal 2: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

Objective 2.1: By June 30, 2016, conduct a needs assessment in each CDOR District, focused on outreach to schools without a Transition Partnership Program that provide services to Pre-Employment Transition Services-eligible youth to identify service gaps and the number of unserved students.

Strategies:

• The CDOR's Cooperative Programs Section will collaborate with CDOR's District Administrators to design the needs assessment.

• The CDOR's Cooperative Programs Section will collaborate with the VRSD teams and field offices to conduct the needs assessment and summarize the results.

Objective 2.2: By June 30, 2018, CDOR will develop a process that schools can use to identify eligible students, make referrals, and conduct outreach.

Strategies:

• The CDOR will develop strategies for conducting outreach to eligible students through multiple and emerging modalities.

• The CDOR Districts will develop local processes for high schools to make referrals for eligible students.

• VR staff will participate in Individualized Education Program meetings when invited and will be encouraged to visit campuses to provide information about CDOR, conduct outreach, make referrals and identify students.

• The CDOR will conduct an outreach campaign to inform Transition Partnership Program recipients, Local Education Agencies, and other program partners serving eligible students on the definition and requirements of Pre-Employment Transition Services.

• The CDOR will disseminate information on VR services to students with disabilities through written communications, Individualized Education Program meetings, and one-on-one conversations.

• Through the existing Transition Partnership Programs contracts and new youth employment initiatives, CDOR will conduct outreach to develop new opportunities for the provision of work experience services and permanent employment opportunities.

Goal 3: Increase coordination of services between CDOR and other partners to support youth with disabilities.

Objective 3.1: By June 30, 2017, release approximately $1.0 million dollars in Request for Proposals for self advocacy training, as well as summer youth employment readiness and work experience training.

Strategies:

• Provide public information about the availability of Request for Proposals when they are released.

• Conduct research on best practices for self advocacy training, summer youth employment readiness and work experience training models.

• CDOR's Cooperative Programs Section, Contracts and Procurement Section, and Districts will collaborate to issue and administer the Request for Proposals.

• The CDOR and Local Education Agencies will continually coordinate with the Local Workforce Development Board Youth Councils to participate in summer and year-round youth programs.

• As students training (or working at) work sites through unpaid or paid work experiences and employer paid jobs near the "ready for hiring" process, students will be provided additional services to facilitate placement in permanent competitive integrated employment.

CDOR Priority: Business Engagement

Goal 4: Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Objective 4.1: By June 30, 2018, develop relationships and provide direct services to at least 100 new business partners. (Note - this is a new objective and CDOR does not yet have an established baseline).

Strategies:

• Develop a “menu” of CDOR services to be used by CDOR staff when conducting outreach to local business partners.

• Coordinate with the local Workforce Development Boards when conducting outreach to local business partners.

• Identify other stakeholders, such as local business associations, to partner with for outreach efforts.

• Develop an online service request system for businesses.

• Identify and approach businesses that have public contracts with requirements for the hiring of individuals with disabilities.

• Support the recruitment of job seekers with disabilities through direct referral from CDOR offices and through the Talent Acquisition Portal online job matching system.

• Serve as a resource to the local Workforce Development Boards, America’s Job Center of California, and core partners to support the hiring, retention and promotion of adults and youth with disabilities.

• Provide Disability Awareness and or Windmills trainings to private and public employers.

• Continue to provide outreach, education, and technical assistance to state and federal employers with the purpose of increasing the number of people with disabilities that they hire.

• Continue engaging business partners with marketing materials to provide information on Section 503.

Goal 5: Promote participation in career pathways (which are multi-entity, partnership efforts) to meet business sector and consumer employment needs.

Objective 5.1: By June 30, 2018, develop at least two pilot partnerships with businesses focused on using sector strategies to meet business sector and consumer employment needs.

Strategies:

• Work up-front with businesses to determine local hiring needs and design training programs that are responsive to those needs.

• Measure and evaluate employment and earnings outcomes in different sectors and with different businesses to identify potential pilot partners.

• The CDOR will provide information to direct service providers and program partners on the career pathways model for the purpose of supporting consumers in obtaining employment that meets market sector needs.

Objective 5.2: By January 2017, provide field guidance to CDOR Districts on how to use current local and regional labor market data during the consumer planning and placement process.

Strategies:

• Host quarterly statewide (or regional) calls addressing different sectors (e.g. finance, transportation, healthcare) with businesses and CDOR staff.

• During the calls, have discussions about career pathway options within those businesses to educate CDOR staff.

• The CDOR's Workforce Development Section in collaboration with the staff will recruit business partners for participation in the calls.

• Work in collaboration with the California Employment Development Department, local Workforce Development Boards, America's Job Center of California, and the Chambers of Commerce and economic development agencies to provide labor market information and identify areas for competitive integrated employment.

CDOR Priority: Capacity Building

Goal 6: Establish or enhance partnerships with the WIOA core programs to improve service delivery for adults and youth with disabilities.

Objective 6.1: By June 30, 2018, develop and implement a work plan to enhance the WIOA core program partner's capacity to serve individuals with disabilities.

Strategies:

• Conduct focus groups to solicit feedback about what the partners think is needed to enhance services for people with disabilities.

• Develop a CDOR referral form and referral process for the America's Job Centers of California.

• Provide training to local America's Job Center of California staff on topics such as: CDOR services; eligibility; job placement; case management; benefits counseling; job readiness and soft skills; disability awareness and etiquette; hiring persons with disabilities; disability disclosures; competitive integrated employment; customized employment; assistive technology; and, reasonable accommodation.

• Provide tools and resources to the WIOA core programs serving individuals with disabilities such as accommodations for individuals who are blind and visually impaired or deaf and hard of hearing.

• Identify the single point of contact for all local WIOA core program partners.

Objective 6.2: By June 30, 2018, develop and implement a work plan to leverage partnerships with WIOA core program partners to increase CDOR's capacity to serve consumers.

Strategies:

• Develop a CDOR resource guide that includes information about the WIOA core program partners including their services and resources.

• Share data outcomes with the local America's Job Centers of California, such as the number of referrals, Individualized Plans for Employment developed and closures.

• Increase and maintain communication with the WIOA core program partners about policies, procedures, and outcomes.

• Assess each CDOR District's unserved and underserved populations and use this information as a strategy to leverage partnerships.

• CDOR Districts to have reoccurring meetings with the WIOA core program partners to identify issues and implement solutions.

• Provide training and educational opportunities including, but not limited to, webinars, on-line instruction, classroom training, presentations, workshops, fairs, and events in the areas of disability employment, physical access, program access, and digital access.

• Increase technical assistance and informational responses for WIOA core program partners in the areas of disability employment, physical access, program access, and digital access.

CDOR Priority: Competitive Integrated Employment

Goal 7: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

Objective 7.1: By June 30, 2018, implement a statewide cross-departmental partnership for increasing competitive integrated employment opportunities, outcomes and supports for adults and youth with disabilities.

Note: The first five strategies listed below are activities included in the proposed Competitive Integrated Employment Blueprint for Change titled "Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California - Real Work for Real Pay in the Real World." The Blueprint is a proactive interagency plan between CDOR, the California Department of Education and the California Department of Developmental Services. It is anticipated that the Blueprint will be finalized in the summer of 2016. Although the primary focus of the Blueprint is individuals with intellectual disabilities and developmental disabilities, the Blueprint efforts will benefit the disability community at large.

Strategies:

• Continue coordination and collaboration with the California Department of Education and the California Department of Developmental Services as outlined in the Blueprint to prepare and support all individuals with intellectual and developmental disabilities who choose competitive integrated employment.

• Promote collaboration at the local level and develop local partnership agreements between CDOR Districts, local education agencies, and the California Department of Developmental Services-funded local regional centers that address competitive integrated employment.

• Improve data collection and sharing between CDOR, the California Department of Education, and the California Department of Developmental Services.

• Hold stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.

• Amend the current Interagency Agreements between CDOR, the California Department of Education, and the California Department of Developmental Services to include an emphasis on competitive integrated employment and local linkages, as referenced in the Blueprint.

• Consistent with WIOA Section 511, the new VRSD teams will support competitive integrated employment consistent with WIOA and will provide additional career counseling services. The career counseling services will be delivered in a manner that facilitates independent decision making and informed choice as the individual with a disability makes decisions regarding employment and career advancement activities.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

The Assistive Technology Act of 1998, as amended in 2004, funds each state and U.S. territory to provide Assistive Technology services. In California the program is the Assistive Technology Unit, which is housed within CDOR and funded by a federal grant through the U.S. Department of Health and Human Services' Administration for Community Living. To implement the required services, CDOR contracts with the California Foundation for Independent Living Centers to provide Assistive Technology services statewide to assist individuals with disabilities to live independently and participate in the community. Through these activities, as detailed below, CDOR assures coordination with Assistive Technology programs.

The CDOR provides Assistive Technology services and devices for applicants and consumers based on their need at each stage of the rehabilitation process, from initial interview through case closure and post-employment services to help achieve their employment goal. Assistive Technology services include providing devices, equipment, hardware, and, or, software to promote greater independence. CDOR informs applicants and consumers about their rights and remedies for decisions made regarding Assistive Technology services and devices.

To educate VR Counselors, Service Coordinators, and Employment Coordinators about Assistive Technology options for applicants and consumers, CDOR offers a Rehabilitation Technology two-day training class at least once per year. This training includes reviewing the different types of assistive devices available to consumers, and where and how to obtain appropriate assessments

and recommendations for these devices. A statewide CDOR Assistive Technology Services Coordinator is available to assist CDOR staff with technical assistance and guidance.

Through a statewide contract, CDOR also provides Assistive Technology services through the California Assistive Technology Systems, a statewide program federally funded through the Assistive Technology Act of 1998, as amended in 2004 including:

• Device Loan Program: Short-term loans can be provided up to one month to qualifying individuals and can be renewed.

• Device Reutilization Program: A web-based program for individuals and organizations to list assistive technology devices for sale. There are five centers providing reused equipment to their communities at low or no cost.

• Assistive Technology and Transportation Loan Guarantee Program: An individual with a disability, family member or legal guardian of a child with a disability, and an employer (only for the Assistive Technology Loan Program) can apply for a loan to purchase a vehicle, modifications for a vehicle, Assistive Technology services and devices.

Individuals with disabilities can access CDOR's Internet website for information on Assistive Technology program resources and services. To address ongoing issues with timely delivery of Assistive Technology goods and services for consumers, CDOR worked with the California Department of General Services to streamline the procurement process. In 2013, CDOR negotiated a contract with the California Department of General Services to streamline the process of procuring assistive technology goods and services through the State Price Schedule. CDOR also created an Assistive Technology vendor website where field staff can search for and select products and services for consumers. CDOR continues to evaluate ways to increase the number of vendors and the timeliness of services to meet consumer Assistive Technology needs. CDOR continues to identify improvements to assistive technology processes, including upgrading the Assistive Technology vendor website to make it easier to use, providing training to field staff and vendors, and addressing focused concerns regarding use of the State Price Schedule for purchases for individuals with particular physical impairments.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

Through the Comprehensive Statewide Needs Assessment, as identified in Description (j) - Statewide Assessment, CDOR conducts an assessment on the level of its outreach to individuals with disabilities, including those who are minorities, with the most significant disabilities to determine who may be unserved or underserved by the VR program.

Based on the assessment, strategies to better serve consumers who may be from unserved or underserved minority groups are shared with staff. For example, CDOR established bi-monthly meeting taskforces to address the needs, barriers, and services deficits of individuals with disabilities who are Asian American, African American, and Hispanic. CDOR also established the Diversity and Inclusion Advisory Committee to conduct outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order

to meet consumer needs. The Diversity and Inclusion Advisory Committee meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team. To enhance CDOR's ability to reach out to individuals with disabilities, consumers, and stakeholders electronically, CDOR maintains Facebook, Twitter, You Tube, Vimeo, and Intranet and Internet websites. Through these sites, CDOR provides information about current events, resources, consumer highlights, and VR services for staff, consumers, and the public. To promote deaf awareness and sensitivity, CDOR provides annual training to VRSD team members on how to effectively serve individuals who are deaf, hard of hearing, late-deafened, and deaf-blind.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

Refer to the "Youth" priority, goals, objectives and strategies in the response for Description (o)(1) - State's Strategies.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The CDOR continues to implement plans to establish, develop, and improve CRPs that address the needs of consumers. Efforts continue to take place to identify improvements to CDOR program evaluation processes for CRPs. Established in 2012, CDOR created a review process to create consistency and increase efficiencies, particularly for CRPs receiving payments to provide CDOR services to applicants and consumers under different VR and Supported Employment programs. CDOR continues to evaluate the effectiveness of the review processes and update the master program review calendar each year.

The CDOR's Community Resources Development Section continues to update and use the Rehabilitation Resources Directory, an online resource on CDOR's website that provides users with complete information about CRPs throughout California. CDOR's Community Resources Development Section is updating the CRP Vendorization and Certification Guidelines with information on Pre–Employment Transition Services and Customized Employment WIOA services. In early 2014, a proof of concept titled "Placement Plus" was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR's current efforts to redesign employment services statewide.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

In FFY 2015, CDOR passed performance indicators 1.1, 1.2, 1.3, 1.4, 1.6, and 2.1, but experienced challenges in meeting performance indicator 1.5., Average Hourly Earnings.

The performance indicators under WIA will remain in effect until the new performance indicators, under WIOA, go into effect July 1, 2016. Until that time, CDOR will implement current and new strategies to improve performance, including: monthly monitoring of performance indicator data;

attend California Model Employer Initiative meetings in order to increase the number of individuals with disabilities in state employment; identify and implement improvements in furtherance of the state's "Employment First" policy to gain integrated competitive wages for persons with intellectual and developmental disabilities; increase jobs-driven employment and consumer self-sufficiency for consumers who are job ready through work incentives planning; establish new partnerships with employers through the National Employment Team; maximize the use of Talent Acquisition Portal, an online system which includes both a national talent pool of VR candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities, to link job ready consumers with employers; and, enhancement of staff training curriculums to include the use of social media strategies and the electronic job application process. These efforts are expected to contribute towards passing the performance indicators in FFY 2016.

Local Partnerships

The CDOR will partner with the local Workforce Development Boards and America's Job Center of California. CDOR Central Office staff will provide support to the CDOR District Administrators and local Team Managers as they implement the priorities and strategies at the local level. CDOR will also coordinate with the California Workforce Development Board to develop local and regional level Memorandum of Understandings for the America's Job Center of California.

WIOA Performance Measures

The CDOR will utilize an updated Accessible Web-based Activity Reporting Environment system to collect some of the data needed to calculate the WIOA performance measures. The data will be collected and entered by VRSD Teams located throughout California. Wage data is currently (and will continue to be) collected through an Interagency Agreement with the California Employment Development Department. CDOR may also partner with the California Employment Development Department or the California Department of Education to collect postsecondary credential or diploma or its recognized equivalent. CDOR will report individual consumer record data quarterly through the report titled "Rehabilitation Services Administration-911" as required by WIOA.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

The CDOR's Director is a member of the WIOA Implementation Work Group, which is responsible for a collaborative approach on how to adequately implement WIOA. The WIOA workgroup includes state department heads who are experts in policy, education, and employment. CDOR collaborates with the California Workforce Development Board as an active partner with the 49 Local Workforce Development Boards, and has contracts with the America's Job Center of California for co-locating staff, and collaborates with the following agencies within the workforce investment system to meet consumer need:

California Department of Education

See Description (f) under "California Initiatives".

Chancellor's Office of the California Community Colleges

The California Community Colleges offers academic and vocational education at the lower division level for both younger and older students, including those persons returning to school. Potentially eligible students are referred to CDOR for eligibility determination and, if appropriate, services.

UC Regents

The UC provides services to students who are CDOR consumers with disabilities.

The California Association of Student Financial Aid Administrators

The California Association of Student Financial Aid Administrators supports mutual students who are consumers with disabilities to achieve their educational goals leading to employment. Guidelines are established for joint financial support of CDOR student consumers in the California post-secondary educations system.

Sycuan Inter-Tribal Vocational Rehabilitation Program

The Sycuan Inter-Tribal Vocational Rehabilitation Program implements effective liaison, outreach, referral, and VR service delivery for Native American people with disabilities living on or near reservations in San Diego County.

CSUs

The CSU campuses refer appropriate student to CDOR for eligibility determination and if qualified for services. CDOR will refer appropriate consumers to the CSU as part of the consumer's Individualized Plan for Employment.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The CDOR will achieve its priorities and goals as identified in Description (l) - State Goals and Priorities. In addition, CDOR continues to establish initiatives and continuous improvement efforts designed to improve service delivery, outreach, and administrative business operations.

In addition, refer to the response for description (o)(1), specifically - CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for Description (l) - State Goals and Priorities. These program goals and objectives represent CDOR's approach to serving youth, expanding business engagement, enhancing capacity building, and increasing competitive integrated employment. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide needs assessment are identified below.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The CDOR will use Section 110 funds of the Rehabilitation Act towards improvements to the Accessible Web-based Activity Reporting Environment case management and financial modules and to support the activities of the SRC.

Accessible Web-based Activity Reporting Environment

Working closely with the Accessible Web-based Activity Reporting Environment vendor, CDOR will implement enhancements for the case services and financial modules to continuously improve the user interface and provide a more streamlined business process. On September 2, 2015, Accessible Web-based Activity Reporting Environment update 5.17 was implemented. Future releases are under development and will include new features for WIOA reporting requirements.

State Rehabilitation Council

Section 110 funds will be used to support SRC travel and administrative costs. The SRC meets at least eight times a year as a full council or for executive planning. The SRC is a partner with CDOR in major programs, policies, and projects including the State Plan, Comprehensive Statewide Needs Assessment, and Consumer Satisfaction Survey.

In addition to the activities supported by Section 110 funds, CDOR has several additional innovation and expansion activities taking place. Examples include:

California Department of Human Resources Core Group and Workgroups

The CDOR is participating in the California Department of Human Resources' Core Group and Workgroups which will increase the number of persons with disabilities working in state service; improve the reasonable accommodation process to enable employees with disabilities to work more effectively; and will enhance promotional opportunities.

Consumer Highlight Campaign

The CDOR's Consumer Highlight Campaign is designed to increase the visibility of the Department, highlight the work of CDOR staff and consumers, and showcase CDOR's contributions to the community. Key elements of the campaign include brief audio interviews with present and former consumers, their friends and family, CDOR staff, and other community members; a rolling blog housing the audio interviews accompanied by a picture and written synopsis; media pitches and social media spotlights.

District Quality Assurance Project

The CDOR established the District Quality Assurance Project to support operational excellence and quality service delivery through the provision of management tools, activities and resources for performance management, quality assurance and oversight of districts. Notably, a District Management Portal was created on CDOR's Intranet to provide tools and resources for CDOR management and staff on the Accessible Web-based Activity Reporting Environment, benefits planning, case management, communication, desk manuals, fair hearings, regulations, the California Rehabilitation Administrative Manual, and tracking and monitoring supports.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The CDOR's policy is to serve all qualified individuals with a disability without discrimination based on their protected status, including: physical or mental disability, age, sex, color, ethnic group, race, national origin, ancestry, religion, medical condition, sexual orientation, or marital status. Through CDOR's Comprehensive Statewide Needs Assessment, potential barriers and strategies identified in the response for Description (j) - Statewide Assessment.

• The need for closer coordination, cross referrals, and cross training between CDOR VRSD teams, vendors, and WIOA program partners.

• Awareness of VR services and benefits of receiving services, particularly in the Asian American, Hispanic, and Latino communities.

• The need for more service delivery models that address the unique needs of youth and students with disabilities.

In compliance with Section 427 of the U.S. Department of Education's General Education Provisions Act, CDOR continuously plans to identify and provide services to individuals with disabilities to ensure equitable access to and participation in VR and Supported Employment services. As outlined in the strategies described above and the recommendations in Description (j) - Statewide Assessment, to overcome identified barriers and ensure equal access to all individuals with disabilities, CDOR will:

• Undertake capacity building of internal resources, vendors, and of WIOA program partners through cross training, entering into more formalized partnerships, establishing more regular communication opportunities, and developing systems for sharing data.

• Conduct outreach through a variety of modalities and languages, directly and indirectly through program partners, while continuously assessing which communities continue to be unserved or underserved.

• Conduct assessments, provide training, establish new partnerships, and develop new services with the aim of addressing the Pre-Employment Transition Services needs of youth and students with disabilities.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

FFY 2014 CDOR Response: Evaluation and Reports of Progress. CDOR, jointly with the SRC, established three program goals for FFY 2014. These program goals were developed based on information from the Comprehensive Statewide Needs Assessment, requirements related to the federal Standards and Performance Indicators, CDOR's 2013-2018 Strategic Plan, and stakeholder input. The information below provides an evaluation of both the VR and Supported Employment goals (in particular, reference Objective 1.2 for Supported Employment).

FFY 2014 STATE PLAN PROGRAM GOALS

Program Goal 1: Increase the quality and quantity of VR and Supported Employment outcomes for CDOR consumers, including unserved and underserved individuals with disabilities.

Objective 1.1: By September 30, 2014, increase the number of applications for individuals with Autism Spectrum Disorder and Acquired Brain Injury and Traumatic Brain Injury by one percent over the FFY 2013 level.

FFY 2014 target: 842 Autism Spectrum Disorder and 392 Acquired Brain Injury and Traumatic Brain Injury

FFY 2014 achieved: 1,415 Autism Spectrum Disorder and 410 Acquired Brain Injury and Traumatic Brain Injury

Objective 1.2: By September 30, 2014, increase the number of successfully rehabilitated Supported Employment consumer case closures by two percent over the FFY 2013 level.

FFY 2014 target: 1,443 consumers

FFY 2014 achieved: 1,552 consumers

Objective 1.3: By September 30, 2014, increase the median hourly wage of consumers achieving competitive integrated employment by five percent to increase placement outcomes in higher-wage positions.

FFY 2014 target: $10.50

FFY 2014 achieved: $9.90

Objective 1.4: During FFY 2014, reduce the number of cases closed from "Service-Status" to "Closed-Other" with a closure outcome description of "Other Than Rehabilitated" and the reason description of "Unable to Locate, Contact or Moved" by 25 percent under the FFY 2013 level.

FFY 2014 target: 3,130 outcomes

FFY 2014 achieved: 3,948 outcomes

Program Goal 2: Advance accessibility and equality to improve opportunities for individuals with disabilities to achieve their employment goals and independence.

Objective 2.1: By September 30, 2014, make Assistive Technology Network and Assistive Technology Loan Guarantee Program information available to all applicants and consumers.

FFY 2014 target: Meet by September 30, 2014

FFY 2014 achieved: Partially met by September 30, 2014

Objective 2.2: By September 30, 2014, improve the Soft Skills Training curriculum and instructional delivery provided by the Staff Development Unit.

FFY 2014 target: Meet by September 30, 2014

FFY 2014 achieved: Met by September 30, 2014

Program Goal 3: Continuously improve the service delivery system and administrative operations to better serve consumers.

Objective 3.1: By September 30, 2014, implement VR Modernization project activities that will result in an improved VR and Supported Employment service delivery system.

FFY 2014 target: Meet by September 30, 2014

FFY 2014 achieved: Met by September 30, 2014

Objective 3.2: During FFY 2014, increase the response rate of the Consumer Satisfaction Survey by 15 percent over the 2012 level. Based on the mid-year 2013 estimate, the FFY 2014 projection is 1,457 surveys will be returned.

FFY 2014 target: 1,457

FFY 2014 achieved: 1,911

FFY 2015 CDOR Response: Evaluation and Reports of Progress. CDOR, jointly with the SRC developed, reviewed, and agreed to the State Plan Goals and Priorities for FFY 2015. The CDOR and the SRC agreed to maintain the three goals from FFY 2014. These goals were developed based on input received from stakeholder public meetings, Comprehensive Statewide Needs Assessment, Standards and Performance Indicators, Consumer Satisfaction Surveys, CDOR's 2013-18 Strategic Plan, and the results of monitoring activities on CDOR's operation and effectiveness received from oversight agencies.

FFY 2015 STATE PLAN PROGRAM GOALS

Program Goal 1: Increase the quality and quantity of VR and Supported Employment outcomes for CDOR consumers, including unserved and underserved individuals with disabilities.

Objective 1.1: By September 30, 2015, CDOR will increase the average hourly wage earned by consumers in competitive employment by 5% to improve placement outcomes in higher-wage positions. Based on FFY 2013 results of $11.76, the FFY 2015 average hourly wage is projected to be $12.35.

FFY 2015 target: $12.35 average hourly wage

FFY 2015 achieved: $12.46 average hourly wage

Objective 1.2: By September 30, 2015, increase the number of consumers achieving successful employment outcomes by 10%. Based on FFY 2013 results of 12,239, the FFY 2015 number of consumers achieving successful employment outcomes is projected to be 13,463.

FFY 2015 target: 13,463 consumers

FFY 2015 achieved: 13,416 consumers

Objective 1.3: Increase the number of successful employment outcomes for transition-age youth (age 16 to 24) with disabilities by 5%. Based on FFY 2013 results of 4,120, the FFY 2015 number of transition-age consumers achieving successful employment outcomes is projected to be 4,326.

FFY 2015 target: 4,326 consumers

FFY 2015 achieved: 4,494 consumers

Program Goal 2: Advance accessibility and equality to improve opportunities for individuals with disabilities to achieve their employment goals and independence.

Objective 2.1: By September 30, 2015, CDOR will provide work incentives and benefits planning services to 1,000 consumers on Supplemental Security Income and Social Security Disability Insurance.

FFY 2015 target: 1,000 consumers

FFY 2015 achieved: 1,247 consumers

Objective 2.2: By September 30, 2015, individuals with disabilities who gain state employment with a Limited Examination and Appointment Program certificate will increase by 30%. Based on FFY 2013 results of 344, the FFY 2015 number of individuals is projected to be 447.

FFY 2015 target: 447 individuals

FFY 2015 achieved: 575 individuals

Program Goal 3: Continuously improve the service delivery system and administrative operations to better serve consumers.

Objective 3.1: By September 30, 2015, Team Employment Coordinator and Service Coordinator academies will be implemented.

FFY 2015 target: Meet by September 30, 2015

FFY 2015 achieved: Met by September 30, 2015

Objective 3.2: By September 30, 2015, reduce the timeline from CDOR receipt of an acceptable vendor invoice to payment by the State to 30 calendar days.

FFY 2015 target: 30 calendar days

FFY 2015 achieved: 36 calendar days

Factors Contributing to the Achievement of VR Goals

In FFY 2014, CDOR was successful in achieving Goal 3. Factors that contributed to the success included:

• CDOR communication through internal and external websites.

• Stakeholder meetings on the VRSD team model implementation.

• The VRSD model cultivated a team environment with standardized practices.

• The Consumer Satisfaction Survey increased response rate is attributed to reminder letters that were sent out to consumers.

• Enhanced communications with the district staff.

In FFY 2015, CDOR was successful in achieving Goal 2, and was partially successful in meeting Goals 1 and 3. Factors that contributed to the success included:

• Employment Coordinators served as a “single-point-of contact” for employers and or were registered with the Talent Acquisition Portal and have leveraged relationships with local employers to enhance consumer placements.

• CDOR staff locally and statewide increased collaboration efforts with large and medium sized businesses. CDOR, in collaboration with local businesses, developed 419 On-The-Job training agreements.

• CDOR management and District Administrators receive monthly case movement and monitoring performance reports that provide status updates and ensure prompt case movement.

• CDOR convened a statewide Business Partner Forum and supported local Job Placement Circles where employers seeking candidates with specific skills, qualifications and experience are matched with job-ready consumers.

• CDOR collaborated with the California Department of Education, Community Colleges Chancellor's Office, CSU, and UC Offices to address the educational and training needs and developed strong relationships with the Social Security Administration, Work Incentives Planning and Assistance Projects, and CRPs.

• Best practices were developed to ensure that Work Incentives Planners were successfully integrated into the CDOR teams, who worked closely with counselors to identify strong candidates for enrollment into Work Incentives Planning services.

• CDOR worked with transition-age youth to increase work experience opportunities through work training and internship programs.

• CDOR collaborated with Local Education Agencies through third party cooperative arrangements to provide work experience, employment preparation, and job placement and retention services to transition-age youth with disabilities.

• Improved case management system.

• Comprehensive benefits summary and analysis and other deliverables were provided to enrolled consumers to make an informed choice about employment with a full understanding of how it may impact their benefits.

• The California Department of Human Resources merged the traditional and Limited Examination and Appointment Program applicant list so hiring managers did not have to specially order the Limited Examination and Appointment Program applicant list. This provided more opportunities for Limited Examination and Appointment Program applicants to be engaged in the hiring process.

• CDOR provided Windmills and Disability Etiquette and Awareness training to State hiring managers.

• The California Department of Human Resources and the California State Personnel Board, in partnership with CDOR, co-sponsored a project designed to increase the number of persons with disabilities working in California state government and improve the reasonable accommodation process to enable employees with disabilities to work more effectively and enhance promotional opportunities.

• CDOR Staff Development Unit produced a new curriculum, the Service Team Academy Reference, designed to provide all VR team members with the knowledge and tools needed to effectively serve CDOR applicants and consumers under the VRSD model implemented by CDOR.

• As discussed in Description (i)(1)(A)(i), in FFY 2015, CDOR developed and implemented an evaluation and assessment plan to collect and analyze VRSD team data to measure the impact of the team approach and identify improvements on program design and implementation.

PERFOMANCE ON THE STANDARDS AND INDICATORS

In both FFY 2014 and 2015 (based upon preliminary data), CDOR met the federally-required performance for Evaluation Standard 1- VR's Impact on Employment and Evaluation Standard 2 - Equal Access Opportunity for Individuals of All Groups and Backgrounds.

To meet Evaluation Standards, federal regulations require VR agencies to pass at least four of the six performance indicators: Change in Employment Outcomes (1.1), Percent of Employment Outcomes (1.2), Competitive Employment Outcomes (1.3), Significance of Disability (1.4), Earnings Ratio (1.5), and Self-Support (1.6); and Minority Background Service Rate (2.1). Also, federal regulations require passing at least two of the three performance indicators 1.3, 1.4, and 1.5.

Strategies Contributing to the Successful Passing of Performance Indicators

In FFY 2014, CDOR passed performance indicators 1.1, 1.2, 1.3, 1.4, 1.6, and 2.1 and in FFY 2015 (based on preliminary data), the CDOR passed performance indicators 1.1, 1.3, 1.4, 1.6 and 2.1. CDOR credits its success to the combined efforts of CDOR staff and community providers. CDOR engaged in local partnerships with community partners to help provide VR services to consumers. These partners included third-party cooperative programs, CRPs, and Individual Service Providers who contributed to or supported the consumers' employment outcomes.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Factors Limiting the Achievement of VR Goals

In FFY 2014, CDOR had challenges in achieving Goals 1 and 2 due to the following:

FFY 2014 - Goal 1, Objective 1.3: By September 30, 2014, the median hourly wage of consumers achieving competitive integrated employment was not increased by five percent to increase placement outcomes in higher-wage positions.

The limiting factors to achieving Objective 1.3 include:

• CDOR convened the Business Partner Forum in October 2014. As this was the inaugural forum, actual business partner attendance was limited to only five partners.

• Due to limited staff resources, only new VR Counselors were trained on emerging labor market trends and job seeking strategies via the New Counselor Academy.

• Employer utilization of Talent Acquisition Portal was not commensurate with CDOR consumer enrollment levels.

• While Employment Coordinators continue to collaborate with the Workforce Development Section to coordinate employment resources and job opportunities for consumers via monthly conference calls, many Employment Coordinators are just now acclimating to their new roles. Employment Coordinators receive job-leads from large employers statewide via "Hot Jobs" and, or, direct email from the Workforce Development Section.

To improve on objective 1.3, CDOR's Staff Development Unit is currently engaged with enhancing appropriate staff training curriculums to also include the use of social media strategies and the electronic job application process.

FFY 2014 - Goal 1, Objective 1.4: During FFY 2014, CDOR did not reduce the number of cases closed from "Service-Status" to "Closed-Other" with a closure outcome description of "Other Than

Rehabilitated" and the reason description of "Unable to Locate, Contact or Moved" by 25 percent under the FFY 2013 level.

As an unplanned, and most likely a temporary consequence following VRSD implementation, due to team involvement, more consumer cases were identified and closed as "unable to locate, contact, or moved". This resulted in frequent attempts to reestablish contact which allowed for a timely determination that the consumer had moved, relocated or discontinued working on their VR program. Factors limiting the successful achievement of objective 1.4 included the vacancies of the Deputy Director and Assistive Technology staff positions within the Independent Living and Community Access Division and Assistive Technology Unit.

To improve on objective 1.4, CDOR will prepare the VRSD teams with training opportunities, resources, and tools to monitor the effectiveness of services delivery to consumers; and further improve communication between the VRSD team, consumers, service providers, employers and others, as appropriate, resulting in timely identification of consumers who have moved, discontinued participation in the VR process or who, due to non-responsiveness, are determined to have lost contact with CDOR.

FFY 2014 - Goal 2, Objective 2.1: CDOR was partially able to make Assistive Technology Network and Assistive Technology Loan Guarantee Program information available to all applicants and consumers by the goal date of September 30, 2014.

Factors limiting the complete achievement of objective 2.1 include the:

• Need to strengthen the structure of the Assistive Technology Advisory Committee.

• Lack of lender participation in CDOR's low-interest Loan Guarantee Program.

• CDOR does not engage in direct marketing of the Assistive Technology program, which created challenges for increasing the number of organizations that donated new assistive technology products and devices to the Assistive Technology Network; however, CDOR's subcontractor did engage in marketing activities as part of the Assistive Technology Act funding contract.

To improve on the partially met goal, CDOR is currently working to strengthen the structure and better define the purpose of the Assistive Technology Advisory Committee. The Assistive Technology Advisory Committee continues to be updated on current issues related to the Assistive Technology Network, WIOA and the status of the Loan Guarantee Program. In regards to the Loan Guarantee Program, CDOR has a strategy in place that will allow the Department to partner with lenders next year.

In FFY 2015, CDOR partially met Goals 1 and 3 due to the following limiting factors:

FFY 2015 - Goal 1, Objective 1.2: By September 30, 2015, CDOR increased the number of consumers successfully achieving employment outcomes to 13,416, nearly meeting the target of 13,463 consumers. Factors included:

• CDOR increased employment outcomes from FFY 2013 to FFY 2015 by 1,177 employment outcomes. This difference (47) represents a 0.3% objective shortfall.

• While CDOR developed 419 On-the-Job-Trainings in FFY 2015, efforts have been initiated to increase On-the-Job-Trainings utilization statewide. CDOR has drafted revised California Regulations to remove the dollar limit approval thresholds pertaining to On-the-Job-Trainings.

• CDOR has experienced significant Employment Coordinator turnover over the past 24 months. This turnover limits the availability of journey-level, well experienced staff that can work in support of consumer job search and placement. Furthermore, this limits the business relationship building and maintenance success of CDOR service delivery teams. Training and retaining qualified Employment Coordinators, whose primary responsibility is job development and placement, is a CDOR priority and steps, including the development of a comprehensive "certificate-type" training program are being taken. Additionally, CDOR is exploring opportunities to develop and implement a retention strategy for CDOR team Employment Coordinators.

• While the California economy continues to improve, entire regions (such as the California Central Valley and rural northern and eastern areas) continue to experience high unemployment rates. For example, in September 2015, the U.S. unemployment rate was 5.0%, California's rate was 5.5%, but, Fresno (8.0%), Merced (8.1%), Tulare (9.9%), Kern (8.3%) counties all had rates at or above 8%. Obtaining successful employment outcomes for individuals with significant disabilities in these areas continues to prove challenging.

FFY 2015 - Goal 3, Objective 3.2: By September 30, 2015, the CDOR decreased the average number of invoice processing days to a statewide average of 36 calendar days; however, CDOR did not fully achieve the statewide target goal of 30 calendar days.

The CDOR implemented the Centralized Invoicing Process statewide in November 2014. All vendor invoices for VR goods and services are now sent to and processed by District Operations Support staff, with support from the VRSD team who confirm that the goods and services were received. Within six months after implementation, CDOR significantly decreased the average number of processing days by 29% statewide. During the evaluation period, three Districts successfully achieved the 30 day target goal and all districts improved their invoicing timelines; and, between March and May 2015, six Districts achieved CDOR's 30 day target goal. As a result, the majority of vendors are receiving payments more quickly.

Typical internal and external factors that impact full achievement of the statewide target goal include:

• Staff vacancies and long-term absences and/or insufficient staff resources to process the volume of invoices received by the district.

• The complexity, accuracy, timeliness, and or completeness of the vendor invoices received.

• Delays in obtaining proper confirmation from vendors and/or consumers to verify the goods and services were received.

• Considerable learning curve required for staff to become proficient on invoice processing.

A monthly report is distributed to District managers to monitor timelines and promptly address any increases as needed. A majority of vendors provided positive feedback on the Centralized Invoicing Process, citing a smoother, more consistent process; increased responsiveness to vendor questions; faster payments; and the ability to email invoices and reports which saves time and money. Working collaboratively with our vendors, CDOR continues to identify innovative

opportunities and solutions to further enhance the invoicing process. For example, in October 2015, CDOR released vendor invoicing guidelines on its website to provide vendors with helpful, easy-to-navigate information and resources that facilitate timely invoice processing and payment. The Centralized Invoicing Process has positioned CDOR and its vendors to provide timely vocational rehabilitation services to Californians with disabilities on their path to meaningful employment and greater independence.

Factors Limiting the Successful Passing of Performance Indicators

In FFY 2014, CDOR was unable to pass 1.5. The State of California's Average Hourly Wage is $26.91. For consumers exiting CDOR, it was $11.81. Refer to the limiting factors outlined under FFY 2014 - Goal 1, Objective 1.3 for additional details.

In FFY 2015, CDOR was unable to pass 1.2 (Percent Employed) and 1.5 (Earnings Ratio). Based on preliminary data, CDOR did not pass Indicator 1.2. For consumers exiting CDOR after receiving services, 49.9% were assisted with achievement of a successful employment outcome. The CDOR continues to employ strategies leveraged through the Vocational Rehabilitation Service Delivery team model to keep consumers engaged in the VR process and thus, increase the percentage of consumers exiting the CDOR program with successful employment outcomes. Additionally, CDOR is developing training curricula specifically for Employment Coordinators with the goal of increasing employment outcomes and thus, 1.2 percentage.

In regards to Indicator 1.5 for FFY 2015, CDOR achieved a ratio of 0.453 due to the very high average hourly in California. Based on data from the California Department of Labor, the average hourly wage in California for 2015 was $27.53. The average hourly wage of CDOR consumers increased from $11.76 in 2013 to $12.46 (6.0%) in 2015. Progress in this area continues to be made, but it is notable that a large percentage of CDOR's consumers attain employment in entry-level or first-job positions making at or near the California Minimum Wage ($9 per hour in FFY 2015). This will continue to be the case, at least in the foreseeable future, as CDOR's continued focus remains on serving youth and students with disabilities. However, CDOR is and will continue emphasize supporting consumers in Science, Technology, Engineering and Math occupations, consistent with the WIOA. These positions, even at entry-level, could pay at or near the California average wage improving the overall earnings rate of CDOR consumers achieving an employment outcome.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

The Supported Employment goals are included within the VR goals - refer to the response for description (p)(1)(A).

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

The Supported Employment goals are included within the VR goals - refer to the response for description (p)(1)(B).

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

This information is not yet available - the performance indicators go into effect in July 2016.

Per WIOA, CDOR will report on the following new data requirements:

• The number of applicants and the number of individuals determined to be eligible or ineligible for the program carried out under this title, including the number of individuals determined to be ineligible (disaggregated by type of disability and age).

• The number of individuals with open cases (disaggregated by those who are receiving training and those who are in post-secondary education), and the type of services the individuals are receiving (including Supported Employment).

• The number of students with disabilities who are receiving Pre-Employment Transition Services under this title.

• The number of individuals referred to CDOR by America's Job Center of California operators and the number of individuals referred to such America's Job Center of California operators by CDOR.

• The number who ended their participation in the program carried out under this title and the number who achieved employment outcomes after receiving VR services and, for those who achieved employment outcomes, the average length of time to obtain employment.

In addition, per WIOA, CDOR will report on the following information to the Administration of the Wage and Hour Division of the U.S. Department of Labor for each fiscal year:

• Semiannual review of the status of each individual with a disability served who is employed for 2 years after the beginning of such employment, and annually thereafter.

• Signed acknowledgement by the individual that the review took place.

• Maximum efforts to assist individuals in attaining competitive integrated employment.

Note - For Program Year 2016 (per federal guidance), CDOR will submit baseline indicators in the Unified State Plan online portal (under "Performance Goals for the Core Programs") at the end of year two of the plan.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

During FFY 2014, innovation and expansion funds were used to support the development and implementation of the Accessible Web-based Activity Reporting Environment releases which expanded and improved the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the Comprehensive Statewide Needs Assessment and the state's program priorities and goals. Between July 2014 and July 2015, CDOR released Accessible Web-based Activity Reporting Environment version updates.

Innovation and expansion funds were also used to support the activities of the SRC including their travel costs. The SRC meets at least quarterly in person and teleconferences between full council meetings. In addition to direct participation in the development of the State Plan, the SRC partners with CDOR in major programs, policies, and projects including the Comprehensive Statewide Needs Assessment and the Consumer Satisfaction Survey.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

CDOR Response: Quality, Scope and Extent of Supported Employment Services. CDOR provides Supported Employment services to eligible consumers with the most significant disabilities to ensure they are engaged in competitive integrated employment, or in an integrated work setting in which they are working on a short-term basis toward competitive integrated employment. The following information outlines how CDOR monitors the quality of the services consumers receive, scope of services provided, extent of Supported Employment services, and timing of transition to extended services. Additional information on extended services for Supported Employment is identified in the response for Description (f) - Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Quality of Supported Employment Services

Supported Employment services are mostly provided to consumers by CRP and partner agencies. In areas where CRP vendors are not available, or an individual has needs beyond those that can be met by a CRP, CDOR may authorize approved individual service providers to provide job coaching services.

CRP vendors providing Supported Employment services follow guidelines provided by CDOR's Community Resources Development Section. These guidelines include submitting timely reports to VR Counselors as well as providing efficient services to consumers. Located at CDOR's Central Office is a statewide liaison to assist local CDOR Districts and CRPs with technical assistance and identify training needs. Locally, each district has nominated two district Supported Employment liaisons to assist in sharing information and training district staff. Additionally, Community Resources Development Specialists conduct on-site reviews, monitor CDOR certifications, review Commission

on Accreditation of Rehabilitation Facilities accreditation of CRPs, and conduct ongoing assessment and evaluation of consumer services.

Scope of Supported Employment Services

The VR process for Supported Employment is the same used for all consumers when establishing eligibility, and an eligible individual's Priority Category, when CDOR is under an Order of Selection. The difference applies once the consumer and VR Counselor has identified Supported Employment services are required to reach an employment outcome. Supported Employment services for a consumer begins with a comprehensive assessment to identify strengths for employment, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. CDOR provides the full scope of Supported Employment services to individuals who:

• Are determined eligible with the most significant disabilities;

• Have not achieved competitive integrated employment, or it has been interrupted or intermittent;

• Require transitional employment due to mental illness;

• Are working on a short-term basis toward competitive integrated employment so long as they can reasonably anticipate achieving competitive integrated employment within six months of achieving an employment outcome of Supported Employment.

• Require intensive Supported Employment services and extended services to maintain employment; and

• Have at least a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

As consumers' needs vary, CDOR provides additional options for Supported Employment programs, including Transitional Employment for consumers with mental health disabilities.

Supported Employment services are provided to consumers with varying disabilities including, but not limited to, consumers with acquired brain injury, Autism Spectrum Disorder, intellectual disabilities, metal health disabilities, and Traumatic Brain Injury. The Supported Employment services provided meet the specialized needs of each consumer and include:

• A general meeting to review the Supported Employment job placement parameters used in developing a plan for employment.

• An evaluation of labor market and identification of suitable employment sites; employer contacts; job seeking skills training; work site assessment; task analysis; evaluation and recommendation for a job coaching plan.

• If necessary, external situational assessments to assess the consumer's interests and abilities and allow the individual to consider different jobs, environments, settings, and tasks to maximize his or her potential. Situational assessments are also used to determine the techniques best suited to assist the consumer to learn the work skills and behaviors necessary for employment.

• On-site job coaching support services in a group or individual placement at the work place, and off-site services in an individual placement if they are needed to maintain the consumer's employment, including training, destination training, advocacy, and job loss intervention.

• As needed, coordinated benefits planning discussions with the consumer, CDOR Work Incentives Planners, and, or, other third parties to identify appropriate work incentive programs as well as potential sources for ongoing support.

• Post-employment services, if needed to support and maintain employment and are not available through extended services, are available for Closed-Rehabilitated Supported Employment consumers in integrated settings.

• As appropriate, career counseling and information and referral to opportunities for competitive integrated employment.

With the passage of WIOA, CDOR will coordinate new Pre-Employment Transition Services with Local Education Agencies under the Individuals with Disabilities Education Improvement Act. New or enhanced services that may be provided to eligible youth receiving Supported Employment services may include:

• Counseling on opportunities for enrollment in comprehensive vocational training and postsecondary educational programs.

• Instruction in self-advocacy, including peer mentoring.

• Job exploration counseling.

• Summer programs that provide work-based learning experiences and workplace readiness training.

• Work-based learning experiences, including in-school or after school work experience and internship opportunities provided in an integrated environment.

• Workplace readiness training to develop social skills and Independent Living.

Extent of Supported Employment Services

Supported Employment services are ongoing support services needed to support and maintain an individual with a most significant disability, including youth. Supported Employment services are:

• Organized and made available, singly or in combination, in such a way as to assist an eligible individual to achieve competitive integrated employment;

• Based on a determination of the needs of an eligible individual, as specified in an Individualized Plan for Employment;

• Provided by CDOR for a period of time not to exceed 24 months, unless under special circumstances the eligible individual and the VR Counselor jointly agree to extend the time to achieve the employment outcome identified in the Individualized Plan for Employment; and

• Following transition, as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment.

Use of the Required 50% Reserve of Supported Employment Funds to Provide Extended Services to Youth with the Most Significant Disabilities

The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) funding is a primary source of extended services for youth with developmental and intellectual disabilities in California. Per Title 29, USC section 795h, CDOR will use the 50% reserve of Supported Employment funds for Supported Employment services for youth with the most significant disabilities. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of consumers eligible for Supported Employment services.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Timing of Transition to Extended Services

Once a consumer has maintained stability on the job for at least 60 days, the funding for and provision of job coaching transitions to an extended services provider. The VR Counselor continues to track the consumer's progress and job stability during the transition period. If the consumer maintains stabilization for 60 days after transition to extended services, the case is Closed-Rehabilitated.

Transition to extended service providers is essential to maintain consistency and support for consumers receiving Supported Employment services. CDOR works to identify funding sources for extended services, collaborates with extended service providers, and identifies sources of extended services, including natural supports which are vital for the long-term success of the consumer. Sources of extended services for a consumer eligible for Supported Employment services include: public resources such as the California Department of Developmental Services, Ticket to Work Programs; private resources such as trust funds, private non-profits, religious or community organizations, and family; and, natural supports to ensure the consumer receiving Supported Employment services has greater success in the work environment.

Through outreach efforts, CDOR works closely with the Cooperative Programs identified in the response for Description (b) - Request for Waiver of Statewideness for transition-aged youth and eligible individuals with mental health disabilities to identify those in need of Supported Employment services. Also, CDOR works directly with the California Traumatic Brain Injury Program to identify consumers with Traumatic Brain Injury who could benefit from Supported Employment services.

Youth with the Most Significant Disabilities

In California, activities are conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities. Under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.), California established a commitment to provide services and supports to individuals with developmental disabilities throughout their lifetime. Services and supports are provided through a combination of federal, state, county and local government services, private businesses, support groups and volunteers. CDOR works closely with the California Department of Developmental Services to leverage Medicaid funds for habilitation services for persons with intellectual and developmental disabilities, including the provision of "extended services" to help an individual with a most significant disability maintain employment after the CDOR case is closed.

Toward this end, CDOR will continue to refer youth with the most significant disabilities to extended services currently funded by the California Department of Developmental Services regional centers upon CDOR closure or when placed on a wait list. CDOR will continue to review the impacts of providing extended services to youth with the most significant disabilities who do not qualify or are unable to receive extended services funded by the California Department of Developmental Services or another funding source. Additional information on CDOR's services for youth is provided in Description (o) - State's Strategies under the youth goals, objectives and strategies.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **California Department of Rehabilitation**

Name of designated State agency **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

FOOTNOTES

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Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO

EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above **No**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN

AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14)OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT

II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions:Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	54.00	65.00	55.00	68.00
Dislocated Workers	62.00	68.00	62.00	71.00
Youth	53.00	62.40	54.00	65.40
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	44.00	53.70	44.00	56.70
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	51.00	62.50	52.00	65.50
Dislocated Workers	57.00	66.50	58.00	69.50
Youth	47.00	64.20	48.00	67.20
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	39.00	53.70	39.00	56.70
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	5,055.00	4,957.00	5,455.00	5,157.00
Dislocated Workers	7,123.00	7,308.00	7,523.00	7,523.00
Youth	Baseline	Baseline	2,636.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,862.00	4,862.00	5,162.00	5,162.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	52.00	52.90	53.00	55.90
Dislocated Workers	62.00	60.00	63.00	63.00
Youth	48.00	54.70	48.00	57.70
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	126,542.00	126,542.00	129,340.00	129,340.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

TABLE 7. COMBINED FEDERAL PARTNER MEASURES

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

INFORMATION IN THIS APPENDIX IS PROVIDED TO REVIEWERS SOLELY TO FACILITATE AN UNDERSTANDING OF THE OVERALL STRUCTURE OF THE NARRATIVE DETAILING THE COMMON ELEMENTS OF THE UNIFIED PLAN. SOME INFORMATION FROM THE UNIFIED PLAN WAS NOT REPLICATED HERE BECAUSE USING THE PORTAL PROVED TOO DIFFICULT. RELEVANT OMITTED INFORMATION IS PROVIDED ELSEWHERE AS REQUESTED.

PREFACE

The Labor and Workforce Development Agency (LWDA) and the California Workforce Development Board (State Board) are pleased to present California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. This plan combines both federal and state planning mandates into a single document:

- The federal Workforce Innovation and Opportunity Act (WIOA) requires the Governor, via the California Workforce Development Board (State Board), and in coordination with WIOA core programs operated by the California Department of Education (CDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DOR), to submit a unified state plan to the United States Department of Labor (DOL) and the United States Education Department (ED).

o This Unified Plan outlines a comprehensive four-year strategy for the investment of federal workforce training and employment services dollars in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the six core programs funded under WIOA. These programs include Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Basic Education and Basic Skills programs, Title III Wagner-Peyser Employment Services programs, and Title IV Vocational Rehabilitation services.

o This plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for moving the State of California toward the policy objectives of a WIOA combined plan. To this end, the plan initiates the expansion of partnership beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K-14 Career and Technical Education (CTE) programs, California's Employment Training Panel (ETP) incumbent worker training services, as well as state general-funded Adult Basic Education Block Grant programs administered by regional consortia under state statutes, and, as appropriate, state funded CTE programs delivered through both the K-12 educational system and California's community colleges. The goals of the plan, discussed below, are intended to be met collectively by the partners to the plan.

o While this plan aspires to the policy objectives of a combined plan, <u>it is not a combined plan</u> and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, this State Plan should be treated as a unified plan.

- California state law requires the State Board to collaborate with the California Community College Chancellor's Office (CCCCO), CDE, the State Board of Education (SBE) which sets policy for various education programs in the state, other appropriate state agencies, and local workforce development boards (Local Boards) to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of all state labor exchange, workforce education, and training programs.

o State law specifically directs the State Board to develop a plan that fosters the building of regional alliances between workforce and education professionals and employers to develop programs that meet industry's workforce needs.

o State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. This State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this State Plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state's publically-funded workforce and education systems.

The chapters that follow lay out the Governor's vision, goals, and strategic policy orientation for the State Plan. Early chapters provide background and an overview of the general policy orientation informing the plan. Later chapters provide more concrete consideration of service delivery and program coordination strategies that will inform day to day operations at the state, local, and regional levels. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to Local Boards and regional partnerships to design programs that best meet the needs of local and regional economies, provided that they adhere to the policy vision of the State Plan in a manner that produces results.

A BRIEF NOTE ON PROCESS

This State Plan was collaboratively developed and thoroughly vetted with a wide range of stakeholders.

Beginning in December of 2014, state partner departments and agencies, and stakeholders representing Local Boards, business, and labor, publically met periodically under the auspices of the WIOA Implementation Committee Workgroup (WIOA Workgroup) of the State Board. This group worked collaboratively to develop the vision, programmatic strategy, and shared goals for the State Plan.

Between bimonthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner departments and agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, SBE, CDE, CCCCO, EDD, DOR, the California Department of Social Services (CDSS), ETP, the California Workforce Association (CWA), the California Welfare Directors Association (CWDA), and designated representatives of Local Boards.

Initially, three multiagency staff and stakeholder workgroups were formed to discuss the State Plan. These included a "Mapping the Field" workgroup, a "Data-Sharing and Performance Accountability" workgroup, and a "Local and Regional Service Coordination" workgroup.

Over the course of March and April 2015, these three staff workgroups each met twice. During these six meetings, workgroups discussed the requirements of WIOA, assessed and shared information about each other's programs (including the specific needs of client populations), identified cross-system common program elements, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints and their potential impacts on coordination efforts. The purpose of these meetings was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be better coordinated and aligned "on the ground" at the point of contact.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners (the State Board, SBE, CDE, CCCCO, EDD, DOR, CDSS and ETP) and other stakeholders (the California Welfare Directors Association and the California Workforce Association).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, seven issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included each of the following: SBE/CDE-CCCCO-State Board workgroup on adult education, basic skills, and Carl Perkins programs; a DOR-State Board workgroup on vocational rehabilitation services; a CDSS-CWDA-State Board workgroup on TANF programs; a State Board and CWA workgroup on youth services; a workgroup on **America’s Job Center of California**℠ (AJCC)(the One-Stop Design Workgroup); an EDD-State Board workgroup on labor market information; and the Data-Sharing and Performance Accountability workgroup. In addition, State Board staff met with representatives of the Section 166 Indian/Native American grantees and the Section 167 Migrant/Seasonal Farmworker grantees to solicit input into the state planning process.

All State Board workgroup efforts were overseen by the LWDA which met with the State Board and EDD periodically over the course of the planning process to ensure timely adoption of a State Plan.

In November 2015, a draft of the State Plan was provided to LWDA and partner departments who were given an opportunity to make comments and revisions before submitting the plan to the public for comment. Following these initial revisions, a public presentation of plan content was made to the State Board’s WIOA Workgroup, and on December 2nd, the draft State Plan was made public and an initial 30 day public comment period was opened. This public comment period was extended to January 15, 2016 at the request of the CWA.

In December 2015, State Board staff, in partnership with local boards and the CWA, conducted a six-event regional “WIOA Roadshow”. The local boards and WIOA Workgroup members ensured strong and diverse turnout at each event. The intent of the briefings was to achieve buy-in across the state for the common vision and framework represented in the State Plan and adopted by each of the state plan partners. The other goal was to start to build momentum for regional alignment and leadership for the development and implementation of regional and local plans. Over 600 people participated in the Roadshow events, representing workforce boards, community colleges, local schools, businesses, labor, and community organizations.

In January 2016, the Executive Committee of the State Board, the full State Board, and SBE all unanimously approved the State Plan with the understanding that the State Plan would undergo minor revision following a review of public comment. This document is the final draft of the State Plan and contains post public comment revisions necessary to strengthen the content of the plan.

NOTE ON THE ORGANIZATION OF THE STATE PLAN

The content and organization of the State Plan is designed to provide a comprehensive overview of the Governor’s policy focus while also serving as a federal compliance document. Due to redundancies in planning guidance and the need to ensure compliance with federal planning

requirements, some content contained in this plan appears in multiple chapters as well as the plan's Appendices. Such duplication was minimized as much as possible.

In general, the language contained in the Executive Summary and chapters 1-5 provide background and a broad overview on the policy objectives and strategies that guide the plan. These chapters have been developed with readability in mind. Beginning in chapter 6, the language necessarily becomes more technical as a consequence of plan requirements issued by the federal government.

EXECUTIVE SUMMARY INCLUDING STATEMENT PERTAINING TO VISION AND GOALS (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(D))

POLICY OBJECTIVES

Consistent with WIOA, the State Board has developed its State Plan with three policy objectives in mind. These objectives affect both state-level policy and administrative practices across programs as well as local policy and service delivery:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both long-term economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development.

Industry Engagement

This State Plan adopts a dual-customer focus and is intended to provide policy direction for a system that serves both employers and job seekers. The State Plan attempts to do this by laying out a policy framework for aligning education, training, and employment services with regional labor market needs through a process of regional industry sector engagement. By organizing currently fragmented employment and training programs to meet the skill demands of employers in industry sectors that are driving regional employment, the system helps create opportunities to move workers up a career ladder using targeted incumbent worker training while also moving new hires into jobs using strong employer engagement practices, relevant training investments, supportive services, and basic skills remediation where necessary.

Serving Individuals with Barriers to Employment

Both federal and state law mandate that services be provided to individuals with barriers to employment.[1] As noted above, the State Board believes the best way to serve both employers and job seekers, including those with barriers to employment, is to align training, education, and employment services with industry needs, including the skills and training needs of California's employers. This will mean, in many instances, providing access to training and education programs that align with regional labor market trends. For some individuals, this will also require the provision of remedial education services, including services designed to improve literacy and numeracy, English language literacy, as well as programming that facilitates high school dropout recovery, to better position these individuals to participate in training and education programs that are calibrated to employers' needs.

Job Placement in Quality Jobs

The ultimate goal of the workforce system is to help people get a good job, and for those who don't have the requisite skills to immediately get a good job, the goal is to ensure access to the employment services, supportive services, training, and education programming that will help these individuals eventually get a good job.

State law directs the State Board to develop strategies that help people enter and retain employment and emphasizes the development of policies that lead to "placement in a job providing economic security or job placement in an entry-level job that has a well-articulated career pathway or career ladder to a job providing economic security."[2] State law defines these jobs as those that provide, "a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."[3]

The State Board recognizes that not all jobs are good jobs and that education and training alone will not solve the problem of poverty. There is a hidden cost to low wage work that is ultimately borne by communities, particularly communities of color and immigrant populations. The State Board is committed to developing a workforce system that enables economic growth and shared prosperity on the basis of innovation, quality, and skills attainment rather than low wages, contingent employment, and low or no benefits. As such, state plan partners and providers covered by the plan should make it a priority to work with employers who offer jobs with good wages and benefits, support for ongoing skill training and employee advancement, good working conditions (including paid sick days, paid family leave, and paid medical or short-term disability leave), and adequate hours with predictable schedules that enable employees to meet their family caregiving commitments.

Customer-Centered Services

The State Board recognizes that services provided will vary on the basis of customer need. For some, these services will necessarily involve enrollment in remedial basic skills programming prior to, or concurrently with, enrollment in career technical education or job training. For other individuals, participation in job readiness training may be necessary prior to labor market entry. It is important to recognize that individuals with significant barriers to employment may need multiple interventions and access to a menu of services provided over an extended period of time before they will be able to find and enter a good job. However, for other individuals served by the workforce system, especially dislocated workers with an in-demand skillset, finding a good job may require only access to information about which employers are hiring in their local area or region.

STATE PLAN GOALS

Between 2017 and 2027, the state will produce a million "middle-skill" industry-valued and recognized postsecondary credentials broadly defined here as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry-valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state's workforce needs. During this time the state will also double the number of people enrolled in apprenticeship programs.

These goals are aspirational in nature and are based on the need for workforce and education programs to calibrate the production of credentials to labor market trends. The actual number and type of credentials awarded will be determined regionally on the basis of systematic industry engagement. This requires that employers and other industry sector leaders be engaged to help lead the assessment and, where necessary, work with training and education providers to redesign relevant training and education programs. In this regard, regional partnerships between industry and labor, training and education providers, and Local Boards will be vitally important to the success of the State Plan.

Additionally, any and all efforts to align training and education programs with regional labor market trends should be validated by the labor market. This will be done by examining the employment and wage rates of those who participate in and complete relevant programs. The real test of whether programs are serving the needs of both employers and workers is whether those who are receiving services are getting good jobs that put them on a path to upward mobility.

FRAMEWORK FOR PROGRAM ASSESSMENT

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs' collective ability to produce industry-valued, recognized postsecondary credentials and the apprenticeship enrollments discussed above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the California Legislature has mandated performance reporting.

Specifically, the state will emphasize "demand-driven skills-attainment" in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards, the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other State Plan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State Board will work with

EDD, Local Boards, and state plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with state plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

GENERAL POLICY FRAMEWORK FOR PROGRAM ALIGNMENT

State Plan Policies

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in chapter 3) will include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, and English as a Second Language training, so as to allow those with basic skills deficiencies the ability to participate.
- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship, pre-apprenticeship, and non-traditional apprenticeship programs.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

This State Plan provides the policy framework and direction for day-to-day operations of WIOA-funded programs, while also laying out a vision for collaboration with non-WIOA programs that

provide relevant programs and services. Across California, regional partnerships have developed to address the state's workforce challenges. The role of state agency and state department plan partners under this plan is to help develop regional leadership and local and regional program alignment and scale by means of coordinated policy direction, program oversight, program support, and technical assistance for and to local and regional service providers covered by the plan. State Plan, state agency and departmental partners include the following:

- Labor and Workforce Development Agency (LWDA)
- California Workforce Development Board (CWDB)
- California Community Colleges' Chancellor's Office (CCCCO)
- California Department of Education (CDE)
- California Board of Education
- Employment Development Department (EDD)
- Employment Training Panel (ETP)
- Department of Rehabilitation (DOR)
- California Department of Social Services (CDSS)
- Health and Human Services Agency (HHS)
- Governor's Office of Business and Economic Development (GO-Biz)

While the foregoing state plan partners have the responsibility for providing relevant policy direction to the operators of relevant programs, a primary focus of this policy is to facilitate coordinated and seamless service delivery at the local and regional level to improve employment outcomes for students, workers, and job seekers. As such, state plan partners will work to identify and remove policies, administrative practices and implementation practices that result in the fragmentation of services delivered locally or regionally. The success of the State Plan depends on the administrative and operational efforts of Local Boards and other local providers of training, education, and employment services, including local educational agencies (such as county offices of education, K-12 schools, and adult schools), local community colleges, county welfare departments, and any relevant community-based organizations, non-profits, or labor unions who participate in the local and regional partnerships developed under this plan. The state recognizes the critical importance of partnership with and between these entities and values their efforts to bring local and regional perspectives to any and all WIOA implementation efforts.

Regional Plans and "Regional Sector Pathways"

California's State Workforce Innovation and Opportunity Act requirements pertaining to coordination between the K-12, community college, and WIOA systems, as well as state mandated efforts to implement sector strategies as the operational framework for the state's workforce system are met under this State Plan by making federally required WIOA regional plans the primary mechanism for achieving the state's mandated alignment of educational and training programs with regional industry sector needs

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies discussed in the preceding section: sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional

consortia and other providers on the state's eligible training provider list to build "regional sector pathway" programs, by which we mean, career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials aligned to regional industry workforce needs. "Regional Sector Pathway" programs should be flexibly designed and include, as appropriate, remedial programming, so as to allow those with limited basic skills, including limited language skills, an ability to work their way along these pathways.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and Go-Biz will provide technical assistance to regional partnerships, comprised of industry leaders, workforce professionals, and regional training and education providers to help align programs and services delivered with industry sector workforce needs.

Under the State Plan, the key regional partners involved with the development and implementation of regional plans will include the following:

- Industry sector leaders, associations, business organizations, and organized labor (required under this State Plan)
- Regionally organized local workforce development boards (required under WIOA)
- Local economic development agencies (required under WIOA)
- Regional consortia of community colleges (required under this State Plan and pending state legislation)
- Regional consortia of adult basic education providers, including both WIOA Title II and other state-funded basic education programs (required under this State Plan)
- Representatives of K-12 CTE programs funded by either federal Perkins funds or various state-specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit the students participating in their CTE programs (required under this State Plan)

Additional regional partners may also include ETP (California's state-funded incumbent worker training program); DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning efforts.

The State Board will encourage and recommend broad partnerships that include community-based organizations (CBOs) and non-profits, but the State Board will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs and priorities as long as regional plans and partnerships are consistent with the policy direction and goals of this State Plan.

Regional efforts under WIOA are expected to build upon the State Board's regional SlingShot initiative discussed later in the State Plan.

Local Plans and **America's Job Center of California℠**

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the **America's Job Center of California℠**, the state's One-Stop system, so that program services are coordinated, and when

appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, Local Boards will be directed to operate One-Stops as an access point for programs that provide for “demand-driven skills attainment.” From this perspective, One-Stops will be operated as an “on ramp” or “gateway” to the “Regional Sector Pathways” programs either built-out or identified through the regional planning process described above.

One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as “career services”, they have historically provided and One-Stops will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need it.

Further detail on One-Stop design and the operation of the AJCC is provided in the body of the State Plan.

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[1] WIOA section 134 requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals that are basic skills deficient for any expenditure of WIOA Adult program funds spent on individualized career services and training. Similarly, California Unemployment Insurance Code section 14000 (b) (6) requires that programs and services be accessible to “individuals with employment barriers, such as persons with economic, physical, or other barriers to employment.” California Unemployment Insurance Code section 14013(d)(2) further directs the State Board to develop “strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, and including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment.”

[2] UIC 14013.

[3] UIC 14005

CHAPTER 1 IS OMITTED FROM THIS OVERVIEW, PROVIDED SOLEY TO MAKE IT EASIER FOR REVIEWERS TO READ THIS PLAN, AS REPLICATING THE TABLES PROVIDED ABOVE IN THE REQUIRED FORMAT HAS PROVEN IMPOSSIBLE. THE PORTAL CONTINUOUSLY REJECTS MATERIAL THAT IT ACCEPTED ABOVE.

CHAPTER 2: OVERVIEW OF WORKFORCE DEVELOPMENT ACTIVITIES IN THE STATE AND BACKGROUND ON CLIENT POPULATIONS SERVED (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(B)), WIOA SEC. 102 (B)(1)(C), SEC. 102(B)(2)(C)(III))

With over 38 million people, and about 12 percent of the nation's population, California's workforce and education systems are tasked with serving more people than any other state. These services are provided through largely decentralized service delivery structures that include 11,000 K-12 Schools, over 1,000 School Districts, over 1,000 Charter Schools, 113 Community Colleges (in 72 Community College Districts), 58 County Welfare Departments, 58 County Offices of Education, 48 Local Boards, and more than half a dozen state departments and agencies, including the LWDA, HHS, the State Board, EDD, the Department of Industrial Relations Division of Apprenticeship Standards (DIR-DAS), the State Board of Education (SBE), CDE, CCCCO, DOR, the California CDSS, and ETP.

This chapter provides an overview of workforce and education activities in the state, client populations served by state plan partners, and an assessment of the strengths and weaknesses of programs and departments that participated in the state planning process. Discussion of the strategic and operational roles and organizational structures of the various entities who are partner to this plan are discussed in later chapters.

THE LABOR AND WORKFORCE DEVELOPMENT AGENCY

LWDA oversees the departments and boards responsible for issues related to workers and their employers. The LWDA is responsible for labor law enforcement, workforce development, and benefit and payment adjudication. Boards and departments under the LWDA that do work directly related to workforce development include the State Board, EDD, DIR-DAS and ETP. LWDA serves as the Governor's lead agency on WIOA implementation and has been actively involved overseeing the development of the State Plan.

THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD (STATE BOARD)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems", the board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on the design of state workforce policies and their coordination with other relevant programs, including education and human service programs.

As required by federal and state statutes, the State Board has a business majority, and 20 percent workforce representation, which includes 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K-12 and community college representation to ensure coordination between the state's education and workforce systems (detail on board composition is provided in later chapters and appendices).

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development, who both provide oversight of the State Board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The State Board, in consultation with state plan partners, drafts the State Plan and serves as the broker, convener, facilitator, and matchmaker to bring the disparate elements of the state's workforce, education, human services, and economic development programs into alignment through coordinated partnership. In addition to playing this role, the State Board sets policy for WIOA Title I programs, including statewide policy pertaining to Local Board responsibilities, as well as policy directly relevant to the design and operations of the One-Stop system.

Clients/Service Population: The Board does not directly deliver services to a client population. The board's primary responsibility is to set policy for WIOA Title I programs and to work with WIOA core program and other state plan partners to align programs and services to build a comprehensive system. In this respect the State Board's clients are its state plan partners.

Strengths: The board has robust representation of businesses and leading workforce experts in the state, including members from strategic industry sectors such as health care, advanced manufacturing, and green energy.

Weaknesses: With greater emphasis in both state and federal statute on system alignment, sector engagement, skills attainment, and career pathways, the State Board will need to build greater capacity with two objectives in mind: (1) providing greater technical assistance to both Local Boards and other partners involved in ongoing regional organizing efforts, and (2) building capacity to improve policy coordination and program alignment with WIOA core programs and other state plan partners at the state level. As detailed in later chapters, this capacity-building is currently underway.

LOCAL WORKFORCE DEVELOPMENT BOARDS AND AREAS

California's 48 Local Boards operate to ensure the provision and coordination of WIOA Title I services in the forty-seven Local Workforce Development Areas (Local Areas) designated as service areas by the Governor. Local Boards provide day to day administrative and policy oversight for the delivery of services to job seekers and businesses. The specific service strategies of a Local Board are designed to reflect regional labor market needs, economic and social conditions, and demographics, and they must be consistent with the policy direction of the State Plan. Accordingly, Local Boards are the central partners in carrying out the State Workforce Development Plan.

The chief local elected official (CLEO) of each of the forty-seven Local Areas appoints a Local Board with a local membership similar to the State Board - including a business majority and 20 percent workforce representation, including 15 percent organized labor. The Local Board develops and submits a local strategic plan to the Governor, appoints and provides oversight for AJCC operators, and selects eligible organizations to provide services for youth and adults. Local Boards in California have over 600 business representatives serving on their boards.

Clients/Service Population: Adult, dislocated worker, youth, and universal access clients number 1.7 million individuals, including about 60,000 clients who receive certificates through AJCCs. Incumbent workers are an emerging client of the Local Boards. Local Boards serve 65,000 businesses annually and partner in the AJCCs with California Work Opportunity and Responsibility to Kids (CalWORKs), community colleges, economic development agencies, DOR, adult education providers, and veteran's services providers.

Strengths: Local Boards have a lot of experience braiding resources and integrating service delivery through the One-Stop system. Local Boards have deep connections to their local communities, and are gaining greater experience working through state and local led regional

initiatives, including sector and career pathway strategies as well as initiatives to provide services to target populations.

Weaknesses: Local Boards need to increase client access to training and education programs that align with regional labor market dynamics, including apprenticeship programs and career pathway programs that grant “stackable” credentials. Local Boards would like to see greater investment in the training of frontline staff who engage clients, more technical assistance from the state on how to adopt best practices and build model partnerships, and more coordination at the local and regional level.

EMPLOYMENT DEVELOPMENT DEPARTMENT

EDD is the largest public workforce development institution in the country and a member of the State Board. Located within LWDA alongside the State Board, EDD administers the WIOA Title I, federal Wagner-Peyser Act (WPA, WIOA Title III), labor market information, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), and youth, disability, and veterans programs. EDD is also California’s major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over $100 billion annually, EDD has nearly 9,000 employees providing services at more than 200 locations throughout the state. Those services most relevant to the workforce system include all of the following:

- job search and placement services to job seekers including counseling, testing, occupational and labor market information, assessment, and referral to employers
- recruiting services and special technical services for employers
- program evaluation
- developing linkages between services funded under WPA and related federal or state legislation, including the provision of labor exchange services at educational sites
- providing services for workers who have received notice of permanent layoff or impending layoff, or workers in occupations which are experiencing limited demand due to technological change, impact of imports, or plant closures
- collecting and analyzing California’s labor market information and employment data
- developing a management information system and compiling and analyzing reports from the system and
- administering the “work test” for the state unemployment compensation system and providing job finding and placement services for Unemployment Insurance claimants

Complementary Roles of EDD and the State Board

The primary role of the State Board is policy development, while EDD is responsible for Wagner-Peyser job services, WIOA compliance, local technical assistance, administrative oversight, and the provision of labor market information. The State Board and EDD collaborate closely to implement the Governor’s vision and the policy objectives of the State Plan.

Clients/Service Population: EDD processes over 1.5 million initial unemployment insurance claims per year, over half a million disability insurance claims, and provides job services to 1.5 million people through Wagner-Peyser programs. EDD also operates several programs for targeted populations including job services programs for veterans, the disabled, youth, TAA, and foster youth.

Strengths: EDD's online labor exchange system, The California Job Openings Browse System (**CalJOBS℠**) is accessible to both employers and job seekers throughout the state. **CalJOBS℠** contains over half a million job listings and is accessed by more than a million job seekers every year.

Weaknesses: Unemployment Insurance services and Wagner-Peyser job services have not been fully integrated into the AJCC system. EDD will be working to more fully integrate Wagner-Peyser staff into the AJCC system and is developing a plan to comply with mandatory partnership requirements pertaining to how Unemployment Insurance recipients are served.

Employment Training Panel

ETP is a statewide business-labor incumbent worker training and economic development program. ETP supports economic development in California through strategic partnerships with business, labor, and government and through the provision of financial assistance to California businesses to support customized worker training programs that attract and retain businesses; provide workers with secure jobs that pay good wages and have opportunities for advancement; assist employers to successfully compete in the global economy; and promote the benefits and ongoing investment in employee training among employers.

Clients/Service Population: ETP serves over 400 employers a year and 60,000 incumbent workers who receive training.

Strengths: The pay for performance nature of ETP contracts helps facilitate 70 percent retention rate for trained employees, resulting in both layoff aversion and business expansion.

Weaknesses: ETP has tended to grant on the job training (OJT) contracts to single employers and will be looking to increase the use of multi-employer contracts as part of the state's move toward the use of sector strategies. ETP has traditionally not worked very closely with Local Boards and will enhance partnerships with Local Boards as part of regional organizing efforts around career pathways and sector engagement, as warranted by regional labor market needs.

CALIFORNIA COMMUNITY COLLEGES

The CCCCO participates on the State Board and on its WIOA Workgroup Committee. The Vice Chancellor for Workforce and Economic Development Division (WEDD) chairs the State Board's WIOA Workforce Committee while the Executive Director of the State Board recently co-chaired CCCCO's "Strong Workforce Taskforce" (Taskforce) in an effort by the Chancellor's Office and the community college Board of Governors to improve career technical education programs delivered through the community college system. The WEDD operates using a "sector strategies" policy framework known as "Doing What Matters for Jobs and the Economy" (DWM). Critical programs operating under the DWM framework, other CCCCO divisions, and the 113 community college system include the following:

Economic & Workforce Development Program

The Economic and Workforce Development (EWD) program helps community colleges become more responsive to regional labor markets. The CCCCO provides funding for ninety-nine grants totaling $22.8 million and supports the community colleges in their mission to advance and improve

career technical education and serve businesses to bolster regional economies. EWD's industry sectors of focus include advanced manufacturing; advanced transportation and renewable energy; biotechnology and life science; allied health; global trade and logistics; agriculture, water and environmental technologies; energy efficiency and utilities; and informational communication technologies and digital media, retail, hospitality and tourism, and small business.

Apprenticeship Instruction

Apprenticeship programs offer both OJT and classroom training. To provide apprenticeship training for their employees, many employers partner with the California community colleges or with CDE's Regional Occupational Programs/Centers and Adult Schools. The community colleges have approximately 25,000 apprentices enrolled in over 160 apprenticeship programs comprised of a total of sixty-six trades/crafts titles located on thirty-nine campuses.

Carl D. Perkins Career Technical Education

WEDD administers Perkins Act funds to provide resources to seven Regional Consortium composed of representatives of CTE, workforce development, economic development, and contract education programs based at colleges within an economic region. These consortia partner with workforce professionals, educators and industry, to incubate, sustain, and spin off sector partnerships. Regional Consortia chairs participate with the region's larger workforce and economic development networks to help community colleges advance a region's prosperity. Additional Perkins Act funding is provided for local assistance to improve existing community college CTE programs.

Community College Career Technical Education programs

The state's major investment in CTE ($1.7 billion) comes from credit and non-credit course offerings at California's 113 community colleges, with over a quarter of all community college full time equivalent students (FTES) enrolled in CTE courses. Community college credit and non-credit occupational programs are generally locally designed and delivered. Courses are part of a pathway leading to a credential, certificate, or transfer to a four-year college or stand-alone classes that can enhance students' skills in a range of occupational fields.

Community College CalWORKS program

The community college CalWORKs program, partners with state and county human services offices, and state and local workforce development boards. Community college CalWORKs programs provide services including counseling, case management, child care, work study, and job development/job placement services to students on CalWORKs cash aid. At the colleges, community college CalWORKs programs partner with career centers, financial aid, and other student services programs including Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program.

Disabled Student Programs and Services (DSPS)

In the 2014-2015 FY, the California community college system served over 121,000 students who registered with their colleges DSPS program. The program provides support services, specialized instruction, and educational accommodations to students with disabilities, so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.

A Student Educational Contract (SEC) is developed for each student which links student´s goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation. Examples of services available through DSPS are test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. There are also five colleges in the state that partner with DOR on College to Career, or C2C, a cooperative program designed to meet the unique needs of students who are challenged with intellectual disabilities and/or autism in postsecondary education and the workforce.

Clients/Service Population: California's 113 community colleges offer 350 different fields of study, 8000 certificate programs, and 4,500 associate degree programs. More than a quarter of the state's 2.1 million community college students enroll in a community college CTE course.

Strengths: Community colleges offer low cost education programs that are accessible to the public, including populations with barriers to employment. Many community colleges have strong partnerships with Local Boards and locally administered TANF programs. Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and "The Doing What Matters for Jobs and the Economy" program, regional consortia have been formed to respond programmatically to the needs of some of the state's leading and emerging industry sectors. Community colleges also have a variety of programs designed to serve populations with barriers to employment including Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program, Foster and Kinship Care Education (FKCE) and Foster Youth Success Initiatives (FYSI).

Weaknesses: Following a nine month taskforce process involving stakeholders, including CTE Deans, local college leadership, leadership from the Chancellor's Office, and faculty from throughout the system, the Strong Workforce Taskforce issued a report identifying policy recommendations to improve CTE programs by better aligning programs and curricula with regional labor markets, building stronger regional partnerships with K-12, workforce, and adult education providers; providing a more robust supportive services system to ensure student success; creating new and better data partnerships with other programs; improving professional development opportunities for faculty; and, adopting innovative funding strategies to ensure the sustainability of CTE programs.

STATE BOARD OF EDUCATION, CALIFORNIA DEPARTMENT OF EDUCATION, AND LOCAL EDUCATIONAL PROGRAMS

The SBE is the K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability. The SBE adopts instructional materials for use in grades kindergarten through eight. The SBE also adopts regulations to implement a wide variety of programs created by the Legislature, such as charter schools, and special education. In addition, the SBE has the authority to grant local education agency requests for waivers of certain provisions of the state *Education Code*, and acts on petitions to unify or reorganize school district boundaries. Finally, the SBE is officially the designated "State Education Agency" that is charged with providing policy guidance to the state and local education agencies regarding all federal education policies and programs such as the Elementary and Secondary Education Act, Carl D. Perkins Career Technical Education Improvement Act of 2006, WIOA, the Individuals with Disabilities Education Act, etc. The SBE has eleven members, all of whom are appointed by the Governor and serve four-year, staggered terms, with the exception of the student member, who serves a one-year term. The State

Superintendent of Public Instruction, who heads the CDE, serves as the SBE's executive officer and secretary.

CDE is the administrative and oversight body for K-12 programs, including career technical education and adult education and literacy programs in California. Four divisions within the CDE have program responsibilities associated, directly and/or indirectly, with WIOA. These divisions include the Career and College Transition Division, the Special Education Division, the English Learner and Support Division, and the Coordinated Student Support Division.

The Career and College Transition Division includes programs for adult education, including CTE. Specifically, the adult education programs in the State of California provide adult basic and secondary education skills including English, math, and ESL foundational competencies needed to enter postsecondary education and citizenship preparation. In addition to the K-12 adult schools, the CDE, through the WIOA, Title II grant, also funds libraries, community-based organizations, correctional institutions, and several community colleges for these programs. CTE integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The federal program to support CTE in California is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 which the CDE jointly administers with the CCCCO.

GOVERNOR'S OFFICE OF BUSINESS AND ECONOMIC DEVELOPMENT

GO-Biz was created to serve as California's single point of contact for economic development and job creation efforts. GO-Biz offers a range of services to business owners including: attraction, retention and expansion services, site selection, permit streamlining, clearing of regulatory hurdles, small business assistance, international trade development, and assistance in accessing state government programs.

The unified state plan focuses on both emerging and established industry sectors, as well as entrepreneurship and small business growth. GO-Biz will provide critical information on employer trends in all of these contexts, in conjunction with local and regional economic development organizations, including Innovation Hubs (iHubs), Small Business Development Centers (SBDCs), and Economic Development Corporations (EDCs). Through analysis of these trends, GO-Biz and other key public workforce development institutions will collaborate to align workforce policy with domestic and international trade and business development.

Clients/Service Population: GO-Biz works directly with businesses to help these organizations understand opportunities to start, maintain, and grow operations in California. This assistance includes, but is not limited to: site selection, permit assistance, international trade development, connectivity to strategic partnerships, information on incentive programs, and referrals to local and state business assistance resources. In addition to direct business assistance, GO-Biz also administers and supports programs led by regional business assistance and economic development organizations. The GO-Biz Innovation Hub (iHub) program stimulates partnerships, economic development, and job creation around specific research clusters by leveraging assets such as research parks, technology incubators, universities, and federal laboratories to provide an innovation platform for startup companies, economic development organizations, business groups, and venture capitalists. GO-Biz administered a capital infusion program for California's Small Business Development Center Network in both 2014 and 2015, supported by one-time funding from the state budget. In addition, GO-Biz began to administer the State Trade Export Promotion (STEP) program

in 2015, in partnership with the California Community Colleges, California Department of Food and Agriculture, the Los Angeles Area Chamber of Commerce, and Los Angeles Biz Fed.

Strengths: Through its direct interactions with California businesses of all sizes and industry sectors, GO-Biz helps California businesses communicate their workforce development needs to ETP, Local Boards, educational institutions and training providers. In conjunction with its local, regional and state partners, GO-Biz connects businesses with workforce needs to applicable resources. These partner organizations often possess unique knowledge of emerging economic sectors, entrepreneurial activity, strategic industry partnerships, and overlapping skills requirements across multiple industry sectors. In addition, GO-Biz provides businesses and workforce development partners with information on a variety of business incentive programs that encourage hiring and/or training.

Weaknesses: GO-Biz has the opportunity to increase its reach to a wider audience of business, education and training partners and to coordinate business assistance activities with state, regional and local partners. Under the state plan, GO-Biz will engage workforce development partners at the state and regional level to help align workforce development programs with employer needs.

HEALTH AND HUMAN SERVICES AGENCY

As one of California's key public workforce development institutions, HHSA represents the Department of Aging, DOR, CDSS and the Office of Statewide Healthcare Planning and Development on the State Board and actively supports job placement and training services for: individuals with disabilities, socially and economically disadvantaged, at-risk youth and other traditionally underrepresented populations with high unemployment rates.

DEPARTMENT OF REHABILITATION

The mission of DOR is to work in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equalityfor individuals with disabilities in California. DOR administers the largest vocational rehabilitation (VR) program in the country. Employment services are provided annually by approximately 1,300 staff in over eighty-five offices in California over an extended period of time to approximately 100,000 individuals with significant disabilities to assist them to prepare for and obtain competitive employment in integrated work settings at or above minimum wage.

Generally, the population provided services through the VR program are individuals with disabilities who are not employed, or who are not employed consistent with their potential (also known as "under-employed"). The distinct needs of DOR participants (also referred to as DOR consumers) vary greatly depending upon individual, disability-related impediment(s) to employment and the consumer's employment goal. In collaboration with the DOR Senior Vocational Rehabilitation Counselor-Qualified Rehabilitation Professional (SVRC-QRP), consumers engage in an interactive process to evaluate their individual disability-related functional limitations or needs and identify VR services required to prepare for, secure, retain or regain employment that is consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

After determining eligibility, through a comprehensive assessment and planning process and in collaboration with theSVRC-QRP, the consumer develops an Individualized Plan for Employment

(IPE) that identifies the employment goal and required VR services to achieve that goal. VR plan services may include, but are not limited to:

- Counseling and guidance.
- Referrals and assistance to get services from other agencies.
- Pre-Employment Transition Services
- Job search and placement assistance.
- Vocational and other training services, including, but not limited to, pre-employment training and soft skills training.
- Evaluation of physical and mental impairments.
- On-the-job or personal assistance services.
- Interpreter services.
- Rehabilitation and orientation or mobility services for individuals who are deaf or hard of hearing and/or blind or low vision.
- Occupational licenses, tools, equipment, initial stocks, and supplies.
- Technical assistance for self-employment.
- Rehabilitation assistive technology services and devices.
- Supported employment services.
- Services to the family.
- Transportation as required, such as travel and related expenses, that is necessary to enable the consumer to participate in a VR service.
- Transition services for students.
- Work Incentive Planning, which includes providing information on potential employment earning impacts to Supplemental Security Income (SSI), Social Security Disability Income (SSDI), and Ticket to Work (TTW).
- Expansion of employment opportunities for individuals with disabilities, including, but are not limited to, professional employment and self-employment.
- Post-employment services.

Client/Service Population: In federal fiscal year 2014, DOR provided services to approximately 98,000 eligible individuals with disabilities, including 6,500 who were blind or visually impaired; 13,300 with cognitive disabilities; 18,200 with learning disabilities; 4,900 with intellectual or developmental disabilities; 6,500 deaf or hard of hearing individuals; 19,100 with physical disabilities; 26,100 with psychiatric disabilities; 1,200 with traumatic brain injury; and 2,200 individuals with other disabilities.

Strengths: DOR employs qualified SVRC-QRPs with master's degrees who are trained in assessment, career planning, job placement, and assistive technology services to meet the employment needs of eligible individuals with disabilities. DOR utilizes a consumer-centered approach to service delivery through a team that includes SVRC-QRPs, service coordinators, employment coordinators, and other support staff to deliver effective and timely consumer services throughout the state. The employment coordinators provide labor market analysis, employer engagement, disability sensitivity training, and other supportive services to assist clients in achieving an employment outcome. Coupled with the direct services provided by the team, DOR maintains a network of partnerships with community based disability organizations and other public agencies, including high schools, community colleges, universities, and county mental health agencies to provide a greater range of employment services and opportunities to DOR consumers than would otherwise be available through any single agency. Lastly, given its focus and expertise, DOR has positioned itself to provide California's leadership voice in state government and administers other

programs, including the Disability Access Services, to assist in removing barriers to full inclusion of individuals with disabilities in the workforce, in state government, and in community life.

Weaknesses: The VR program is not an entitlement program. Lacking sufficient funding to serve all eligible consumers in the VR program, DOR is currently operating under an Order of Selection (OOS) process. Federal regulations stipulate that whenever a state has insufficient funds to serve all eligible applicants for VR services, an OOS system must be developed and implemented that will ensure individuals with the most significant disabilities are provided services first. DOR has been operating under an OOS process since September 1995. Currently, DOR is providing services to all eligible individuals with the most significant disabilities (category I) and eligible applicants with significant disabilities (category II). Additionally, services are being provided to eligible applicants with disabilities (category III) who applied on or before November 30, 2015. For individuals with disabilities who do not meet the OOS (category III), there is insufficient number of service providers and community resources, especially in rural areas, that are physically and/or programmatically accessible to support their employment and independence needs.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

CDSS oversees the operation of California's Temporary Assistance to Needy Families (TANF) program, known as CalWORKs, and the programs operated under Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), known as CalFresh E&T. These programs are administered directly by California's counties.

CalWORKs operates in all fifty-eight counties providing temporary cash assistance to meet family basic needs and welfare-to-work services to help families become self-sufficient. CalWORKs programs are able to provide a wide array of services, including education and training, ancillary supportive services such as childcare and transportation support, and help with domestic violence and substance abuse issues.

CalFresh E&T is currently offering employment and training services for non-assistance CalFresh participants, including individuals who are required to be work registrants, volunteers, and able-bodied without dependents in twenty-four California counties.

Clients/Service Population: CalFresh E&T serves over 70,000 Californians. The CalWORKs caseload is approximately 530,000 cases, which equates to about 1.2 million Californians. Approximately 270,000 of these cases are eligible for welfare-to-work programs.

Strengths: CalFresh E&T has strong relationships with Local Boards in the counties where it operates and the program is good at ensuring access to mental health and substance abuse services. CalWORKs has a robust subsidized employment program and has a lot of flexibility in the types of services it can provide. CalWORKs has an existing relationship with community colleges to provide support for CalWORKs recipients enrolled in academic and career pathway programs. While maintaining the work-first policies of TANF, recent changes in CalWORKs have increased the emphasis towards a work-focused, skills attainment, and barrier removal agenda to ensure that TANF recipients are positioned to achieve long-term successful outcomes and upward mobility.

Weaknesses: CalWORKs serves a higher percentage of needy families than the rest of the nation. CalWORKs is designed primarily to combat child poverty by continuing to aid children even when the adults cannot (e.g., due to time limits or exemptions) or refuse to participate in the welfare-to-work program. CalWORKs serves many exempt adults with significant barriers to employment.

DEPARTMENT OF INDUSTRIAL RELATIONS - DIVISION OF APPRENTICESHIP STANDARDS

The DIR-DAS administers California apprenticeship law and enforces apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journeyperson in an apprenticeable occupation. DIR-DAS promotes apprenticeship training through creation of partnerships, consults with program sponsors and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction. Through this effort, the retiring skilled workforce is replenished with new skilled workers to keep California's economic engine running strong.

Clients/Service Population: DIR-DAS serves industry, educational institutions, government, and apprentice and journey level workers. California leads the nation with 53,366 apprentices registered in over 540 programs recognized by DAS.

Strengths: The apprenticeship model of skill development, "earn and learn", has a proven track record of placing workers in high-wage, middle-skills career pathways. The apprenticeship system of training is efficient and cost-effective and results in higher retention rates, lower turnover, and reduced costs for recruitment of new employees. The curriculum and on-the-job training are guided by industry and meet industry needs. Apprenticeship connects employers with public education facilities for related classroom instruction.

Weaknesses: The majority of existing apprenticeship programs are established for occupations in the construction and building trades. Women and minorities continue to be underrepresented in many apprenticeship programs.

WIOA SECTION I66 INDIAN/NATIVE AMERICAN PROGRAMS

The WIOA Section 166 Indian/Native American (INA) Program supports employment and training activities for Indian, Alaska Native, and Native Hawaiian people, helping more fully develop their academic, occupational and literacy skills to help them compete more effectively in the job market and achieve personal and economic self-sufficiency. There are eight WIOA Section 166 INA Employment and Training grantees in California that collectively receive $5.67 million to provide services to Indian and other Native American populations in California:

- Northern California Indian Development Council, Inc.
- Ya-Ka-Ama Indian Education and Development, Inc.
- United Indian Nations, Inc.
- California Indian Manpower Consortium
- Tule River Tribal Council
- Candelaria American Indian Council
- Southern California Indian Resource Center, Inc.
- Indian Human Resource Center.

The State Board is committed to ensuring the AJCC provide Indian and Native Americans equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their local plans their strategies to collaborate with their area Section 166 grantee(s) to provide Indian and Native Americans equal access to AJCC services and WIOA service provider

opportunities and will engage the INA grantees and EDD in discussions about aligning client tracking and reporting systems.

Clients/Service Population: Section 166 INA Program serves Indians, Alaska Natives, and Native Hawaiians who are unemployed, or underemployed, or low-income individuals, or a recipient of a lay-off notice.

Strengths: The INA programs promote the economic and social development of Indian communities. Services are provided in a culturally appropriate manner, consistent with the principles of Indian self-determination.

Weakness: The funding allocated to INA programs is insufficient to meet the needs of the population and in most areas of California there is a weak system for co-enrolling the INA population with the AJCC system. Many INA grantees are located in rural areas and lack access to technology and support services including transportation.

SECTION 167 FARMWORKER SERVICE PROGRAMS

The National Farmworker Jobs Program is a nationally-directed, locally-administered program of employment and training services for migrant and seasonal farmworkers. Created under the Economic Opportunity Act of 1964, and currently authorized section 167 of WIOA, the program seeks to counter the chronic unemployment and underemployments experienced by migrant seasonal farmworkers (MSFW) who depend primarily on seasonal jobs in California's agricultural sector. There are five WIOA Section 167 farmworker service programs represented statewide by La Cooperativa Campesina de California: collectively, they receive $19.38 million from the Department of Labor for PY 2015-16.

- Center for Employment Training, Inc.
- California Human Development Corporation
- Central Valley Opportunity Centers, Inc.
- County of Kern, Employers' Training Resource
- Proteus Inc.

These programs provide services throughout California but especially in rural areas where farmworkers live and work. Training services include English as a Second Language (ESL), General Education Development (GED), adult and family literacy, basic education, vocational education, and employer-based training. Related services such as childcare, transportation, emergency services, housing, counseling, job placement, and follow-up services enhance these training efforts.

The State Board is committed to ensuring the **America's Job Center of California℠** (AJCC) provide Migrant/Seasonal Farm Workers equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their Local Plans their strategies to collaborate with their Section 167 grantee(s) to provide MSFW equal access to AJCC services and WIOA service providers. The State Board will encourage AJCC's to do the following:

- Share employer, labor market information and job training opportunities within the local region
- Support growers by listing farm-related job openings within the agricultural community

- Co-recruit, co-enroll, and co-case manage MSFWs who can benefit from workforce development services at the local level and develop opportunities for leveraging funding to acquire the support service needs of MSFWs and other low-income individuals in job training and long term employment sustainability., and
- Share staff training and bi-lingual resources to co-develop a strong comprehensive workforce staff service network at the local level across program titles for all local partners.

Clients/Service Population: WIOA Section 167 grantees serve eligible migrant/seasonal farmworkers and their dependents. Eligible farmworkers are those individuals who primarily depend on employment in agricultural labor that is characterized by chronic unemployment and underemployment.

Strengths: WIOA Section 167 grantees have well-developed relationships with Local Boards and the AJCC system, provide occupational skills training, related supportive services, and housing assistance to the MSFW population. Many Section 167 grantees also qualify as Eligible Training Providers, list programs on the State ETPL, and also receive referrals from AJCCs.

Weakness: The funding allocated to MSFW programs is insufficient to meet the needs of the population and many MSFWs have limited English language capacity and do not have access to supportive services, including transportation and child care, which limits opportunities for them to attain skills, credentials, and degrees from the “mainstream” educational system.

JOB CORPS

Job Corps is the nation’s largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Through a nationwide network of campuses, Job Corps offers a comprehensive array of career development services to prepare young people for successful careers. Job Corps employs a holistic career development training approach which integrates the teaching of academic, vocational and employability skills, and social competencies through a combination of classroom, practical and work-based learning experiences to prepare youth for stable, long-term, high-paying jobs.

Job Corps’ focus is consistent with the State Plan. Through local and regional planning guidance, the State Board will ensure that Local Boards work with Job Corps and coordinate regionally with California’s Job Corps centers in San Bernardino, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose.

Clients/Service Population: Job Corps serves young men and women age 16-24 who are out of school and have barriers to employment.

Strengths: Job Corps is a comprehensive program which provides high school diploma and equivalency programs, occupational skills training, work readiness, and housing and supportive services to young men and women enrolled in the program.

Weakness: While California has six Job Corps Centers, not all local areas can access services.

CHAPTER 3: COMPREHENSIVE OVERVIEW OF POLICY STRATEGIES (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(D-E))

The state will employ and will require state plan partners to adopt or participate, to the extent appropriate for each program, seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels in order to achieve the state's three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development .

POLICY STRATEGIES (WIOA SEC. 102 (B)(1)(D)

The seven policy strategies emphasized in this State Plan—sector strategies, career pathways, "earn and learn", organizing regionally, providing supportive services, building cross-system data capacity, and braiding resources and integrating services— are evidence-based and have been shown to work, helping ensure effective delivery of services, and increasing the likelihood that those who receive services obtain gainful employment.

This section of the State Plan provides a more comprehensive overview of the strategies the state will implement. The chapters that follow outline more specifically how these strategies will be put into operation and coordinated by the core programs and other state plan partners. The descriptions given here are designed to outline their policy content and the rationale for their use. The chapter ends with a description of the manner in which local and regional workforce plans will operate as the mechanism for implementing local service delivery and regional coordination to assure that the policy objectives of this plan are carried out.

SECTOR STRATEGIES: A DEMAND-DRIVEN WORKFORCE INVESTMENT STRATEGY

"Sector strategies" are policy initiatives designed to promote the economic growth and development of a state's competitive industries using strategic workforce investments to boost labor productivity. The strategic focus is on prioritizing investments where overall economic returns are likely to be highest, specifically in those sectors that will generate significant gains in terms of jobs and income.

Targeting the right sectors is essential and requires that policy makers use economic and labor market data to determine which industry sectors are best positioned to make gains if investments in workforce development are made. Investment decisions are typically also contingent on the degree to which a sector faces critical workforce supply problems, for example, whether the industry faces or will face a shortage of skilled workers in a particular occupation, whether or not these shortages are a consequence of either growth or retirements.

When done successfully, sector strategies can lead to mutually beneficial outcomes for business, labor, and the state by increasing competitiveness and growth, improving worker employability and income, and reducing the need for social services while also bolstering government revenues generated by both business and workers.

In order to ensure that policies help produce beneficial outcomes for workers as well as business, sector investments should take into consideration the quality of jobs for which training resources are made available. Ideally, training should result in livable wage jobs with benefits that provide access to career opportunities through job placement in an occupation that is part of a well-articulated career ladder.

A key element of sector strategies is the emphasis on industry and sector partnerships. These partnerships bring together multiple employers within a sector to find shared solutions to their common workforce problems.

Under sector partnerships, firms work with representatives of labor, as well as education and workforce professionals, to develop a concrete program to address that industry's particular skills shortages. The development of shared solutions typically involves the convening of various stakeholders to develop a general understanding of the challenges the sector faces on an ongoing basis. For the process to be successful, partners need to regularly meet to develop a concrete plan to solve workforce problems by implementing agreed-upon remedies.

The collective focus on shared problem-solving sets sector strategies apart from more traditional training programs that focus on either individual workers or individual firms. Problems are addressed systemically and collectively. Industry partners examine the interrelated workforce needs of the entire industry, diagnose problems, and align the monetary and institutional resourcesof not only industry but also labor, and the relevant workforce and educational systems as the chief means to plug relevant skills gaps.

Where they have been implemented, sector strategies initiatives have funded the following activities:

- Convening industry partners on a regular, ongoing basis to build relationships between stakeholders and firms in the targeted industry sector.
- Providing resources for sector research related to industry and market trends affecting workforce needs.
- Developing multi-year plans focused on the training and placement of workers in occupations identified as strategic by industry leaders
- Boosting industry capacity related to workforce needs, such as developing common worker training centers, providing contract support services for industry employees, and research and development related to workforce development (for example, curricula development).
- Providing business services, such as help in implementing industry human resources best practices.

- Developing skills standards and new degrees and certificates as a basis to guarantee minimum job qualifications for workers in priority occupations.
- Developing well-articulated career pathways promoting job advancement for workers who are entering the sector, as well as those already employed in the sector.
- Identifying training providers and educators and working to align relevant programs with industry needs.

All of the foregoing activities are designed to (a) establish the partnership, (b) develop a concrete plan, and (c) foster the implementation of the plan through an ongoing alignment of resources and institutions to ensure that the training goals of the plan are carried out.

Under this State Plan, state plan partners and providers who participate in sector strategies are expected to do so in a manner that makes it a priority to work with employers who offer jobs with good wages and benefits. State law specifies that the implementation of sector strategies should lead to investments, "in education and workforce training programs that are likely to lead to jobs providing economic security or to an entry-level job with a well-articulated career pathway into a job providing economic security."[1] State law defines "economic security" as "earning a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."[2]

CAREER PATHWAYS

California's *Education Code* and the State Workforce Innovation and Opportunity Act both define career pathways in the following manner:

"Career pathways," "career ladders," or "career lattices" mean an identified series of positions, work experiences, or educational benchmarks or credentials with multiple access points that offer occupational and financial advancement within a specified career field or related fields over time.

Career pathways are designed to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts. The objective is to provide a packaged set of skills which has demonstrable labor market value at each stage of the learning process. Key elements of successful pathway programs include the following:

- Varied and flexible means of entry, exit, and participation through multiple "on and off ramps" and innovative scheduling practices.
- Entry and exit points are based on student, worker, or client's needs as well as their educational or skill levels, allowing those with different skill levels to participate where appropriate.
- Flexible exit allows those who cannot complete a longer term program the ability to build longer term skills through short term serial training efforts.
- Pathways programs are characterized by a high degree of program alignment and service coordination among relevant agencies, which can typically include adult education and basic skills programs, community colleges CTE programs, high school CTE programs, workforce development board programs, as well as social services agencies.
- The receipt of industry-valued credentials at each stage of training.
- Employer engagement to ensure that training and education are relevant to the labor market.

Career pathways programs are particularly useful in serving populations with barriers to employment because they can be packaged in a way that responds to client population needs. Combining career pathway programs with sector strategies has the potential to help move populations with barriers to employment into the labor force while also meeting employer's workforce needs, by providing disadvantaged individuals with a tangible and marketable skillset that is in-demand.

Under this State Plan and relevant state law, state plan partners and providers who engage in career pathway work should do so with the goal of placing workers and students in occupations that provide economic security or entry-level jobs that have a well-articulated career pathway or career ladder to a job that provides economic security.[3]

UTILIZING EARN AND LEARN STRATEGIES

"Earn and learn" policies are designed to facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to "earn" income while they "learn" to do a job. Because many WIOA customers have barriers to employment and cannot afford to attend an education or training program full time, not only because of costs associated with training and education fees and tuition, but also because time spent in the classroom reduces time that can be spent earning income, "earn and learn" opportunities are an important strategy for success.

Under Senate Bill 342, (H.B. Jackson, Chapter 507, Statutes of 2015), the California State Workforce Innovation and Opportunity Act defines "earn and learn" policies as those training and education policies that combine "applied-learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing". SB 342 points out that "earn and learn" programs typically bring together "classroom instruction with on-the-job training to combine both formal instruction and actual paid work experience." These programs include, but are not limited to, all of the following:

- apprenticeships;
- pre-apprenticeships;
- incumbent worker training, including on-the-job training as outlined in WIOA
- transitional and subsidized employment;
- paid internships and externships; and
- project-based compensated learning.

The principles of "earn and learn" are broad enough to allow for flexible program design. As such, programs may be customized to serve clients on the basis of their given level of skills and their particular educational or training needs. Transitional and subsidized employment programs, for example, can be used to provide work experience to those who have none, facilitating the hiring of individuals that employers might not otherwise employ. These programs may help get TANF recipients and other individuals with barriers to employment into the labor market, thereby helping establish work experience and an employment history that individuals need to build their resume.

Other "earn and learn" programs, like the incumbent worker training programs operated by ETP, may serve other purposes, such as keeping the state's workforce productive and its businesses competitive. Similarly, pre-apprentice and apprenticeship programs can provide access to formal skills training opportunities in a variety of occupational fields that typically provide good wages and a middle class income. To ensure the use of quality providers, California statute directs the State

Board and Local Boards to ensure that any services funded by WIOA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by DIR-DAS for the relevant occupation and geographic area.

In general, “earn and learn” programs can be flexibly designed and paired with other policy strategies, such as sector strategies and career pathways, to increase the skills and employability of the workforce while also aligning workforce, education, and training programs with labor market dynamics and employer needs.

ORGANIZING REGIONALLY

Labor markets and industry are both organized regionally. Organizing workforce and education programs regionally increases the likelihood that workforce and education programs can be aligned to serve the needs of labor markets. The means to do this is regular ongoing industry engagement and the building of partnerships with industry and those agencies and departments, and other stakeholders whose programs and services directly impact the ability of the state’s workforce and education programs to service industry needs while also helping job seekers get the skills they need to succeed in the labor market.

Regional organizing efforts should aim for the development value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process. Ideally, “gains to exchange” will occur as long as partners transact with one another on the basis of specialization by providing services consistent with each programs’ core competencies. Partners are thereby able to leverage one another’s expertise, building a proverbial “sum that is greater than its parts.” When fashioned in this manner, regionally organized programs economize the use of scarce resources, while also allowing program operators to take programs to scale, reduce administrative costs, and package and coordinate services on the basis of specialization.

Federal and California state law both encourage efforts to align workforce and educational programs at the regional level in order to align programs with each other and regional labor market dynamics.

Prior to the passage of WIOA, California passed SB 118 (T. Lieu, Chapter 361, Statutes of 2013), SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and SB 698 (T. Lieu, Chapter 497, Statutes of 2011). Collectively these statutes directed the state’s workforce and community colleges workforce programs to think, plan, and invest regionally.

- SB 118 added regionally focused “sector strategies” language to what was then called the California Workforce Investment Act and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.
- SB 1402 reauthorized the CCCCO Economic and Workforce Development Program (EWD) and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs. Much of the policy language in SB 1402 is similar, if not always identical to, the language contained in SB 118.
- SB 698 directs the State Board to work with Local Boards to develop policies and standards for certification of Local Boards as “high performance” boards. These policies and standards

are intended to encourage the involvement of major regional employers and industry groups in the Local Board planning process, the regional coordination and alignment of workforce and education services, and investments in training and education programs that align with regional labor market needs.

The new federal law also directs states to develop policies that enable the building of regional partnerships. WIOA specifically directs the Governor to designate regional planning areas aligned with regional labor markets so as to facilitate the implementation of sector strategies, the coordination of service delivery, the pooling of administrative costs, and the collective development of shared strategies among regionally organized Local Boards to ensure accountability and overall program performance.

From the State Board's perspective, the objective of regional organizing efforts is not to create monolithic one-size-fits-all uniform workforce and education programs, but rather to coordinate service delivery on the basis of programs strengths while also aligning partner programs with each region's particular labor market needs. The exact manner in which these partnerships come together will vary from region to region based on the unique set of circumstances that shape each region's workforce needs.

PROVIDING SUPPORTIVE SERVICES

Many of the clients served by the state's workforce and education programs face barriers to employment that also undermine their ability to complete a training or educational program which could help them upskill or reskill in a manner that increases their labor market prospects.

Whether individuals being served have disabilities, face employment discrimination, lack basic education, or grapple with poverty, it is evident that individuals often need access to a broad array of ancillary services to help them complete training or education programs and successfully enter the labor market.

Supportive services provided through the state's workforce and education programs include everything from academic and career counseling, to subsidized childcare and dependent care, to transportation vouchers, to payment for books, uniforms, and course equipment, to substance abuse treatment, as well as the use of assistive technology for California's disabled population. Supportive services may also include licensing fees, legal assistance, housing assistance, emergency assistance, and other needs-related payments that are necessary to enable an individual to participate in career and training services.

Supportive services are awarded to individuals in financial need, based on individual assessment and the availability of funds. Supportive service awards are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment.

Which type of supportive services should be provided depends on each particular client's needs and background, as well as the eligibility criteria for various services offered by state plan partner programs. The exact menu of services offered to program participants will vary from region to region and locality to locality, but state policy pertaining to One-Stop design and customer-centered service delivery provides for a comprehensive level of baseline service at the AJCCs.

Local and regionally organized workforce development boards will be encouraged to go beyond baseline service requirements to tailor-make a menu of services that suits their client populations' specific needs while reinforcing partnerships developed at the local and regional level.

BUILDING CROSS SYSTEM DATA CAPACITY

Under this State Plan, the following types of data will guide the design and evaluation of workforce and education programs in California:

- Diagnostic data pertaining to the relative importance of the different industries, sectors, and occupations throughout California.
- Diagnostic data analyzing the extent to which state education and training programs are preparing students and workers with the requisite industry-recognized skills and credentials to meet employer's skills needs and future industry demand for trained workers in relevant sectors and occupations across California's regions.
- Performance data on workforce and education programs, including required WIOA performance data.
- To the extent feasible, broader performance data, including impact analyses and return on investment studies that allow one to assess the value of the state's workforce and education programs, as well as the ability to track outcomes longitudinally to assess and evaluate the effectiveness of career pathways.

Diagnostic data are intended to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data are intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

State law in California directs the State Board and the Economic and Workforce Development (EWD), program of the CCCCO to operate workforce and education programs that are "data driven and evidence based". (See, for example, SB 118, T. Lieu, Chapter 562, Statutes of 2013, and SB 1402, T. Lieu, Chapter 361, Statutes 2012).

SB 118 (T. Lieu, Chapter 562, Statutes of 2013), specifically requires that the State Board provide periodic "skills-gap analysis enumerating occupational and skills shortages in the industry sectors and industry clusters identified as having strategic importance to the state's economy and its regional economies," and then use this analysis "to specify a list of high-priority, in-demand occupations for the state and its regional economies."

SB 1402 (T. Lieu, Chapter 361, Statutes 2012) requires that the CCCCO EWD program which provides financial support, technical assistance, and policy guidance to community college CTE programs, report performance data for the programs it funds. These data must include all of the following:

- measures of skills or competency attainment for those who receive training or education under the program;
- measures relevant to program completion, including measures of course, certificate, degree, and program of study rates of completion;

- measures of employment placement or measures of educational progression, such as transfer readiness, depending on whether the client is entering the labor market or continuing in education;
- measures of income, including wage measures for those who have entered the labor market following completion of the education or workforce training services offered under the program, ; and
- quantitative assessment of impacts on businesses which may include data pertaining to profitability, labor productivity, workplace injuries, employer cost savings resulting from improved business processes, levels of customer satisfaction, employee retention rates, estimates of new revenue generated, sales, and market penetration, as well as information pertaining to new products or services developed.

AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) requires that adult education providers working together in regional consortia develop a shared system of performance assessment that captures the following data:

- How many adults are served by members of the consortium
- How many adults served by members of the consortium have demonstrated improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees, or training programs,
- Placement into jobs
- Improved wages

AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) mandates the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II AEPs, as well as Trade Adjustment Assistance, and state apprenticeship programs. These programs must provide data to measure the following:

- program completion, degree and certificate completion;
- demographic participation, including veteran status, age, gender, race/ethnicity; and
- wage and labor market outcomes.

Like state law, WIOA requires the uses of regional labor market data for strategic planning and investment purposes, and requires performance reporting to measure program outcomes.

WIOA requires the use of the labor market data in the development WIOA regional plans and requires EDD's LMID to provide regional labor market data to facilitate regional planning.

Performance measures required under WIOA are similar to those required under state law and could conceivably be used to meet some California statutory requirements under SB 1402, AB 104, and AB 2148. These measures include the following:

- Participant employment, measured two quarters and four quarters after program exit.
- Median wage of employed program participants two quarters after exit.
- In-program, measurable skills gain of program participants in an education or training program leading to a postsecondary degree (methodology yet to be determined).
- Postsecondary credential or secondary degree attainment by program participants measured during participation or within one year after program exit.

- One or more measures of program effectiveness serving employers (measures yet to be determined).
- For youth programs, the share of program participants who are employed or who have been placed in an education or training program within two quarters and four quarters after program exit.

Under this State Plan, the State Board will identify opportunities to work with plan partners to share and, to the extent feasible, integrate both diagnostic and performance data to optimize program performance of all state plan partners.

INTEGRATING SERVICES AND BRAIDING RESOURCES

Integrating service delivery and braiding resources are ways that workforce and education programs can achieve program alignment and assure access to the broad array of services funded across the state's workforce and education programs. In California, resources will be braided and services integrated and aligned through the creation of "value-added"partnerships at the state, regional, and local levels.

A value-added partnership is one in which all partners gain from the partnership. Ideally, "gains to exchange" occur and partners transact with one another on the basis of specialization, providing services consistent with each programs' core competencies. Partners thereby leverage one another's expertise, building a proverbial "sum that is greater than its parts."

This approach to service delivery can take many forms but perhaps is best exemplified in the use of the AJCCs. WIOA maintains the One-Stop career center delivery system initiated under WIA, but re-focuses the system on skills development, attainment of industry-recognized/industry relevant credentials and degrees, and prioritization of career pathways in high demand sectors.

WIOA gives AJCC staff the flexibility to provide services based on the needs of the job seeker by eliminating the sequence of service provision of WIA, combining WIA core and intensive services into a new category called "career services", and by eliminating the requirement that job seeking customers must participate in multiple activities before entering into training.

For those who need it, services should provide job-seeking individuals with skills and tools necessary for successful participation in education and training programs that result in credentials/degrees and employment in career pathways in in-demand occupations. . In California, this will occur in a variety of ways depending on the needs of both employers and the client base in each regional and local area. Under the new model, One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as "career services", and will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need access to opportunities for further skills training as a pathway to job placement.

CHAPTER 4: THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD, ITS ROLE, AND FUNCTIONS (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN RELATED TO THE STATE BOARD'S FUNCTIONS, WIOA SECS. 101(D), 102B(2)(A)), AND 102 B(2)(C)(I)).

THE STATE BOARD: ROLE, FUNCTIONS, AND OPERATIONAL STRUCTURE

Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act, "The California Workforce Development Board is the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce."

THE STATE BOARD AND ITS COMPOSITION

The members of the State Board are appointed by the Governor in conformity with WIOA Section 101(b) and California UI Code Section 14012. As required by federal and state statutes, the State Board has a business majority (27 of 53 members), and 20 percent workforce representation, including 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K–12 and community college representation to ensure coordination between the state's education and workforce systems. Two legislative members are appointed by the Senate President Pro–Tem and two by the Speaker of the Assembly. A complete listing of State Board members and the category they represent is provided in chapter seven.

The State Board reports to the Governor through the chair of the State Board (appointed by the Governor) and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state. The chair has the responsibility to call and preside at all State Board meetings and perform other duties as required. The vice–chair acts as chair in the chair's absence and performs other duties as required.

STATE BOARD COMMITTEES

Because the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing executive committee, special committees, and ad hoc committees. Special committees are appointed by the State Board chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. The committees are:

- ***Executive Committee:*** The Executive Committee is a standing committee. It consists of a small number of State Board members evenly divided among business, labor, and government. It acts as a high–level strategic planning and jobs advisor to the Secretary of the LWDA and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.

- ***WIOA Implementation Workgroup:*** The State Board approved the creation of the WIOA Implementation Work Group in September 2014. Over the course of twenty–four months, this work group will ensure that California's implementation of the new law reflects state strategies and aligns resources accordingly. The group's work includes developing WIOA performance measures and multi–agency metrics, developing policy, catalyzing systems alignment and regional collaboration, and determining any needed governance changes.
- ***Increasing Skills and Credential Attainment Work Group:***The State Board approved the creation of the Increasing Skills and Credential Attainment Work Group in September 2014. This work group will develop a framework for the identification and prioritization of industry–valued credentials that benchmark skills and competencies for job–seekers and employers, supporting improved skill delivery and the regional calibration of labor market supply and demand. The Increasing Skills and Credential Attainment Work Group will support and catalyze experimentation, statewide workforce goals and large scale change.
- ***Health Workforce Development Council (HWDC):*** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected officials, the public workforce system, labor, philanthropic organizations, community–based organizations, health professional and advocacy organizations.
- ***Green Collar Jobs Council:***The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals.
- ***Advanced Manufacturing Workforce Development Council:***The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing; support regions in providing a skilled manufacturing labor force; identify national skills standards; and encourage regional industry sector partnerships.

STATE BOARD AND STATE PLAN DEVELOPMENT (102(B)(2)(A); 101(D)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi–monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, CDE, CCCCO, the EDD, DOR, CDSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level "bilateral" meetings were initiated by the State Board to develop more specific input into the State Plan from

the leadership of the various state planning partners, (the State Board, CDE, CCCCO, EDD, DOR, CDSS, ETP), and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, ETP, EDD, and the State Board
- CDE–CCCCO–State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR–State Board workgroup on Vocational Rehabilitation services;
- a CDSS–CWDA–CWDB–CCCCO workgroup on TANF programs;
- a multiagency and multi–departmental workgroup on Youth Services;
- a State Board lead workgroup on AJCC service delivery ("The One–Stop Design Workgroup");
- a EDD–State Board workgroup on labor market information; and
- the Data–Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

STAFF STRUCTURE AND ACTIVE ONGOING POLICY DIRECTION, TECHNICAL ASSISTANCE, AND CAPACITY BUILDING 102(B)(2)(A); 101(D)(2); 101(D)(3)(A–B)(F); 101(D)(3); 101(D)(5)(A–C); 101(D)(3); 101(D)(10)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems," the State Board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The board's operational structure has recently been reorganized to facilitate WIOA implementation and to build a comprehensive workforce and education system, aligning core and non–core program services across the various employment, training, workforce, educational, and human service

programs whose mission it is to get Californians hired into good jobs. The State Board's new operational structure is shown in the relevant chart in Chapter 7 .

Under the new structure, the State Board will operate as a "think and do" tank, reviewing programs and policies, and helping develop implementation strategies that foster the plan's policy objectives.

EXECUTIVE DIRECTOR

Strategy, operations, planning, and policy development are guided by the Executive Director who reports to both the chair of the State Board and the Secretary of Labor and Workforce Development. The Executive Director is also the face of and chief liaison for the organization in the board's dealings with other state department heads and workforce system stakeholders, such as CWA, the Community College Taskforce on Workforce Development, SBE, the State Labor Federation, Industry Associations, and community–based associations.

CHIEF DEPUTY DIRECTOR

The Chief Deputy Director is the State Board chief of staff and oversees the daily operations of State Board staff operating in three branches: the Policy, Legislation, and Research Branch; the Strategy, Innovation, and Regional Initiatives Branch, and the Administrative Branch. The deputy directors responsible for the operations in these three branches supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

THE ADMINISTRATIVE BRANCH

The Administration Branch is responsible for all of the administrative operations of the State Board, ensuring compliance on all federal WIOA reporting and state reporting and fiscal requirements, State Board budget development and oversight, administrative matters pertaining to hiring and termination, procurement of goods and services, grant administrative matters, and program logistics. Specific responsibilities include the following:

- fiscal operations and budget:

o preparation of October and April budget revision

o maintenance of the State Board's "above the line" WIOA and Proposition 39 budget authority and total dollars allocated

o tracking of all State Board grant and initiative funds

o provides a detailed monthly encumbrance and expenditure report to accurately project expenditures

- contracts and procurement
- human resources
- State Board staff development
- State Board committee member support
- solicitation of federal and state funding opportunities

- drafting of annual reports, publications and audit responses
- maintenance of the State Board's IT hardware and software equipment, email systems, telecommunications equipment, network printers and copiers and website
- handling the logistical needs of the State Board and all of its committees and workgroups

THE POLICY, LEGISLATION, AND RESEARCH BRANCH

The Policy, Legislation, and Research Branch is responsible for doing policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, but not limited to, the following areas:

- General policy development to further system alignment of workforce, job services, training, and education programs.
- Research and policy development toward the delivery of effective One–Stop services, including policies facilitating One–Stop access for those with barriers to employment.
- Research on policies concerning effective sector engagement.
- Research on the building of career pathways tailored to client population needs, including research on how successful partnerships braid funds to facilitate movement through a career pathway that straddles multiple programs or service delivery structures.
- Examination of effective regional organizing efforts so as to identify the key elements of successful regional partnerships.
- Providing policy information to system partners to aid staff development.
- Providing policy information on successful practices to facilitate the building of local board capacity.
- Evidence–based research and policy development on the use of effective training programs responsive to labor market needs.

The Policy, Legislation, and Research Branch unit played a lead role in convening state plan partners, informing these partners on the legislative requirements of WIOA, sharing policy research on evidence–based practices, and facilitating agreement on the policy content of the State Plan by staffing the multiple workgroups engaged in the planning process.

As the State Plan moves into implementation, this unit will continue to work with state plan partners and stakeholders to design and issue regional and local planning guidance as well as joint policy directives to ensure that core and non–core programs are operating in a manner that carries forward the objectives of the plan.

Planning guidance and policy directives will serve as written technical assistance and will provide the policy rationale and supporting data and evidence for the best practices and model partnerships needed to implement the seven strategies discussed in the previous chapter.

Planning guidance and technical assistance will also contribute to the professional development of staff throughout the comprehensive workforce system and will help build the capacity of Local Boards by providing information on how implementation helps achieve the objectives of the State Plan.

The Strategy, Innovation, and Regional Initiatives Branch

The State Board's Strategy, Innovation, and Regional Initiatives Branch is charged with developing the strategic vision underlying regional economic and workforce development and guiding innovation in related policy and practice to advance the State's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets
- Using regional coalitions and partnerships (including sector partnerships) to inform and advance the development of career pathways so as to ensure the use of effective training programs responsive to labor market needs.
- Accelerating skills and credential attainment aligned with regional labor markets.
- Facilitating access to job training, education and workforce services for populations with barriers to employment.

The Strategy, Innovation, and Regional Initiatives Branch oversees high profile sector initiatives and workforce grant programs funded either by WIOA or through alternative sources of funding such as federal grants or relevant state grants. The key work of this branch is to align the broad objectives of its various grant–making initiatives with the State Plan's policy agenda while encouraging innovation and experimentation in the field. This unit also staffs the State Board's committee on credential attainment and will be working to help ensure that workforce programs operated around the state are making use of industry–recognized degree and credential programs. Strategy, Innovation, and Regional Initiatives Branch operates two particularly important WIOA–funded grant programs: Project Slingshot, and the Workforce Accelerator Fund.

PROJECT SLINGSHOT

The SlingShot grant program seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine. Grants are designed to foster the development of regional solutions to regionally–defined workforce and employment problems. The guiding premises of the SlingShot program are as follows:

- Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts.
- Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity.
- Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment.
- Policy should be evidence–based and data–driven. All strategies need to be grounded in effective use of data and metrics.
- Big problems require risk–taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without

fear of “failure” if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

WORKFORCE ACCELERATOR FUND GRANTS

California’s State Plan prioritizes regional coordination among key partners, sector–based employment strategies, skill attainment through “earn and learn” and other effective training models, and development of career pathways to provide for opportunities for individuals with barriers to employment to successfully participate in the labor force. Consistent with these state plan priorities, the State Board developed, and the Governor approved, the Workforce Accelerator Fund (Accelerator Fund) grant program to build workforce system infrastructure and capacity in the following ways:

- Collaboration among partners in the development of service delivery strategies and alignment of resources to connect disadvantaged and disconnected job seekers to employment.
- Innovation that creates new or adapts existing approaches or accelerates application of promising practices in workforce development and skill attainment.
- System change that uses these sub–grants to incentivize adoption of proven strategies and innovations that are sustained beyond the grant period.

The Accelerator Fund represents a new model of funding innovation and alignment in the workforce system, with the goal of funding “ground up” solutions to some of the most vexing challenges that are keeping Californians with barriers to employment from achieving success in jobs and careers. The solutions achieved through this Accelerator Fund can be used by regions grappling with similar challenges, and will be shared with the regional coalitions and other stakeholders to create lasting change and improvements in the workforce system.

The target populations being served by the Accelerator Fund are:

- *Long–Term Unemployed* – An unprecedented number of California workers have been out of work for more than six months and are struggling to find new jobs.
- *Returning Veterans* – Too many veterans, after performing essential services with great skill, are challenged in finding civilian jobs that capitalize on the skills they’ve built.
- *Persons with Disabilities* – The labor force participation rate for Californians with disabilities is only 19 percent – lower than it was before passage of the Americans with Disabilities Act.
- *Low–Income Workers* – Thousands of Californians are trapped in poverty, often cycling through low wage, dead–end jobs and lacking the education, skills, and supports, needed to move into sustained, higher wage jobs.
- *Disconnected Youth* – Many young people 16–24 are disconnected, neither in school nor work, and are in danger of being left behind.
- *Ex–Offenders* – Realignment has increased the visibility of the need for robust job services for the parole and ex–offender population in California.
- *Non–Custodial Parents* – Parents participating in family reunification programs are faced with the challenge of participating in parenting programs while seeking education and training resulting in jobs that pay self–sufficiency wages.

Work currently being done under the SlingShot and Accelerator Fund grants provides for regional organizing and policy innovation efforts that the State Board envisions continuing under WIOA regional planning efforts.

Regional Plans and "Regional Sector Pathways"

Regional plans and partnerships required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. The Policy, Research, and Legislation Branch of the State Board will work with state plan partners and Local Boards to develop regional planning guidance consistent with the policy objectives and strategies of the State Plan. The Strategy, Innovation, and Regional Initiatives Branch will provide technical assistance to ensure that regional planning efforts and related programs complement the State's broader regional economic and workforce development strategy.

THE ROLE OF THE STATE BOARD AND PERFORMANCE ACCOUNTABILITY (101)(D)(4)

Working with core partners, and strategic plan partners when applicable, the State Board plans to use a statistical adjustment model semi–annually to develop performance accountability measures that effectively serve Californians, especially Californians with barriers to employment.

Through the use of baseline data and the semi–annual statistic adjustment model, the state plans to update performance accountability measures to assess the effectiveness of serving those with barriers to employment, as well as WIOA and state level policy objectives and the level of services coordinated and identified in the strategic plan.

The State Board will convene core program partners and those strategic partners with whom performance outcomes are aligned to discuss, where appropriate, how the state will negotiate goals with federal agencies and local areas.

In consultation with strategic partners and local areas, the State Board will emphasize the skills attainment measure across programs because greater skill attainment leads to higher median earnings, greater percentages of employed participants, and helps the state reach the goal of one million middle–skill industry recognized credentials over the next ten years.

To help facilitate reliable and valid data for the assessment of programs and ability to serve individuals with barriers, the State Board will work with core program partners to identify strategies for robust data collection in all federally mandated reports, as well as additional measures identified by the state.

THE ROLE OF THE STATE BOARD IN ONE–STOP DESIGN 101(D)(6)(A–C); 101(D)(5)(A); 101(D)(7)(A–D);101(D)(8)

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs. In this respect, AJCC services will be customer–centered.

Under this State Plan and all relevant policies issued by the state concerning One–Stop design, operations, and partnerships, locals will be directed to operate AJCCs as an access point for programs that provide for “demand–driven skills attainment.” From this perspective, One–Stops will be an “on ramp” or “gateway” to the “regional sector pathways” programs either built–out or identified through the regional planning process described earlier, allowing those service recipients who want to “upskill” an opportunity to do so.

AJCCs will continue to provide the full menu of One–Stop services, known under WIOA as “career services,” they have historically provided, and AJCCs will continue to function as labor exchanges, matching job seekers with employers, but there will be much greater emphasis on One–Stops as an access point for education and training services for those who want and need it, especially for those with barriers to employment.

Consistent with this vision, in June of 2015, the State Board and EDD partnered to create and staff the One–Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state’s AJCCs. Participants in this workgroup included the following:

- Local Workforce Development Boards
- AJCC operators
- California Employment Development Department
- Employment Training Panel
- California Welfare Directors Association
- County Welfare Departments
- California Community Colleges Chancellor’s Office
- Local Community Colleges
- California Workforce Association
- La Cooperativa (representing Migrant/Seasonal Farm Worker programs).
- California Department of Rehabilitation

To organize the work and ensure compliance with WIOA the workgroup divided itself into the following subcommittees:

1. **Bricks/Comprehensive Services Sub–committee:** The priorities of this subcommittee included the following:

- defining comprehensive and affiliate AJCCs
- identifying career and training services that will be provided on–site, through cross–training of partner staff, or through direct technology,
- identifying the characteristics of a high quality One–Stop Center
- supporting efforts for program alignment across core programs and with all mandatory partners
- developing MOUs, cost–sharing agreements and premise/infrastructure arrangements,
- ensuring access to individuals with barriers to employment, including individuals with disabilities
- developing recommendations on criteria and procedures for use by Local Boards in assessing the effectiveness and continuous improvement of One–Stop centers

2. **Clicks/Virtual Services Subcommittee:** The priorities of this subcommittee included the following:

- Identifying virtual basic career service software and applications that replace the need to go to a physical AJCC.
- Defining “direct technological access” to partner services in a comprehensive center.
- Identifying and beta–testing on–line digital literacy and skill development systems and recommending preferred models for statewide use to accelerate the. acquisition of skills and attainment of recognized postsecondary credentials
- Ensuring that technology is accessible to individuals with barriers to employment, individuals with disabilities, and individuals living in remote areas.

3. **Skills Subcommittee:** The priorities of this subcommittee included the following:

- Enhanced partnerships with education and training partners, especially community colleges.
- Increased access to career pathways through AJCCs for high demand sectors with the goal of increased attainment of industry recognized credentials/degrees.
- Strengthened professional development of workforce professionals employed in One–Stops.
- Increased capacity for Local Boards, including cross–training, credentials, and apprenticeship for frontline workforce professionals.
- Training staff on approaches to “customer–centered design.”
- Collecting and disseminating information on promising partnerships with training and education partners, including all core partner programs.
- Collecting and disseminating information on promising work–based “earn and learn” partnerships, including apprenticeship, OJT, and subsidized employment

4. **Communication Subcommittee:** The priorities of this subcommittee included the following:

- Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, CDSS, CCCCO, Adult Ed, the State Board, CWA, DOA, HCD, National programs).
- Identifying a single point of contact for each Local Board to facilitate regular interaction/communication between the state partner programs, including all core programs, and local stakeholders.
- Establishing a protocol and communication policy for all core partners and committing to talking regularly as a system.
- Utilizing social media and virtual communication tools.
- Developing a branding policy for the AJCC.

Through the efforts of the One–Stop Design Workgroup and the WIOA Implementation Committee Workgroups, the State Board has entered into agreements with mandated and voluntary partners and stakeholders to ensure implementation of an integrated, job driven service delivery system that provides job seekers (specifically individuals with barriers to employment) with the skills and credentials necessary to secure and advance in career pathways, and enable employers to identify and hire skilled workers and grow their businesses.

In addition, the State Board and EDD have issued guidance on negotiating a Memorandum of Understanding (MOU). Successful implementation of California’s statewide strategies will, in large part, be determined by the quality of the partnerships that are developed at the local level and articulated in the MOUs. The state–issued Workforce Services Directive (WSD) 15–12, which outlines the fact that local MOUs should serve as both functional tools as well as visionary plans for how the Local Boards and AJCC partners will work together to create a unified service delivery system that meets the needs of their shared customers.

The MOU development process described in WSD15–12 takes place in two phases. Phase I addresses service coordination and collaboration amongst the partners. Phase II addresses how to functionally and fiscally sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure costs. After each phase of a MOU has been completed, it must be signed by authorized representatives of the Local Board, Chief Elected Official, and AJCC partner(s).

Phase I: Service Coordination

For Phase I, Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one–stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.

Phase II: Shared Resources and Costs

For Phase II, Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

The two–part schedule was provided by the State in order to allow time for other key WIOA milestones (e.g., Local Workforce Development Area subsequent designation, AJCC operator procurement, establishment of a state infrastructure fund) to be completed before Phase II is due.

Additional information on Phase II of the MOU process will be issued by the State upon the release of further guidance from DOL. In the interim, state level core partners are actively working together on how to best determine the value of infrastructure contributions and establish a state–level infrastructure fund.

THE ROLE OF THE STATE BOARD AND LABOR MARKET INFORMATION 101(D)(11)

The State Board works in partnership with EDD's LMID in the development of labor market data products that are useful for Local Boards and their partners as they engage in regional planning efforts.

The State Board regularly attends LMID advisory committee meetings to stay informed of economic and labor market trends and discuss how those trends may affect the workforce and education system's policy objectives.

For the purposes of local and regional strategic planning in WIOA, the State Board will work with LMID to provide guidance to Local Boards on the importance of using reliable data sources and effectively utilizing LMID's products and services. The State Board recognizes Local Board's need to access multiple sources of information, especially information pertaining to targeting investments in emerging industry sectors within their regional labor markets. While the State Board will continue to support the use of various information sources for strategic planning, emphasis is placed on data–driven, actionable labor market information that is timely, reliable, objective, accurate, and is developed using sound methodologies, such as those developed by the Department of Labor's Bureau of Labor Statistics.

THE ROLE OF THE STATE BOARD AND FORMULA ALLOCATION (101)(D)(9)

The State Board depends on its partner, EDD's LMID, to develop allocation formulas for the distribution of funds for employment and training activities to local areas. Detail on these formula allocations is provided in the chapter on State Operating Systems and Policies.

CHAPTER 5: IMPLEMENTING THE SEVEN POLICY STRATEGIES: ORGANIZATIONAL ROLES, AND OPERATIONAL ALIGNMENT UNDER THE PLAN (CORRESPONDING TO THE OPERATIONAL PLANNING ELEMENTS OF THE STATE PLAN, AND THE OPERATING SYSTEMS AND POLICIES REQUIRED UNDER WIOA SEC. 102 (B)(1)(C) AND B(2)(B))

This chapter describes the roles and functions of the state plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- “earn and learn”—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor–management apprenticeship and pre–apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education “pipelines” that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and “feeding” the regional pipeline using AJCCs as an access point or “on ramp” for skills attainment for individuals who need to up–skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One–Stops as part of the AJCC system.

The remaining policy strategies “earn and learn” and “creating cross system data capacity” will be employed at both the local and regional levels, as warranted, depending on the types of regional and local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at–risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross–system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non–core program partners to ensure coordination and non–duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access
- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

REGIONAL PLANS AND “REGIONAL SECTOR PATHWAYS”: THE PIVOT OF THE STATE PLAN

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state’s seventy regional Adult Education Block Grant consortia to build “Regional Sector Pathway” programs, career pathway programs that result in the attainment of industry–valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and GO–Biz, and stakeholders like the CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations

- Regionally organized Local Boards (RPUs)
- Local economic development agencies
- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state–funded basic education programs)
- Representatives of K–14 CTE programs funded by either federal Perkins funds or various state–specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA REGIONAL PLANNING UNITS IDENTIFIED

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (e.g. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUs include the following:

1. Coastal Region (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. Middle Sierra (1 board): Mother Lode

Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

Major City Populations in Region: Sonora, Angels Camp

3. Humboldt(1 Board): Humboldt

Counties Included (1): Humboldt

Major City Populations in Region: Eureka

4. North State (1 board): NORTEC

Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. Capitol Region (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. East Bay (4 boards): Contra Costa County, Alameda, Richmond, Oakland

Counties Included (2): Contra Costa, Alameda

Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. North Bay (5 boards): Marin, Napa–Lake, Sonoma, Solano, Mendocino

Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino

Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

8. Bay–Peninsula (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. San Joaquin Valley and Associated Counties (8 Boards): Fresno, Kern–Inyo–Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. Southern Border (2 Boards): San Diego, Imperial

Counties Included (2): San Diego, Imperial

Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. Los Angeles Basin (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica

12. Orange (3 Boards): Santa Ana, Orange, Anaheim

Counties Included (1): Orange

Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. Inland Empire (2 Boards): Riverside, San Bernardino County

Counties Included (2): Riverside, San Bernardino

Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. Ventura (1 Board)

Counties Included (1): Ventura

Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

These RPUs are identified on the map on the next page.

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT “REGIONAL SECTOR PATHWAYS”

THE STATE BOARD (TITLE I)

The State Board will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data–driven, evidence–based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state’s SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the course of the

regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO's WEDD program, representatives from K–12 CTE programs, state–funded Adult Education Block Grant consortia, and federally funded Title II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs
- identify existing career pathway programs that meet leading and emergent industry sector needs
- recommend any necessary adjustments to facilitate the development and validation of career pathway programs to meet industry needs
- broker regional partnerships to move students and workers through relevant pathway programs that result in the attainment of industry recognized degrees or credentials, including individuals with barriers to employment

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD'S WORKFORCE SERVICES BRANCH (TITLES I AND III)

Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use of compliance–based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts. Additionally, EDD's Field Staff (Title I & III) will continue to provide labor exchange services, including access to and use of its **CalJOBS℠** virtual labor market to students and workers who finish "Regional Sector Pathways" programs and who then need to access job services through the AJCC system

SBE, CDE, AND CCCCO (TITLE II AND STATE–FUNDED ADULT EDUCATION PROGRAMS)

These programswill work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with "Regional Sector Pathways" efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in "Regional Sector Pathways" programs.

Having effective and well–articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCCO, and the State Board, the state's seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational attainment by making opportunities for skills training in in–demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post–secondary education.

EDD'S LABOR MARKET INFORMATION DIVISION (TITLES I & III)

EDD–LMID will provide regional labor market data to regionally organized Local Boards to inform efforts to identify and plan with leading and emergent industry sectors in each of the RPUs.

DEPARTMENT OF REHABILITATION (TITLE IV)

DOR will work with the State Board and regionally organized Local Boards to identify opportunities to leverage collaborative employer outreach and engagement efforts that develop in the course of regional planning efforts. Where these opportunities exist, DOR will work with State Plan partners to market employer incentives and strategies for the hiring of individuals with disabilities, including better and more coordinated use of Federal procurement "503" hiring requirements. As part of this effort, DOR will partner with ETP to leverage incumbent worker training contracts to open doors for workers with disabilities as 30 percent of the state's largest 100 federal contractors have utilized ETP contracts to train their incumbent workforce.

Additionally, based on information developed through the regional planning process and disseminated by the State Board and its local partners, DOR will use information pertaining to Regional Sector Pathway programs to inform its consumers about career pathways programs aligned with regional labor market needs so as to provide for informed consumer choice in the development of Individualized Plans for Employment (IPE).

DOR staff and their partners in the disability services community, to the extent permissible under state and federal law, will work locally and regionally with Local Board staff as well as training and education providers, including K–12 and community college partners, to increase enrollment opportunities for DOR consumers and referrals to AJCC of individuals with disabilities who are not served by DOR, taking into account the alignment of needs, preferences, and the capacities of the consumers being served. Efforts will need to be made to ensure physical, technological, and programmatic access to Regional Sector Pathway programs for the disabled. This is a shared responsibility of state plan partners.

THE ROLES AND FUNCTIONS OF NON–CORE PARTNERS, INCLUDING ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT THE PROGRAM STRATEGY AND COORDINATE EFFORTS WITH OTHER PARTNERS

COMMUNITY COLLEGES

Community Colleges will play a significant role in the development and implementation of "Regional Sector Pathways" partnerships by serving as the primary provider of CTE for those seeking to enter the labor force following post–secondary education. California invests approximately $1.7 billion in CTE programs, and more than a quarter of all community college students are enrolled in CTE courses.

Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), the EWD program operated by the WEDD of the Chancellor's Office is statutorily mandated to utilize sector strategies framework to incentivize and provide technical assistance to local CTE programs and other community college workforce programs to better align these programs with regional labor market dynamics. This alignment is typically accomplished through the DWM operational framework and a program organizational structure which brings local CTE faculty, WEDD staff, and EWD funded programs together to ensure that CTE curricula are informed by labor market data and regular ongoing engagement with industry sector leaders.

GO-BIZ AND LOCAL ECONOMIC DEVELOPMENT AGENCIES

These entitieswill partner in regional planning efforts by providing information to Local Boards about regional economic development initiatives and investment priorities.

Section 106 of WIOA explicitly requires Local Boards to coordinate with regional economic development entities so as to ensure the alignment of regional workforce development and economic development initiatives. To facilitate partnership at the regional level, GO-Biz will work with the State Board to identify the local Economic Development Corporations (EDCs), iHubs, and SBDCs operating in the state's fourteen RPUs. These entities have unique knowledge about the state's emerging economic sectors as well as an understanding of how state incentive programs are encouraging the growth of these sectors. Regional workforce development decisions should be made with this unique knowledge in mind. GO-Biz, in conjunction with its local and regional partners (EDCs, iHubs, SBDCs), will provide, as available, emerging market data needed to inform Local Boards of emerging sectors that may not be captured by other data sources.

CDSS, CWDA, AND CCCCO-STUDENT SUPPORT SERVICES

These entities will work together to move TANF recipients into and through career pathway programs**.**

During the state planning process, CDSS and the CWDA determined that County Welfare Departments, in most instances, would benefit more from partnering at the local level rather than at the regional level. However, local partnerships with Local Boards will interface with "Regional Sector Pathways" initiatives by ensuring that TANF recipients have access to pathway programs through the AJCCs when County Welfare Directors elect to develop pathways partnerships with Local Boards. Moreover, the Supportive Services Division of the Chancellor's Office has agreed to partner with CDSS and the State Board, as well as regionally organized Local Boards to help move TANF recipients into and through "Regional Sector Pathway" programs where County Welfare Directors partner with Local Boards to build career pathway partnerships specifically geared towards populations receiving services under TANF.

The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery will be determined locally, and possibly regionally, depending on agreements between human services agencies, Local Boards , community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One-Stop services which services are provided by which entities, which

partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier-removal services, the payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K-12 CTE PROGRAMS AND CARL PERKINS K-14 PROGRAMS

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical Education Act grants awarded through the K-12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work-based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter “Regional Sector Pathway” programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.

LOCAL WORKFORCE PLANS AND AMERICA’S JOB CENTER OF CALIFORNIA℠

Under the State Plan, the primary purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided and supportive services will be provided. The use of education and training providers, including California Community Colleges and the training providers listed on the state’s eligible training provider list, combined with “earn and learn” training models, especially with regard to the use of pre-apprenticeship and apprenticeship, subsidized employment, and on-the-job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services.

THE ROLES AND FUNCTIONS OF CORE PARTNERS INCLUDING SPECIFIC ACTIVITIES THAT WILL BE UNDERTAKEN TO IMPLEMENT STATE PLAN STRATEGIES PERTAINING TO INTEGRATED SERVICES, BRAIDED RESOURCES, AND "EARN AND LEARN"

THE STATE BOARD (TITLE I)

The State Board will promote integrated service delivery, the braiding of resources, the provision of supportive services, and the promotion of "earn and learn" training models through policy directives outlining the responsibilities of Local Boards and their local partners. Working with its state plan partners, such as EDD-WSB, the State Board will promote the building of local partnerships to carry out these policy strategies and will provide technical assistance to Local Boards and their local partners to see that relevant policies are implemented. Work by the State Board in this area includes the following:

- The State Board has partnered with EDD to create and staff the One-Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Work by this group will inform state policy on integrated service delivery and the braiding of resources at AJCCs, including policy on operations, required partnership, and the articulation of AJCC services with Regional Sector Pathway programs. (More detail on this is provided in chapter 4).
- As part of the state planning process, the State Board has entered into state level agreements with SBE/CDE (Title II Administrator), EDD (Title I Administrator and Title III Administrator and Program Operator), DOR (Title IV Administrator and Program operator), and both CDSS and CWDA (representatives of both state and local TANF agencies) to ensure coordination at the state level so as to ensure compliance with federal requirements pertaining to One-Stop mandatory partnership of TANF programs.
- The State Board will meet with state level representatives of all other mandated AJCC partners to inform them of their statutory and regulatory responsibilities to participate in the AJCC system and, working with EDD, will issue One-Stop policies to secure representation from all mandatory partners in all comprehensive One-Stops.
- The State Board has entered into an agreement with SBE/CDE to support and encourage the integration of work-based learning activities in all locally funded WIOA youth programs to involve interactions with industry professionals and include career awareness, career exploration, internships and career pathways training activities.
- Additionally, the State Board has entered into an agreement with CDSS, the CWDA, and the Chancellor's Office of Supportive Services to encourage and promote local partnerships that articulate subsidized employment programs operated by County Welfare Departments with career pathways programs, including "Regional Sector Pathway" programs identified and developed in WIOA regional plans. Where robust partnerships develop, these pathway programs should be designed to service TANF recipients, taking care to meet the particular client needs of those being served.
- The State Board has entered a similar agreement with DOR to promote access to competitive integrated employment at the local level so as to ensure quality jobs for persons with intellectual and developmental disabilities.
- Working with EDD, the State Board has already issued policies pertaining to Eligible Training Providers and the use of alternative training models, including OJT, to encourage the use of "earn and learn" approaches to training by local boards.
- Working with partner state agencies, such as DOR and CDSS, the State Board will issue joint communications, policy directives, and local planning guidance designed to not only

secure an adequate level of partnership in the One-Stops, but also to adopt best practices and model partnerships at the local level that emphasize skills attainment for individuals with barriers to employment. A central feature of these partnerships will be the braiding of resources to ensure access to a comprehensive menu of services tailored to the individuals needs and provided by program partners on the basis of program core competencies.

Under this State Plan, local planning guidance provided by the State Board to Local Boards will designate One-Stops as an access point for programs that provide “demand-driven skills attainment”, so that One-Stops serve as an “on ramp” or “gateway” to the “Regional Sector Pathways” programs either built-out or identified through the regional planning process carried out by WIOA RPUs.

LOCAL BOARDS (TITLE I)

Local Boards are tasked under WIOA Section 121 with developing and entering an MOU with all required One-Stop mandatory partners, certifying One-Stop operators, and conducting oversight of the One-Stop system in the local area. To the extent that Local Boards fulfill these obligations, they will necessarily involve themselves with system alignment efforts and the implementation of state plan program strategies pertaining to service integration, resource braiding, and the provision of supportive services.

Following State Board policy and the policy direction of this State Plan, Local Boards will be responsible for ensuring that AJCC MOUs require a baseline level of WIOA core program and mandatory One-Stop partner participation in the AJCCs that meets federal requirements such that program services are coordinated, and when appropriate, integrated in ways that make customizable services available to clients on the basis of their particular individual needs. Workforce Services Directive WSD15-12, provides policy guidance to local Workforce Boards on the development of Memorandums of Understanding. The policy emphasizes that successful implementation of the State Plan vision requires a well-articulated MOU, that Local Boards, with the agreement of the chief elected official, are responsible for entering into an MOU with each of the required AJCC partners, and that collaboration between the AJCC required partners is essential to establishing a quality-focused, employer-driven, and customer-centered system. The policy requires that the MOU is developed in two phases:

- Phase I: Service Coordination: Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one-stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.
- Phase II: Shared Resources and Costs: Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

To assist local boards in the development of the MOU, the State Board and EDD designed three regional MOU training sessions and developed an MOU toolkit which included the MOU Directive, a sample MOU, Exhibit H of the draft California Workforce Development Plan (State-level bilateral agreements with WIOA core partners), Matrix of State and Local contacts for Required One-Stop Partners, and the MOU training curriculum. Over 300 representatives from local boards, core and voluntary partners attended the training sessions.

Local Boards will be expected to employ best practices and build model partnerships that go beyond One-Stop partnerships and cost-sharing efforts by developing coordinated service delivery strategies that extend beyond the walls of the AJCC. The State Board will issue local and regional planning guidance to facilitate the adoption of best practices and the building of model partnerships that, depending on local plans and priorities, may also include any or all of the following practices:

- coordinated assessment activities among core programs and other state plan partners to match client services with client needs while reducing duplication of effort
- the development of local agreements on the funding of supportive services for individuals with barriers to employment (depending upon program eligibility) so as to help eligible individuals complete training and education programs, especially “Regional Sector Pathways” programs and ”earn and learn” programs aligned to local and regional labor market needs
- the development of local agreements to recruit and serve out-of-school youth with barriers to employment in “Regional Sector Pathways” and "earn and learn" programs that increase the likelihood of placement in middle skills jobs in demand occupations
- the development of partnerships with programs specifically designed to serve out of school youth, including charter schools that operate under Education Code Section 47612.1(a)
- coordinated funding of job readiness training, job placement, and labor exchange services to reduce duplication of effort by programs that provide similar services
- placement of AJCC staff directly on community college campuses to strengthen the partnership between community colleges and Local Boards so as to facilitate coordination of job readiness training, job placement, and labor exchange services that benefit students completing CTE coursework

Consistent with WIOA Section 107, Local Boards will also provide business services to engage employers at the local level. In this respect Local Boards will be well positioned to help facilitate “earn and learn” partnerships, designed to get individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. This will happen in various ways including the following:

- through partnerships with County Welfare Departments that are designed to coordinate and articulate subsidized employment programs with “Regional Sector Pathway” efforts
- by working with DOR staff to help place individuals with intellectual and developmental disabilities into competitive integrated employment
- by working with ETP to leverage state incumbent work training programs that lead to promotion of incumbent workers and the consequent opening-up of entry level positions

EDD-WORKFORCE SERVICES BRANCH FIELD STAFF (TITLE III)

The programsfunded under the WPA are integrated into service delivery at the local level through their participation in AJCCs where they provide job search and placement assistance, conduct job search workshops, and provide access to job listings and information pertaining to labor markets. Much of the work conducted by EDD-WSB field staff involves maintaining and facilitating registration in **CalJOBS℠**, the state’s virtual labor exchange and online resource to help job seekers and employers search for jobs, build résumés, access career resources, and to find each other. WSB field staff also helps to coordinate Trade Adjustment Assistance and veterans’ programs locally in the AJCCs and to provide EDD representation on Local Boards.

EDD-WSB CENTRAL OFFICE STAFF (TITLE I)

These staffenable local integrated service delivery by providing administrative guidance to Local Boards, their partners and field staff working on WIOA Title I and Title III programs. EDD-WSB central office staff also maintain overall program and financial accountability for relevant Title I and Title III programs operating at the local level, and prepare and submit financial and performance reports for WIOA Title I and III programs to DOL. Ensuring compliant and adequate integrated service delivery at the local level would not be possible without the work of this program.

EDD-LMID provides support for integrated service delivery through the AJCCs by developing the labor market data that is made available to workforce development professionals and AJCC customers and partners on **CalJOBS℠**. The EDD-LMID also develops products and provides services to the various entities that support the workforce system (e.g., businesses, education, economic development) to understand statewide and regional economies in order to make informed decisions.

SBE, CDE, AND CCCCO (TITLE II ADMINISTRATORS AND OPERATORS)

These programshave agreed to work together to ensure that AEPs coordinate with other workforce and education programs so as to move individuals with barriers to employment into the labor force. To this end, SBE, CDE, and CCCCO have agreed to foster better articulation between AEPs and the larger workforce and education system in the following ways:

- SBE, CDE, CCCCO, and the State Board will jointly communicate baseline federal rules for Title II mandatory partnership at One-Stops to Title II providers and Local Boards through policy directives or other appropriate forms of communication distributed by CDE, CCCCO, and the State Board. Such communication shall require, at a minimum, that local partnerships ensure access to Title II programs through the AJCCs by means of co-location, cross-training, or direct access through real-time technology.
- State plan partners SBE, CDE, CCCCO, and the State Board will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory One-Stop partnership. This information will be used to ensure that Title II providers and Local Boards are on a path to compliance with federal rules requiring mandatory participation in AJCCs by all core programs.
- SBE and CDE agree that the award process for State Title II grants and any Request for Applications (RFAs) or Request for Proposals (RFPs) issued to prospective grantees will require that applicants comply with federal rules pertaining to mandatory One-Stop partnership, including those associated with co-location, cross-training, and virtual access.
- Consistent with WIOA Section 107(d)(11)(B), and Section 232, the CDE and the State Board agree that Local Boards will be required to make Local Plans available to Title II grant applicants. CDE agrees that state-issued RFAs will require that Title II applicants demonstrate familiarity and program and services alignment with WIOA Local Board plans.

Additionally, SBE, CDE, CCCCO, and the State Board will work jointly to identify and recommend best practices and model partnerships that encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required as part of mandatory One-Stop partnership. To this end, the State Board will issue local and regional planning guidance, supported, when appropriate, by policy directives or other appropriate means of communication issued by SBE, CDE, and CCCCO to foster better program alignment between basic education and

basic skills programs and other workforce and education programs and services. Recommended relevant best practices may include but are not limited to the following:

- aligning basic skills coursework with career pathways programs and adopting contextualized learning practices that combine basic education and skills coursework with CTE coursework
- braiding resources from WIOA Title I Adult and Youth programs with WIOA Title II programs to provide supportive services to those attending basic education and skills programs so as to facilitate both course and program completion; local partnerships may include charter schools focused on serving out of school youth and operating under Education Code Section 47612.1(a)
- ensuring that Title II and other adult education program participants are familiar with, and have access to, relevant job-readiness training and job search and placement services
- ensuring that Title II and other adult education program participants are familiar with and have access to opportunities to enter postsecondary education programs

Joint communication to local and regional providers will encourage the adoption of these and other best practices as well as the forming of model partnerships, not only by Title II providers, but also by other Adult Education Block Grant Consortia members.

DEPARTMENT OF REHABILITATION (TITLE IV)

Working together at the state level, DOR and the State Board will partner to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of “earn and learn” and other training and employment services for individuals with disabilities at the local level. Partnership activities to support these ends have and will include all of the following:

- DOR will work with state plan partners and Local Boards to develop competitive integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with disabilities, including those with intellectual or developmental disabilities
- Working with EDD, the State Board will develop AJCC policies and also draft local and regional planning guidance, and DOR will provide technical assistance to inform these policies and guidance so as to ensure physical, electronic, and programmatic accessibility for individuals with disabilities in at least one comprehensive One-Stop in each local area. DOR and the State Board will provide a consistent message to both Local Boards and DOR district offices concerning state policy on these matters.
- To facilitate local compliance with relevant policies, and the development of strong local partnerships that ensure physical, electronic, and programmatic accessibility for individuals with disabilities, the State Board and DOR will provide support, technical assistance and professional development for Local Boards and comprehensive One-Stop operators. Support, technical assistance, and professional development activities may extend to cover the coordination of services occurring beyond the walls of the AJCC where deeper local and regional partnerships develop. In some instances, support and technical assistance to Local Boards and operators will occur through referrals to experts in appropriate local community-based organizations and regional developmental centers.
- The State Board and DOR agree that a MOU will be updated between each DOR district and the corresponding Local Board(s) concerning the operation of the One-Stop delivery system in the local area(s). The MOU(s) will specify the services to be provided, the funding sources and mechanisms for services provided, the methods of referral between One-Stop operators and One-Stop partners, and will specify methods to ensure that the needs of individuals with disabilities are addressed for the duration of the MOU.

- DOR and State Board staff will work jointly to assess the level of partnership in One-Stops and compliance with known and future regulatory requirements regarding access to services for individuals with disabilities, including requirements that core program partners provide services to job seekers either through co-location, cross -training, or direct access to these services through real-time technology in the state's AJCCs.
- DOR and the State Board will provide information to Local Boards on best practices and model partnerships using both policy research and information from the field. DOR will provide disability expertise and technical assistance to inform service provision for individuals with disabilities at the local level. In some instances, technical assistance may come through referrals to appropriate local organizational resources, and may include the building of linkages to community based organizations (CBOs) and regional centers that provide services to individuals with disabilities.
- DOR will designate a point of contact for and provide assistance and access to Local Boards for employers requesting assistance with Section 503 federal contracting hiring compliance.
- DOR district staff will designate a point of contact for the Local Boards to provide linkages to local service providers for consumers with intellectual and developmental disabilities.
- DOR will provide disability expertise and technical assistance to the Local Boards, partners, and employers so as to facilitate the movement of individuals with developmental and intellectual disabilities into Competitive Integrated Employment.

The Roles and Functions of Non-Core Partners, Including Specific Activities That Will Be Undertaken to Implement State Plan Strategies Pertaining to Integrated Services, Braided Resources, and "Earn and Learn"

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES AND COUNTY WELFARE DIRECTORS' ASSOCIATION

Working together at the state level, CDSS and the State Board will partner with Local Boards and CWDA to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of "earn and learn" and other training and employment services for TANF recipients in California. Partnership activities to support these ends have and will include all of the following:

- CDSS and CWDA agree that baseline federal rules for mandatory partnership at One-Stops will be communicated to County Welfare Departments and Local Boards through policy directives distributed by the state oversight departments: the State Board and EDD will distribute for Title I; CDSS will distribute for TANF. A joint letter reflecting this same information will also be issued from the State Board, CWDA, and CDSS.
- CWDA, the State Board, EDD, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to ensure that all counties and Local Boards are on a path to compliance.
- CWDA, CDSS, and State Board staff will work jointly to identify models of TANF One-Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop the programs that best serve client needs.

Additionally, the expertise of practitioners at the local level will inform technical assistance provided by the state. County Welfare Departments that have successful subsidized employment partnerships with Local Boards and/or community college's CTE programs will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful partnerships with local community college CalWORKs programs may serve as model programs for other County Welfare Departments to develop and/or expand subsidized employment programs, as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts.

CHAPTER 6: CREATING CROSS-SYSTEM DATA-CAPACITY (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(E) AS WELL AS OPERATIONAL PLANNING ELEMENTS AND OPERATING SYSTEMS 102(B)(2)(C)(II)-(III), AND (V))

The planning guidance issued by DOL directs states to do the following:

- Provide a description of the operating systems that will support the implementation of the State Plan including the following:

o labor market information systems

o data systems

o communication systems

o job banks

o data collection and reporting processes for all programs

- Provide a description of the state's approach to assessment of programs and One-Stop partners including the following:

o assessment of core programs

o assessment of One-Stop program partners

o previous assessment results (from the previous two years)

- Provide a description of the state's approach to using program data including the following:

o efforts to align and integrate workforce data and education systems including:

§ the exchange of cross-program common data elements to support assessment and evaluation

§ the state's plans to integrate data systems to facilitate intake and service delivery to track participation across programs included in the plan

§ how the State Board will assist the Governor in aligning technology across One-Stop mandatory partners and how this will improve service delivery to individuals

§ the state's plans to develop and produce reports required under section 116 of WIOA

o assessment of participants' post-program success

o use of the UI base wage file

o privacy safeguards

This chapter provides the relevant information while also providing policy direction on how the state will use data to further the objectives of the State Plan.

CATALOG OF OPERATING SYSTEMS, DATA-COLLECTION, AND REPORTING PROCESSES TO IMPLEMENT STATE STRATEGIES (CORRESPONDING TO SECTION III (B)(1) OF THE PLANNING GUIDANCE)

DOL planning guidance Section III (b) (1) requires that states provide an overview of state operating systems that will support the implementation of the state's strategies, including information pertaining to labor market information systems, data systems, communication systems, case-management systems, and job banks.

The first section of this chapter provides relevant information pertaining to labor market information systems, communication systems, and job banks that will support the implementation of the state's strategies. Information pertaining to performance data systems and case-management systems is provided in the chapter sections pertaining to assessment, program data integration, and systems interoperability.

LABOR MARKET INFORMATION SYSTEMS

The two primary systems and sources of information on labor market dynamics relevant to the implementation of the State Plan in California are EDD's LMID and the community college Centers for Excellence for Labor Market Information. In addition GO-Biz and partner organizations will work to provide labor market insights for emerging sectors.

<u>The Employment Development Department's Labor Market Information Division</u>

The LMID's primary function is to regularly collect, analyze, and publish information about California's labor markets. In addition to employment and unemployment data, LMID provides:

- economic development and planning information
- industry and occupational characteristics, trends, and wage information
- social and demographic information

Data are available for the state and counties. Some data are available for other geographic regions as well. Additionally, LMID also provides technical assistance and customized data services for state and sub-state geographic areas. LMID carries out this work through a variety of program groups:

- The Employment Payroll Group (EPG) administers the Quarterly Census of Employment and Wages (QCEW) program through a cooperative agreement with the DOL's Bureau of Labor Statistics (BLS). The QCEW program collects, edits, and disseminates employment and wage data for all California employers covered under the California UI code laws. The EPG staff assigns industry and geographic codes to these employers. These data are used to analyze employment trends, prepare economic forecasts, and are the source for virtually all samples used in BLS employer programs.
- The Current Economic Statistics Group (CESG) provides a wide spectrum of labor force and payroll employment information, along with producing industry and occupational employment projections for the state and the sub-state areas through several contracts with federal agencies.

- The Statewide Information Services Group consists of two main functional areas:

o the Occupational Research Unit (ORU), which provides analysis of occupational information including job descriptions, working conditions, occupational skills, training levels, licensing requirements, and local wage information; and

o the Geographic Information Systems Unit (GISU), which creates specialized maps and reports that display labor market and related data in ways that reveal relationships, patterns, and trends.

- The Occupational Survey Group (OSG) administers the Occupational Employment Statistics (OES) program through a cooperative agreement with the BLS. The OES program conducts a survey of California employers to collect occupational employment and wage data, which are critical for planning statewide and local training efforts.
- The Regional Analysis and Support Group (RASG) provides customized labor market information to support strategic planning efforts, promote strategic partnerships, and assist in making informed decisions toward investing resources in key industry clusters of opportunity and occupations.
- The Local Information Services Group (LISG) is the LMID's primary in-person provider of labor market information (LMI) services. The LMID assigns labor market consultants throughout the state to deliver LMI to local customers who use it to address their own business needs.

The Community College Centers of Excellence for Labor Market Information

The community college Centers of Excellence (COE) for labor market information provides direct in-house technical assistance and analytics to community colleges for the "Doing What Matters" program operated by CCCCO. Since 2005, the COE have conducted in-house workforce research to inform California community colleges about the industries and occupations driving employment demand in their regions. COE provides labor market information to assist community college administrators with program decision-making, faculty with curriculum planning, and students with career choices so as to effectively link in-demand jobs to community college programming. COE does not provide the same function as LMID, as they do not collect and label employment data for BLS or any other federal entity. COE uses LMID data and other labor market information sources to provide data specific to the community colleges internal needs.

The Governor's Office of Business and Economic Development

Through its relationships with local EDCs and iHubs, and with it existing state economic development initiatives, Go-Biz is positioned to have access to information concerning emerging industry sectors across the state's regions. GO-Biz will help to make this information available to Local Boards as they engage in the regional planning process with their local economic development partners.

POLICY STATEMENT ON THE USE OF LABOR MARKET DATA UNDER WIOA

Local and regional workforce plans required under WIOA are expected to be informed by objective labor market data. To this end, the State Board will partner with EDD-LMID and Local Boards to develop a template for the type of regional labor market data EDD-LMID will provide to RPUs so as to aid Local Boards in meeting the objectives of regional planning. This template will be responsive

to, and consistent with, the needs of Local Boards and also sensitive to the resource constraints of EDD-LMID.

Consistent with the foregoing effort, all regional plans required under WIOA section 106, will be required to be informed by the regional labor market data provided by EDD-LMID. In addition to labor market data provided by EDD-LMID, Local Boards may use supplemental data sources for regional planning purposes.

COMMUNICATION SYSTEMS

Core programs and mandatory One-Stop partner programs all use the typical communication systems used by any government agency, including email and phones. To carry forward the objectives of this State Plan, core program partners have agreed to issue joint communications and policy directives to local service delivery providers at the local level when appropriate. State plan partners will meet with the State Board to develop strategies for engaging in this form of communication to local service providers as necessary. Additional detail on the policy areas featured in these coordinated directives can be found in chapter 5.

The One-Stop Design workgroup, convened and facilitated by both the State Board and EDD, and inclusive of representatives from all core programs and state and local partners in the one-stop system, established a communications subcommittee to develop a communication protocol for core partners in regards to WIOA implementation. The subcommittee recommended that the State Board convene a cross-functional communications team, consisting of a single point of contact identified for each of the core partners that will:

- meet on a consistent basis and establish a structure, method, and the means to distribute information on WIOA implementation
- identify partner resources for communication activities and pool resources to communicate as a system
- develop common outreach strategies, informational materials, social media, and web-based portals with links to all partner websites, including:

o external communication portal for job seekers and employers (service focused)

o An internal communication portal for the staff of all partners, with templates, policy guidance, directives, partner information, and promising practices.

JOB BANKS

The state utilizes two different databases to facilitate labor exchange services, one of which has been developed for general use, and the second designed to service a specific population with a specific purpose in mind.

The primary labor exchange system in use in the state is **CalJOBS℠**. The **CalJOBS℠** system is California's online resource to help job seekers and employers navigate the state's workforce services. **CalJOBS℠** delivers workforce development services to individuals twenty four hours a day, seven days a week, from any location with Internet access. **CalJOBS℠** provides easy access to the largest number of unduplicated online job opportunities currently available in one location, aggregating millions of jobs that are posted online every day. The system allows users to easily

search for jobs, build resumes, access career resources, find qualified candidates for employment, and gather information on education and training programs. Below is a list of a few of the main features available to job seekers:

- create and upload multiple versions of their resume tailored to specific jobs or career paths
- customize and conduct job searches
- set up alerts for job openings - either via e-mail or text message
- apply for job openings
- research prospective employers
- make customized resumes viewable to prospective employers
- use the mobile application, which is available in the Apple iTunes or Google Play stores

CalJOBS℠ was designed with the understanding that employers are key customers of the workforce system. Employers can access **CalJOBS℠** online to post job orders, search resumes for qualified applicants, access industry statistics, and utilize other resources. Staff can also directly assist employers to ensure they get the results they require. **CalJOBS℠** provides assistance to employers for online recruiting, including advanced resume search tools, automated correspondence, and applicant tracking.

In addition to **CalJOBS℠**, DOR utilizes the Talent Acquisition Portal (TAP), a national online database connecting businesses seeking to hire individuals with disabilities with qualified job candidates.

TAP offers employers the opportunity to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country. At the same time, job candidates with disabilities can explore job opportunities at the local, state or national level by utilizing TAP's "TAP Matching" which will match their skills to specific jobs and locations. Candidates thereby interface with companies who have a commitment to hiring qualified applicants with disabilities. These candidates do this with the support of their VR Counselor and the national employment team. Although TAP was not built solely for compliance, it was built with the input of senior officials at the Office of Federal Contracts and Compliance (OFCCP), so TAP features all the necessary metrics for the new 503 and Vietnam Era Veterans' Readjustment Assistance Act regulations.

THE STATE' APPROACH TO ASSESSMENT FOR CORE PROGRAMS (CORRESPONDING TO SECTION III (B)(4) OF THE PLANNING GUIDANCE WITH SOME OVERLAP WITH SECTION III(B)(6))

California will negotiate statewide performance goals with the Department of Labor Employment and Training Administration (DOLETA), and ED's Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) for the state accountability measures described in Section 116(b) for the core programs.

To facilitate a statewide, regional, and local approach to assessment based on negotiated performance indicators, program data system collection and reporting, and education and workforce system alignment, the State Board has convened the core program and strategic partners to develop a commitment to systems alignment and service delivery coordination, as well as shared

understanding and approach to policy, performance, and data sharing. Relevant detail on how the state will proceed with respect to assessment includes the following:

STATE LEVEL ASSESSMENT AND PERFORMANCE

During the first year of WIOA performance accountability, California will develop baseline performance indicators for each program and indicator average score and individual programs based on existing enrollment data, local and regional planning goals, and robust discussions amongst core programs partners, Local Boards, and DOL and ED representatives. Thereafter, California will do the following:

• The State Board, in coordination with core program partners, will adjust baseline performance indicators following guidance from DOLETA, ED OCTAE, and ED RSA.

• Program data from each core program will be used in the assessment.

• Program data includes, but is not limited to, populations served, projected enrollments and cohort exits, and economic conditions.

• Assessment of program data will be culled from three separate data systems:

o TopsPRO Enterprise, utilized by CDE

o **CalJOBS℠**, utilized by EDD

o AWARE, utilized by DOR

• The core programs will be assessed using tools and methods such as the statistical adjustment model prepared by DOL and ED, annually reported data prepared for DOL and ED, real-time program data, and historic program data.

• All core programs will be assessed at the state level, but only Title I will be assessed at the regional and local level.

• Efforts at integrated performance reporting, cross-system data alignment and systems interoperability will develop over the course of the four year plan and are contingent on negotiated agreement among the state plan partners.

REGIONAL AND LOCAL ASSESSMENT AND PERFORMANCE

Regional performance is at the Governor's discretion, and is not mandated in statute. Moreover, not all core programs are required regional partners under WIOA section 106. Given the policy direction of the State Plan, California will take the following approach to regional performance.

• The State Board is looking to further implement additional state measures at the regional level to assess progress toward achieving State Plan policy objectives and enumerated goals. These will include the following:

o a regional enumeration of the number of existing and new training and education programs created regionally in response to industry workforce needs

o a regional enumeration - the number of middle-skill industry-valued and recognized postsecondary credentials awarded in the region

o measures of training-related employment by occupation and or sector, to assess whether training and education programs are leading to employment in relevant occupational fields or industry sectors following program exit (which is the mechanism the state will use to measure participants' post-program success and will also help determine the extent to which training programs being utilized actually align with labor market dynamics) (see planning guidance Section III(b)(6)(B)).

• The State Board will collectively negotiate local area performance goals for Title I programs with Local Boards organized into RPUs, but Local Boards will continue to be held individually accountable for WIOA performance indicators in Section 116(b).

The process for which local boards negotiate goals at the regional level will be developed through consultation with Local Boards and issued through statewide policy guidance.

DATA SYSTEMS AND PROGRAM DATA AND PROCESSES USED FOR ASSESSMENTS, PERFORMANCE, CASE MANAGEMENT

This section describes the data systems used for performance assessment and case management in California and provides information required in the WIOA planning guidance section III (b) (1), III (b)(4), and III(b)(6).

EDD-Work Services Branch (Title I & III) utilizes **CalJOBS℠** for both case management and performance tracking. The **CalJOBS℠** system also tracks most financial information for Title I and Title III.

The data collection and reporting process currently requires all Local Areas required to report all Title I and Title III WIOA participants served in One-Stop centers through the **CalJOBS℠** system, a web based application accessible to all local partners receiving WIOA funding from EDD. EDD also uses **CalJOBS℠** for the Trade Adjustment Act (TAA) and Jobs for Veterans State Grant programs. Features of the data system and relevant processes include the following:

• web-based, fully integrated labor exchange, financial and case management system

• used by WIOA grantees to track and report program data for Title I programs and EDD (Title III), as well as eligible training providers entering program data for WIOA-funded participants

• data is entered directly into **CalJOBS℠** system or uploaded on a regular basis using a Virtual One-Stop (VOS) system or an approved third party system

• individual participant assessment instruments used by Local Boards are currently determined at the local level, but the state may work to negotiate a policy with state plan partners that establishes common assessment procedures and a common set of assessment tools throughout the system

The **California Department of Education -Adult Education Office (AEO) (Title II)** provides assessment and accountability services through TOPSpro Enterprise for Title II performance tracking. It is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports. Features of the data system and relevant processes include the following:

• TOPSpro Enterprise software is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.

• The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.

• The local data are submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.

• TOPSpro Enterprsie records each student's goals on entering a class, as well as their educational outcomes.

• Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a checklist of competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition (ELA), Adult Secondary Education (ASE), and Adult Basic Education (ABE).

For program year 2016-17 the CDE-AEO intends to use the same data system to meet requirements for collecting and reporting data requirements for the WIOA performance indicators. This reporting structure is based on National Reporting System (NRS) guidelines, which are retained under WIOA.

The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due to ED annually, by December 31st.

Performance measures include all elements in the federal NRS reports, including enrollment, attendance hours, completion and advancement of one or more levels, separation before completion, and persistence within a level, attainment of a secondary school diploma or its recognized equivalent, and job placement or retention, and transition into postsecondary education or training..

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.

DOR (Title IV) utilizes a case management system known as Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and input in-house by direct service staff located statewide in 13 geographic districts. DOR plans to train staff in the new processes and use AWARE to collect WIOA data.

State VR systems/agencies collect and report summary data in a federally mandated format called the RSA Case Service Report, also known as the RSA-911.The RSA-911 report is submitted annually for the preceding fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each case closure that occurred in an agency, regardless of the reason for closure. Therefore, because case closure is the trigger event, it is feasible that a consumer: (1) may not appear in the report in a given year, even though they received VR services during that year or (2) an individual may appear more than once in one year, if their case was closed on two or more separate occasions.

The Federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g. income, hours worked per week, etc.) are reported both status at application and status at closure. Features of the data system and relevant processes include the following:

• Web-based, fully integrated financial and case management data system utilized by the DOR and public vocational rehabilitation agencies

• Currently, the assessment process involves the rehabilitation counselor providing an assessment of the skills and needs of every client as part of the eligibility determination process

• The rehabilitation counselor also assesses functional limitations through the determination of the level of severity of disability as part the order of selection process

• Some cooperative programs provide vocational assessments as part of the contract scope of work to help determine eligibility, severity of disability, strengths, weaknesses, potential job goals, additional service needs, and recommended accommodations. In addition, assessment is provided on an ongoing basis throughout service delivery to ensure services are appropriate and are leading the DOR consumer to an employment outcome.

• The Fee for Service Assessment Services involves the Community Rehabilitation Programs (CRPs), which may be certified to provide specific services under the broad category of Assessment Services. Assessment Services provide information to a DOR consumer/applicant and referring rehabilitation counselor to assist in eligibility determination, identification of barriers to employment, identification of strengths, resources, abilities and interests, and/or to determine the nature and scope of vocational rehabilitiation services to be provided.

• A written report identifies answers to questions provided by the referring counselor and assists with information leading to the development or modification of rehabilitation services being provided. Identification of specific barriers to employment and recommendations to eliminate those barriers are included in the report.

• Assessment Service Specifications are available for the following three (3) services:

o Comprehensive Vocational Evaluation (CVE)

o Situational Assessment (SA)

o Vocational Assessment (VA)

Other Mandatory One-Stop/Partner Data Systems

THE STATE'S APPROACH TO ASSESSMENT FOR ONE-STOP MANDATORY PARTNERS

The state will initially assess One-Stop mandatory partners on whether they are meeting baseline federal requirements pertaining to co-location, cross-training, and meaningful virtual access to services in at least one comprehensive One-Stop in each Local Area. The state has secured agreement from all core programs, CDSS, and the County Welfare Directors Association to work collaboratively to ensure compliance on this matter.

The State Board will also develop a One-Stop assessment/certification policy that will further assess the effectiveness of the One-Stop system and the partnerships of the One-Stop partner programs at the local and regional level at least once every three years.

Recommendations on the criteria to be used in this assessment/certification are being developed through the One-Stop Design workgroup, convened and facilitated by both the State Board and EDD. This workgroup also includes representatives from all core programs and other state and local partners in the One-Stop system and is charged with identifying and disseminating information on best practices relating to business outreach, partnerships, and service delivery strategies, identifying and responding to implementation challenges, and providing policy recommendations to the State Board to guide the effective operation of the One-Stop system in California. Assessment/certification criteria will include all of the following:

o an assessment of leadership, planning and collaboration (how well are core programs involved and aligned?)

• an assessment of customer-focus and customer-centered design (do clients get the services they need?)

• an assessment of the manner in which the One-Stop will enable skills attainment leading to industry recognized credentials and degrees (does the One-Stop help move those with barriers to employment on a path to skills development?)

• an assessment of the way the One-Stop will use data for continuous improvement (do One-Stop operators utilize performance data to improve service delivery?)

• an assessment of professional development and staff capacity building (are frontline staff trained on the requirements of WIOA, the policies required under the State Plan, and to provide high quality, customer-focused services?)

• an assessment of employer engagement and focus on high growth sectors (is programing aligned with regional labor market dynamics?)

PREVIOUS ASSESSMENT RESULTS OF CORE PARTNERS AND ONE-STOP PARTNER PROGRAMS

During the last two years, the State Board delegated responsibility for the assessment of the effectiveness of the core programs and One-Stop partner programs operated through the WIA, to the forty-eight Local Boards designated to operate in California and to the state agencies with oversight responsibility for each title of WIA (Title I and III to EDD, Title II to the CDE, and Title IV to DOR). Assessment of the effectiveness of the system included:

1. Partnership and participation in building the system - measured by signed MOU, co-location of staff, reduction in stand-alone service centers, service integration, and leveraged resources/shared costs.

• EDD conducted an assessment of the integration of WIA Title I and Title III in the One-Stop system, establishing that California's 190 AJCCs, 80 sites are comprehensive AJCC with fully executed MOU's with required partners, 107 sites are affiliate AJCC's and 3 sites are stand-alone EDD offices.

• The State Board has coordinated an assessment of the core partners, the CCCCO, and CDSS to assess the participation of California's 58 County Welfare Department's, 113 community colleges, 84 Department of Rehabilitation district offices and 70 adult education consortiums, finding a high degree of coordination, information sharing, and referral among partners, and an interest in working more collaboratively in the future to serve customers.

• During the state planning process the CWDA conducted an assessment of integration of the CalWORKs (TANF) program in the One-Stop system and found that 59 percent of California's CalWORKs programs are co-located in the AJCCs, 43 percent participate in cross-training of partner staff, and 20 percent have a virtual connection between the CalWORKs and AJCC staff for referral purposes.

2. Providing excellent customer services to job seekers and employers. The Local Boards have assessed the ability of the local system to implement service strategies to meet the needs of job seekers and employers in a variety of ways, including customer satisfaction surveys, secret shoppers, creation of teams to interview staff, partners and customers, and development of professional development and capacity building programs for staff and partners.

In addition, CCCCO has developed on-line tools to assess the completion rates and average wages of students enrolled in career pathway programs and is making outcome data accessible on attainment of certificates, credentials and degree programs, and CCCCO is encouraging adult education consortia to utilize the existing data system to assess the effectiveness of adult education programs.

3. The CDE produces Annual Performance Reports submitted to United States Department of Education.. According to the annual report, California is the largest adult education provider in the United States. The state served approximately 18 percent of the nation's adultsenrolled in AEFLA programs, according to the 2012−13 NRS data. Because the state is home to one-fourth of the

national non-English-speaking population, the ESL program comprised 60 percent of California's AEFLA programs and 27 percent of the nation's ESL program that year. California also served more learners in ABE and ASE programs than any other state, comprising 11 percent of total learners enrolled in ABE and ASE nationwide. In 2013-14, 202 local agencies served 463,005 learners in the AEFLA programs.

4. Title IV, In accordance with section 101(a)(15)(E), Evaluation and Reports of Progress, of the Rehabilitation Act, DOR's State Plan includes the results of an evaluation of the effectiveness of the vocational rehabilitation program, progress made in improving the effectiveness from the preceding two-year period, and submits a joint report with the SRC, to ED's Rehabilitation Services Administration Commissioner. The evaluation and report include:

• the extent to which DOR's State Plan goals were achieved;

• the strategies that contributed to achieving the goals;

• the extent to which the goals were not achieved, and a description of the factors that impeded that achievement; and

• an assessment of the performance of the state on the standards and indicators established pursuant to section 106, Evaluation Standards and Performance Indicators, of the Rehabilitation Act.

5. Ability to meet WIA Performance Outcomes and implement continuous improvement - the State Board, CDE, DOR, EDD and the Local Board have assessed the effectiveness of the core programs and One-Stop partners using the WIA performance measures and other locally developed or programmatic performance measures.

In the last two years, over half of the forty-eight Local Areas have conducted an assessment of the effectiveness of their comprehensive and affiliate One-Stop centers. Those who have conducted assessments do so typically on an annual basis in coordination with many of the WIOA mandatory partners. Assessments are conducted for the purposes of local monitoring as well as reporting effectiveness back to Local Boards. While assessments are conducted by local areas themselves, some local areas contract out to consultants to get more objective and expert-driven assessments. Program data, such as expenditures, quarterly enrollment and performance data, measured-against goals, customer satisfaction survey results, site visits and interviews, and contracts executed are utilized in the assessment process.

- All Local Areas create reports on customers served and program outcomes for partners and for their boards.
- Nearly 80 percent of the Local Areas have a process for assessing the needs of the job seeking and employer customers served with services and programs that meet those needs.
- Over 75 percent have a mechanism in place for measuring job seeker and/or employer customer satisfaction.
- Nearly two-thirds of the Local Areas have a process to measure One-Stop partners' satisfaction with the system.
- Two-thirds of the Local Areas have professional development programs in place for staff and partners.
- Almost all Local Areas provide training for front-line and business services staff on a regular basis.

- Only about 40 percent have a process in place to measure if One-Stop services meet the needs of core partner customers.

The assessment of the effectiveness of the core programs and One-Stop partners has not been coordinated or aligned in the past two years. Based on this history, the State Board is working to enhance and improve communication between the core and other state plan partners.

THE STATE'S APPROACH TO PROGRAM DATA INTEGRATION AND INTEROPERABILITY (CORRESPONDING TO SECTION III (B)(6) OF THE PLANNING GUIDANCE)

California is dedicated to developing a roadmap towards greater data integration and interoperability and is researching centralized and federated methods to track, share, manage and report performance data over the medium term but is doing this in a manner that appreciates the complexity of the task at hand.

As pointed out in chapter 2, California provides workforce and education services through a myriad of largely decentralized service delivery structures, including 11,000 K-12 schools, over 1,000 school districts, 1,000 charter schools, 113 community colleges (in 72 community college districts), 58 County Welfare Departments, 58 County Offices of Education, 48 Local Boards overseeing 190 One-Stops, and more than half a dozen state departments and agencies.

Not all programs operating in this largely decentralized service delivery network have the same eligibility requirements, data needs, or program goals. Some of the relevant data systems are operated by local government. Some are operated by state government. All have existing case management, data-collection, and reporting legacy systems which have been designed with both their program specific needs and their client population characteristics in mind. Moreover, all these programs have existing relationships with vendors and many are party to legally binding contracts for the provision of case management, data collecting, and reporting services.

Given this context, the state is approaching the matter of data-sharing and the building of interoperable data systems with the following principles in mind:

- Form meets function. The technological architecture for interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.
- Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Any efforts to develop data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership.
- Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions that serve both the programs being operated, and more importantly, the members of the public receiving services.

- Any data-sharing and data integration will be developed in order to meet state and federal privacy and security standards as well as those of each participating agency.

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Operating from the foregoing policy perspective, the State Board has created the “Data-Sharing and Performance Accountability Workgroup” to assist the Governor in aligning technology across core programs and One-Stop mandatory partners with the goal of improving service delivery to individuals.

Representatives from all WIOA core programs, the community college system, K-12 education, the ETP, and CDSS (TANF) have all participated in the workgroup, with representatives meeting with State Board staff more than a dozen times either collectively or program to program. To date, the workgroup has done all of the following:

- exchanged information about common data elements that support assessment and evaluation
- exchanged information about data systems in-use and extant performance reporting processes
- shared information on WIOA performance metrics, reporting requirements, regulations, and guidelines
- shared information on other performance reporting requirements in state law including:

o SB 1402 (T. Lieu, Chapter 361, Statutes 2012) which requires performance reporting for CCCCO Economic and Workforce Development grants operating under the DWM framework; and

o AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) which requires the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II Adult Education programs, as well as Trade Adjustment Assistance, and state apprenticeship programs.

- discussed challenges to implementing WIOA performance requirements
- reviewed approaches to data sharing and workforce performance reporting systems, (including dashboards) in other jurisdictions
- developed a forum to explore ways to integrate data systems to facilitate intake and service delivery and to track participation and performance across programs

State plan partners are now beginning to map a way forward and have started to express their preferred approaches to achieving WIOA’s vision for achieving data integration and interoperability, including alternative centralized, federated, and hybrid approaches.

In the coming months, the State Board will continue to convene this workgroup to plot a way forward using the principles outlined above with the goal of developing a data-sharing governance structure that facilitates compliance with federal requirements. As part of this process, the State Board is working with EDD, SBE/CDE, DOR, CCCCO and other state plan partners to develop an agreement that does the following:

- secures access to, and ensures the use of, the base wage file for use in all performance reporting relevant to WIOA employment and wage performance metrics as required under proposed regulations

o Core program partners have been made aware that use of the base wage file is required under the federal regulations.

o Each core program will need to negotiate a data-sharing agreement with EDD to make proper use of the base wage file.

- secures access to, and ensures the use of, data on credential attainment, skills gains, and degree and credential completion for use in all performance reporting relevant to human capital investment
- ensures all relevant state and federal privacy requirements are met, including HIPPA and FERPA requirements, and all other relevant state and federal laws
- lays the groundwork for developing, where appropriate, common intake processes and integrated or interoperable performance reporting systems where agreements are consistent with the principles outlined above

Additionally, the State Board is working to build greater capacity for cross-system assessment of the education and workforce systems through its participation with partners EDD, CCCCO, and SBE/CDE in the State Workforce and Education Alignment Project (SWEAP) funded by the National Skills Coalition in order to receive technical assistance for the development of data tools that gives state partners and policymakers better data to assess the extent to which relevant workforce and education programs are having measurable labor market impacts for those receiving services. Data tools being developed through this project include the following:

• the cross-system metrics dashboard required by AB2148 which includes WIOA title I and Title II, ETP incumbent work training, state-approved apprenticeships, community college career technical education, and Trade Adjustment Act

• the community college CTE evaluation data system “LaunchBoard” which may provide the platform for a career pathway evaluator data tool that examines whether people with varying degrees of needs have access to the right programs and range of services to earn credentials and/or move into jobs

• supply and demand reports required annually by SB 118 (T. Lieu, Chapter 361, Statutes 2012) that compare numbers of community college program completers to number of jobs openings in in-demand occupations

To assess the quality, effectiveness and improvement of the core programs, the State Board will continue to meet with the state plan partners on a regular basis to ensure continuing collaboration and communication, overcome competing or inconsistent priorities, and check in on progress towards meeting goals.

The State’s Approach to Program Evaluation and Research

The State is committed to evaluating the effectiveness of its programs and recognizes that performance data collected for performance reporting mandated under WIOA and many state laws only provides approximate measures of program efficacy, as performance outcomes can be affected by a myriad of factors not related to program effectiveness. Truly measuring a program’s effectiveness typically requires the use of sophisticated statistical models and the construction of control groups to compare outcomes for individuals enrolled in programs with like individuals not receiving the program “treatment.”

As part of the State's efforts toward developing a comprehensive and shared data system to be used for relevant performance measurement, the State is also exploring ways to use such a data system to pull together the necessary data to build customizable evaluation reports using methods like net-impact analysis, which have been historically used to evaluate workforce programs, for example, in the state of Washington.

The State Board has begun preliminary discussions with state plan partners on how best to approach this matter and believes that AB 2148, discussed throughout the State Plan, provides the State Board with the legal authority to conduct such an analysis on behalf of the programs covered by AB 2148. The State board will build on these efforts by discussing additional efforts at evaluation with other state plan partners.

CHAPTER 7: STATE POLICIES AND ORGANIZATIONAL CHARTS (CORRESPONDING TO OPERATING SYSTEMS AND POLICIES PLAN REQUIREMENTS DELINEATED IN WIOA SECTION 102(B)(2)(C)(I), (VI), (VII) AND CORRESPONDING DOL PLANNING GUIDANCE SECTIONS III (B)(2)-(3) AND (7)-(8))

The planning guidance issued by DOL directs states to do the following:

- Include a description of the state policies that will support the implementation of the state's strategies
- Provide a description of the state program and a State Board overview

o Describe the organization and delivery systems at the state and local levels for the programs covered in the plan and include an organizational chart

o Provide a description of the State Board, including members and their organizational affiliations

o Provide a description of the activities that will assist the State Board members and staff in carrying out the State Board functions effectively

- Describe how the state will implement and monitor priority of service for veterans
- Describe how the One-Stop delivery system will comply with Section 108 of WIOA and the Americans with Disabilities Act

Some of the foregoing material is addressed in other portions of the State Plan. This chapter is designed and organized to fulfill the foregoing requirements without unduly creating duplicative text. The chapter begins with an overview of the specific California statutory policy framework in which California workforce programs operate so as to illuminate the relationship of these statutes and other policies to the policy objectives and strategies emphasized in this State Plan. It then provides relevant organizational information requested by the planning guidance that is not covered in other chapters and closes with information relevant to veterans and disability policies required under WIOA. For simplicity sake, program specific policy requirements delineated in the planning guidance are typically not contained in this chapter, but rather in the appendices that compile program specific assurances and program specific plan requirements for each of the core programs.

STATE POLICIES THAT SUPPORT STATE PLAN STRATEGIES

This State Plan is formulated to achieve three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills.
- Aligning, coordinating, and integrating programs and services to economize limited resources.

The seven policy strategies by which the foregoing objectives are to be achieved include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with a labor market payoff for those being trained or educated.
- Regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use of performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

Over the last five years California has enacted several statutes that are consistent with the policy direction of WIOA and the strategies emphasized in this State Plan. Some of these are detailed in chapters 3,4,5,6. This section recaps that material and also discusses other state policies relevant to State Plan strategies.

STATE LEGISLATION

AB 554 (T. Atkins, Chapter 499, Statutes of 2011) requires the State Board and each Local Board to ensure that programs and services funded by WIOA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by DIR-DAS for the occupation and geographic area. AB 554 also requires the State Board and each Local Board to develop a policy of fostering collaboration between community colleges and approved apprenticeship programs in their geographic area to provide pre-apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the approved apprenticeship programs. This statute is consistent with and will help the State Board in its efforts to emphasize "earn and learn" programs under this State Plan.

SB 698 (T. Lieu, Chapter 497, Statutes of 2011) requires the Governor to establish, through the State Board, standards for certification of "high-performance" Local Boards, in accordance with specified criteria, including local program alignment with regional labor market needs, partnership and program alignment with education providers, investment in skills development and career pathway programs, and regional planning with other Local Boards. The Governor and the Legislature, in consultation with the State Board, are also required to reserve specified federal discretionary funds for "high-performance" Local Boards, and the State Board is required to establish a policy for the allocation of those funds to those Local Boards. This statute is consistent with, and helps the State Board in its efforts to, align workforce and education programs while also providing a legal mandate to carry the sector strategies, career pathways, and regional organizing aspects of this State Plan.

SB 734 (M. DeSaulnier, Chapter 498, Statutes of 2012) requires Local Boards to spend at least 25 percent of their Adult and Dislocated Worker funds on training services beginning July 1, 2012. This minimum training expenditure requirement increases to 30 percent on July 1, 2016. The purpose of SB 734 is to establish minimum training investment levels for Local Boards in support of the data-driven, sector-based strategic investment activities identified in the State Plan.

SB 1402 (T. Lieu, Chapter 361, Statutes of 2012) reauthorized the CCCCO EWD and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs.

SB 118 (T. Lieu, Chapter 561, Statutes of 2013) added regionally focused "sector strategies" language to what was then called the California WIA and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.

AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) harmonized the language of the California WIOA with federal WIOA, and ensured that state language pertaining to sector strategies, career pathways, regional organizing, and program alignment across programs is consistent with the requirements of WIOA.

SB 342 (H.B. Jackson, Chapter 507, Statutes of 2015) directs the State Board to help individuals with barriers to employment, including low-skill, low-wage workers, the long-term unemployed, and members of single-parent households to achieve economic security and upward mobility by implementing policies that encourage the attainment of marketable skills relevant to current labor market trends. The bill also encourages the State Board and Local Boards to adopt local and regional training and education strategies that include workplace-based "earn and learn" programs and defines "earn and learn" policies as those training and education policies that combine "applied-learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing".

OTHER POLICIES AND MECHANISMS FOR ACHIEVING STATE POLICY OBJECTIVES AND IMPLEMENTING POLICY STRATEGIES

Regional and Local Planning Guidance. Policy alignment across core and State Plan partner programs will be accomplished at the regional level through the regional implementation of three of the seven policy strategies emphasized by the State Plan. These include sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

The primary purpose of local workforce plans and partnerships under this State Plan is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided, and supportive services will be provided. The use of "earn and learn" training models, especially with regard to the use of pre-apprenticeship and apprenticeship, subsidized employment, and on-the-job training efforts will also occur principally

at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services. The State Board will issue local planning guidance that makes clear the difference between the roles of local and regional plans that also helps Local Boards

One-Stop Certification Policy. Chapters 4 and 6 both provide substantial information on One-Stop assessment and certification policies currently being developed to support implementation of the policy strategies emphasized in the State Plan.

RELEVANT ORGANIZATIONAL INFORMATION AND ORGANIZATIONAL CHARTS

Chapter 2 provides substantial descriptions of the organization and delivery systems at both the state and local level for the programs covered by the plan. Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies of this plan. Relevant organizational charts required by the planning guidance are provided in the pages that follow, including a chart pertaining to State Board membership.

STATE BOARD MEMBERSHIP

Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies this plan. State Board Membership includes:

BUSINESS

1 **Jonathon Andrus**

CEO

Fairchild Medical Center

2 **Roberto Barragan**

President

Valley Economic Development Center

3 **Josh Becker**

CEO

Lex Machina

4 **Robert Beitcher**

President and CEO

Motion Picture and Television Fund

5 **Jerome Butkiewicz**

Workforce Readiness Manager

San Diego Gas and Electric

6 **Jamil Dada**

Vice President, Investment Services

Provident Bank-Riverside County Branches

7 **Shannon Eddy**

Executive Director

Large-Scale Solar Association

8 **Imran Farooq**

Principal and Owner

Omni International LLC

9 **Michael Gallo**

President and CEO

Kelly Space and Technology Inc.

10**Chris Hill**

Vice President

Siemer & Associates

11**Pamela Kan**

President

Bishop-Wisecarver Corporation

12**Ro Khanna**

Counsel

Wilson Sonsini Goodrich and Rosati

13**Stephen Levy**

Director and Senior Economist

Center of Continuing Study of the California Economy

14**Laura Long**

Director of National Workforce Planning and Development

Kaiser Permanente

15**James Mangia**

President and CEO

St. John's Well Child and Family Center

16**Karl Mehta**

Venture Partner

Menlo Ventures

17**Stephen Monteros**

Vice President, Operations and Strategic Initiatives

SIGMAnet

18**Lisa Mortenson**

CEO

American Biodiesel, Inc. dba Community Fuels

19**Nathan Nayman**

Principal

Nayman Strategies

20**Catherine O'Bryant**

President

O'Bryant Electric Inc.

21**Kim Parker**

Executive Vice President

California Employers Association

22**Robert Redlo**

Consultant

Doctors Medical Center

23**Michael Rossi**

Chair

Advisory Board, Shorenstein Properties LLC

Senior Advisor, San Francisco 49ers

Board Chairman, CounterPoint Capital Partners LLC

24**Richard Rubin**

President

Richard A. Rubin Associates Inc.

25**Alma Salazar**

Vice President of Education and Workforce Development

Los Angeles Area Chamber of Commerce Unite-LA

26**Annette Smith-Dohring**

Workforce Development Program Manager

Sutter Health-Sacramento-Sierra Region

27**Bruce Stenslie**

President and CEO

Ventura County Economic Development Collaborative

COMMUNITY BASED ORGANIZATIONS

28**Monica Blanco-Etheridge**

Senior Account Representative

The Rios Company

29**Hermelinda Sapien**

CEO

Center for Employment Training

30**Abby Snay**

Executive Director

Jewish Vocational Services-San Francisco

31**Floyd Trammell**

Executive Director

West Bay Local Development Corporation Inc.

32**Joseph Williams**

CEO

Youth Action Project

ORGANIZED LABOR

33**John Brauer**

Executive Director of Workforce and Economic Development

California Labor Federation, AFL-CIO

34**Ken Burt**

Political Director

California Federation of Teachers

35**Bill Camp**

Retired

36**Diane Factor**

Director

Worker Education and Resource Center (SEIU Local 721)

37**Louis Franchimon**

Executive Secretary

Napa Solano Building Trades Council

38**Jeremy Smith**

Deputy Legislative Director

State Building and Construction Trades Council

LEGISLATURE

39**The Honorable Kevin Mullin**

Assembly Member

California State Assembly

40**The Honorable Rudy Salas**

Assembly Member

California State Assembly

GOVERNMENT

41 **David Lanier** (Representing Governor Edmund G. Brown, Jr.)

Secretary

California Labor and Workforce Development Agency

42 **Diana S. Dooley**

Secretary

Health and Human Services Agency

43 **Brice Harris**

Chancellor

California Community Colleges

44 **The Honorable Tom Torlakson**

State Superintendent of Public Instruction

California Department of Education

45 **Patrick W. Henning, Jr.**

Director

Employment Development Department

46 **Diane Ravnik**

Director

Division of Apprenticeship Standards

Department of Industrial

Relations

CHIEF LOCAL ELECTED OFFICIALS

47 **The Honorable Cindy Chavez**

County Supervisor

County of Santa Clara

48 **The Honorable Henry R. Perea**

County Supervisor

County of Fresno

ACADEMIC

49 **Laurence Frank**

President

Los Angeles Trade-Technical College

50 **Dr. Carol Zabin**

Director of Research

University of California at Berkeley Labor Center

NON-PROFIT ORGANIZATION

51 **Michael Kelly**

Executive Director

The Los Angeles Coalition for the Economy and Jobs

PRIORITY OF SERVICE FOR VETERANS

EDD is California's designated state workforce agency and administers the State's Jobs for Veterans Program Grant (JVSG). The JVSG supports two principal staff positions: Disabled Veterans' Outreach Program (DVOP) specialist; and Local Veterans' Employment Representative. The EDD operates and delivers outreach and career services to veterans with significant barriers to employment and employer outreach and workforce services with DOL-VETS funds.

To ensure access to services for veterans and veterans with significant barriers to employment, the state has established formal guidance regarding priority of service for veterans that all AJCC staff must follow. EDD Workforce Services Directive WSD08-10 provides this guidance. This guidance is being updated to include the new WIOA references and will be reissued once this is done.

Additionally, the state has prepared and delivered custom web training on veterans priority of service requirements in order to ensure that California continues to provide priority of service to California's veterans. This training is in accordance with the requirements of United States Code, Title 38, section 4215 of title 38; Priority of Service for veterans in DOL job training programs.

The JVSG program is the specific resource for assuring all veterans requiring more intensive services receive proper assistance, and are connected to all available assistance from partners in a comprehensive system. This is accomplished with specially trained EDD employees that have a veteran military service background.

Referral Service

California uses Veterans' Services Navigators (VSNs) as the first point of contact when veterans come into an AJCC. The VSN (Wagner-Peyser or partner staff) is the initial "triage" contact for veterans in order to address any significant barriers to employment and priority of services.

The Veterans' Intake Form (VIF) is a tool used to help determine if the veteran meets the eligibility definition of a veteran, eligible person, or spouse per DOL definitions. The VIF provides guidance to the VSN to conduct a needs-based determination to other resources that are available at the AJCC. When the VIF is completed by the VSN, the VSN will refer the veteran to a Disabled Veterans' Outreach Program specialist, Wagner-Peyser or other partner staff for further services.

ACCESS FOR THE DISABLED

The state has existing policy guidance, which it will soon be updating and reissuing, regarding individuals with disabilities having equal access to services and information funded by WIOA Title I programs and partner agencies:

• Workforce Services Directives WSD10-1 and WSD10-2 - *Nondiscrimination and EqualOpportunity Procedures* and*Biennial LWIA Self-Assessment,* respectively*,* communicate the requirements regarding compliance with state and federal disability laws and procedures for ensuring accessible physical environments for all customers, including individuals with disabilities.

In support of these policies, the State Board is an active member of DOR's State Rehabilitation Counsel and the DOR represents individuals with disabilities on Local Boards. EDD maintains a Disability Policy Employment and Collaboration Unit (DPEC), whose primary objective is to develop both WIOA-required and discretionary partnerships to facilitate employment for individuals with disabilities.

The DPEC works with the State Board, Independent Living Centers, AJCCs, DOR, Department of Developmental Services (DDS), and many other public and private stakeholders to improve employment opportunities for individuals with disabilities. The DPEC also encourages and assists stakeholders to train staff on disability awareness and effective service delivery. Some of the partnerships and activities supported by the DPEC include: Employment First, Youth Employment Opportunity Program, Youth Leadership Forum, Disability Employment Initiative and Disability Employment Accelerator.

AJCC Accessibility Certification

The State Board is committed to ensuring individuals with disabilities have physical and programmatic access to the AJCC system and services. The State Board, in consultation with chief elected officials and Local Boards, will establish objective criteria and procedures to evaluate the AJCCs and delivery system for effectiveness. The evaluation will include how well the local job centers ensure equal opportunity for individuals with disabilities to participate in or benefit from AJCC services. The evaluation must also include criteria evaluating how well the centers and local delivery systems take actions to comply with the disability-related regulations implementing WIOA section 188, set forth in 29 CFR part 37.

ACCESS FOR INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY:

The State policy for meeting the needs of Limited English Proficient (LEP) individuals is outlined in Workforce Investment Act Directive (WIAD) 04-20. Although the content has not significantly changed since it was last released, the directive is in the process of being reissued to reflect updated statutory citations. The guidance in WIAD04-20 contains three important steps for Local Areas in order to ensure that LEP individuals receive, free of charge, the language assistance necessary to afford them access to the programs, services, and information being provided.

Step 1: Determining the Extent of Obligation to Provide LEP ServicesAn individualized assessment using the four key factors listed below should be applied by the Local Area when evaluating language needs and deciding on appropriate next steps. The objective of the four-factor analysis is

to allow for a balance that ensures meaningful access for LEP customers to critical services, while not imposing undue burdens on the Local Area.

The four-factor analysis includes the following: 1) the number or proportion of LEP persons served or encountered in the eligible services population; 2) the frequency with which LEP individuals come in contact with the program; 3) the nature and importance of the program, activity, or service provided by the recipient; and 4) the resources available to the recipient and costs.

Step 2: Selecting Language Assistance Services Once the level of obligation has been determined, the second step is selecting the best method for providing language assistance. There are two primary ways to provide language services: oral interpretation, either in person or via a telephone interpretation service, and written translation. The correct mix of language assistance services should be based on what is both necessary and reasonable in light of the four-factor analysis.

When oral interpretation is needed, Local Areas should consider the following: ensuring the competence of the interpreters, hiring bilingual staff, hiring staff interpreters, contracting for interpreters, using telephone interpreter lines, using community volunteers or using family members or friends.

When written translation is needed, Local Areas should consider the following: the kinds of documents to be translated and their cultural relevance give the targeted audience, the language subject to interpretation, and the expertise of the translator(s).

Step 3: Develop an Implementation Plan on Language Assistance for LEP PersonsAfter completing the four-factor analysis and deciding what language assistance services are appropriate, the state strongly recommends that Local Areas develop a written implementation plan.

An effective implementation plan should address the following five elements: 1) identification of LEP individuals who need language assistance; 2) use of language assistance measures; 3) staff training; 4) information dissemination to LEP persons; and 5) monitoring and oversight, including updating the LEP plan.

In addition to these five elements, Local Areas are also encouraged to incorporate clear goals, management accountability and opportunities for community input during the development of their plans.

CHAPTER 8 IS NOT REPLICATED HERE BECAUSE THE PORTAL WILL NOT TAKE IT. RELEVANT INFORMATION IS PROVIDED ABOVE.

CHAPTER 9: SUMMARY AND CONCLUDING REMARKS

California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity* was developed through collaborative partnerships with the following entities:

- Labor and Workforce Development Agency (Local Area)
- California Workforce Development Board (the State Board)
- California Community Colleges' Chancellor's Office (CCCCO)
- California Department of Education (CDE)
- California State Board of Education (SBE)
- Employment Development Department (EDD)
- Department of Rehabilitation (DOR)
- California Department of Social Services (CDSS)
- Health and Human Services Agency (HHS)
- Employment Training Panel (ETP)
- Governor's Office of Business and Economic Development (GO-Biz)
- The California Workforce Association
- The California Welfare Directors Association

This state plan combines both federal and state planning mandates into a single document and serves as the state's four year WIOA unified plan. This plan has three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development.
-

In furtherance of these policy objectives, the Secretary of Labor and Workforce Development, the State Board chair, and the community college chancellor have agreed to aspirational goals which the state will use to measure progress towards obtaining its policy objectives. Between 2017 and 2027, the state will produce a million middle-skill, industry-valued and recognized postsecondary credentials. During this time the state will also double the number of people enrolled in apprenticeship programs. The State Plan envisions achieving these goals by using seven program strategies:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.

- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies the ability to participate.
- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship and pre-apprenticeship programs.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

The role of state agency and state department plan partners under this plan is to provide policy direction, program oversight, support, and technical assistance for and to local and regional service providers covered by the plan who will partner at the regional and local level to implement the policy direction of the State Plan.

REGIONAL PLANS AND "REGIONAL SECTOR PATHWAYS"

Regional plans and partnership required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. Regional efforts are expected to build upon the ongoing regional work taking place under the SlingShot Initiative.

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies emphasized by the State Plan. These include sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional consortia to build "regional sector pathway" programs, by which we mean career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials aligned to regional industry workforce needs.

LOCAL PLANS AND AMERICA'S JOB CENTER OF CALIFORNIA[SM]

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, the state's One-Stop system, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate One-Stops as an access point for programs that provide for "demand-driven skills attainment." From this perspective, One-Stops will be operated as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built-out or identified through the regional planning process described above.

IN CONCLUSION

This State Plan is a living document and is subject to change by the State Board and its partners as California moves forward to implement WIOA. Over the next two years the state will implement this plan and will revisit the content of the plan and submit any necessary revisions to the federal government in 2018.

COORDINATION AGREEMENTS AMONG STATE PLAN PARTNERS (THIS WAS ORIGINALLY APPENDIX H OF THE STATE PLAN AND CONTAINS THE CONTENT OF APPENDIX G OF THE STATE PLAN POSTED PUBLICLY IN CA)

CALIFORNIA DEPARTMENT OF REHABILITATION (DOR)-WORKING GROUP

PARTNERSHIP AGREEMENT

SEPTEMBER 2015

Partners California Department of Rehabilitation (DOR), California Workforce Development Board (CWDB) agree that the CWDB and DOR will partner to achieve the policy objectives of the state plan:

- Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and is able to access the level of education necessary to ensure economic self-sufficiency and security.
- Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

POINTS 1-12

1. Partners CWDB and DOR agree that identified DOR priorities (the matrix) will inform areas of the State plan to be drafted by the CWDB.

2. DOR will draft a Title IV appendix to the State Plan in areas not required in Title I, but required of the State's Vocational Rehabilitation program.

3. DOR will vet its compliance appendix with relevant stakeholders in addition to the public comment process envisioned for the State Plan. The appendix developed by DOR will be available to the CWDB before October 23, 2015 to release for public comment with the draft State Plan on October 23, 2015. The Unified State Plan and DOR compliance appendix will inform the content of each other.

4. CWDB and DOR will work together to implement both WIOA program strategies and the DOR program priorities for the State Plan, through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.

5. The State Board and DOR recognize that not all WIOA program strategies are appropriate for all DOR consumers and that DOR services are individualized and geared to the needs of the consumer.

6. DOR and CWDB recognize that the ability to implement WIOA program strategies and DOR priority policies are contingent on resources, and the development and continued support of ongoing partnerships at the state, local, and regional levels,

7. CWDB and DOR will communicate both jointly, and individually with their local counterparts (Local Boards and DOR district offices) on the need to partner to collectively implement WIOA program strategies and DOR program priorities. This communication will occur using joint letters, and when appropriate, relevant policy directives.

8. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies and DOR Program Priorities, will vary according to the types of agreements worked out between Local Boards and DOR District offices.

9. Working with DOR, CWDB will issue "tiered" policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies and DOR priority policies.

10. Partners CWDB and DOR agree that a memorandum of understanding (MOU) will be updated between each DOR district and the corresponding Local Board concerning the operation of the One-Stop delivery system in the local area including: services to be provided, funding sources and mechanisms, methods of referral between One-Stop operator and One-Stop partners, methods to ensure needs of individuals with disabilities are addressed and duration of the MOU.

11. CWDB will draft local and regional guidance and DOR will provide technical assistance, through staff or referrals to local resources, to the Local Boards that will ensure *a level of one stop*

*accessibility for individuals with disabilities that is consistent with state and federal requirements pertaining to accessibility.*DOR and CWDB will provide a consistent message to both Local Boards and DOR district offices concerning state policy on these matters.

12. DOR and CWDB staff will work jointly to assess the level of partnership in One-Stops and current compliance with known future regulatory requirements regarding access to services for persons with disabilities. These requirements include providing services to job seekers through co-location, cross -training, or direct access through real-time technology. This information gathered from the assessment will be used to ensure that all districts and Local Boards are on a path to compliance with all state and federal laws. DOR will be consulted by Local Boards regarding CAPs for hard to resolve concerns.

POINTS 13-18

13. CWDB and DOR agree that areas in the State Plan concerning students with disabilities will be discussed in a youth workgroup consisting of partners serving in and out of school youth to take place prior to September 15, 2015.

DOR POLICY PRIORITIES AND WIOA PROGRAM STRATEGIES

SERVICES TO YOUTH:

DOR Priority -- Physical, programmatic and electronic access for youth with disabilities including the following:

Access to One-Stop career services and WIOA Title 1 Youth program (WIOA Strategies: Integrated Service Delivery and Braided Resources, Providing Supportive Services) (Planning Guidance Tier: Required)

Vehicle: One-Stop MOU and certification requirements, Local Planning Guidance.

Access to training and education programs, including career pathways, internships, apprenticeships (WIOA Strategies: Career Pathways, Earn and Learn)(Planning Guidance Tier: Required)

Vehicle: DOR staff working locally and regionally with Local Board staff and training and education providers to increase co-enrollment opportunities of DOR consumers with local training and education providers based on alignment of needs, desires, capacities.

DOR outreach to youth with disabilities through AJCCs and cross training of DOR staff on other services to be provided through AJCCs (Planning Guidance Tier: Required)

Vehicle: One-Stop MOU and certification requirements, Local Planning Guidance; additionally DOR and CWDB will ensure cross-training of frontline staff in the AJCCs; finally, the DOR will provide the Local Boards linkages to DOR's youth programs.

EMPLOYER ENGAGEMENT:

DOR Priority -- Collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of individuals with disabilities, including section 503 hiring requirements

Participation in Employer Engagement efforts at the local level through AJCCs and through Local Board business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required)

Vehicle: Local Planning Guidance

Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended)

Vehicle: Regional Planning Guidance. WIOA regional plans requirements do not require core program participation at the regional level. Local plans require the adoption of business services strategies. CWDB recommends that regional employer engagement efforts by Local Boards at the

regional level include a DOR representative to help make employers aware of incentives and strategies for the hiring of individuals with disabilities.

Participation in Employer Engagement efforts at the state level (WIOA Strategy Sector Strategies).

Vehicle: facilitated access to employers engaged in statewide sector strategies initiatives

Information on Sector Strategies, Career Pathways, Labor Market Information (WIOA Strategy Sector Strategies, Career Pathways)

Vehicle: CWDB will ensure that DOR has access to and participation in the regional WIOA plans and programs which detail targeted sectors, prioritized career pathways, and regional labor market analyses. This will include consideration for individuals and youth with disabilities.

CAPACITY BUILDING:

DOR Priority: Capacity building and professional development for the purpose of ensuring program, physical, and electronic access, including disability awareness training to increase employment opportunities for individuals with disabilities

WIOA Program Strategies: Integrating service delivery and braiding resources

Vehicle: One-Stop Design and certification requirements, Local Planning Guidance; additionally DOR and CWDB will ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required)Competitive Integrated Employment:

DOR Priority: Development of integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with Developmental Disabilities or Intellectual Disabilities (DD/ID).

(WIOA Program Strategy: Providing supportive services, and utilizing "earn-and-learn strategies")

DOR district staff will designate a point of contact for the Local Boards to provide linkages to service providers of consumers with ID/DD (Planning Guidance Tier: Required).

Vehicle: DOR district staff will partner with the Local Boards to outreach employers and partners to develop strategies to achieve Competitive Integrated Employment opportunities for consumers with ID/DD (Planning Guidance Tier: Required).

DOR will provide disability expertise and CIE technical assistance to the Local Boards, partners, and employers (Planning Guidance Tier: Recommended).

Vehicle: DOR and CWDB state executive staff will work collaboratively to ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required)

Vehicle: DOR district staff will provide supportive services (i.e., job coaching) to consumers with ID/DD (Planning Guidance Tier: Required).

CWDB recommends that Local Boards support the efforts of DOR representatives to recruit and refer individuals with disabilities and engage employers. (Planning Guidance Tier: Recommended)

DOR will provide, as a resource, the CIE blueprint available in 2016.

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)-WORKING GROUP AGREEMENT ON CAREER PATHWAYS AND SUBSIDIZED EMPLOYMENT PARTNERSHIPS, CDSS, CWDA, CWDB, CCCCO

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Angel Garcia

CDSS Staff: Damien Ladd, Angela Vellos, David Van Gee, Larry Lewis, William Belon,

CWDA Staff: Erin Horgan

CWD Staff: Nancy O'Hara (Yolo), Deborah Burch (Sacramento), Judy Needham (Yolo), Mark Marquez (Yolo), Sherry Alderman (Sonoma), Tracy Bryan (Yuba), Sherry Alderman (Sonoma), Deborah Mills (L.A.)

CCCCO Staff: Jason Orta (Student Services)

CCC CalWORKs Staff: Lily Hunnemeder-Bergfelt (Santa Rosa Junior College), Ramona Cobian (Sacramento City College)

POINTS 1-5

1. Partners County Welfare Directors Association (CWDA), California Workforce Development Board (CWDB), and the California Department of Social Services (CDSS) agreed that the CWDB, CDSS, and CWDA will promote the building of career pathways programs and partnerships geared toward supporting TANF recipients including, but not limited to the California Community College CalWORKs programs at the local, and, where appropriate, the regional level, and will communicate both jointly, and individually with their local counterparts on the benefits of these programs, using joint letters, and when appropriate, relevant policy directives.

2. The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery, will be determined locally, and possibly regionally, depending on agreements between human services, local workforce development boards (LWDBs), community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

3. Partnership agreements, in those jurisdictions where career pathway programs are coordinated with partners, should specify in the Memorandum of Understanding for One-Stop Services which services are provided by which entities, which partner funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify how they will coordinate assessment, the provision of supportive services (such as ancillary, childcare, transportation services), barrier removal services, the payment of tuition/and or training costs, job readiness training, subsidized employment, and job placement.

4. The role of CWDB, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State agencies will help facilitate the initiation and implementation of career pathways programs by providing information to local agencies on best practices and model partnerships using both policy research and information from the field. The Local Workforce Development Board (Local Board) will provide information pertaining to prioritized sectors and prioritized career pathways under regional Workforce Innovation and Opportunity Act (WIOA) workforce planning. County Welfare Departments (CWDs) that have successful subsidized employment partnerships with Local Boards and community colleges will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful subsidized employment partnerships with local community college CalWORKs programs may also be used as templates for other county welfare departments to develop and/or expand subsidized employment programs as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts. Additionally, the expertise of practitioners at the local level will inform the technical assistance provided by the state.

5. For the purposes of developing the local and regional plans, the CWDB will work at the state level to apply for grants to fund local promising practices and issue local and regional planning guidance that recommends that Local Boards work with all core and required partners to develop the WIOA local and regional plans and the design of the local One-Stop system. CWDA and CDSS will reinforce directives where appropriate.

TANF-WORKING GROUP AGREEMENT ON ONE-STOP PARTNERSHIPS, CDSS, CWDB, CWDA, CCCCO

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Angel Garcia

CDSS Staff: Damien Ladd, Angela Mico, David Van Gee, Larry Lewis, William Belon,

CWDA Staff: Erin Horgan

CWD Staff: Nancy O'Hara (Yolo), Deborah Burch (Sacramento), Judy Needham (Yolo), Mark Marquez (Yolo), Sherry Alderman (Sonoma), Tracy Bryan (Yuba), Sherry Alderman (Sonoma), Deborah Mills (L.A.)

CCCCO Staff: Jason Orta (Student Services)

CCC CalWORKs Staff: Lily Hunnemeder-Bergfelt (Santa Rosa Junior College), Ramona Cobian (Sacramento City College)

POINTS 1-5

1. Partners CWDA, CWDB, and CDSS agreed that baseline federal rules for mandatory partnership at One-Stops would be communicated to county welfare departments and Local Boards through policy directives distributed by the state oversight departments: CWDB-EDD will distribute for Title 1; CDSS will distribute for TANF. A joint letter to locals reflecting this same information will also be issued from CWDB, CWDA, and CDSS.

2. CWDA, CWDB, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to ensure that all counties and Local Boards are on a path to compliance.

3. CWDA, CWDB, and CDSS staff will work jointly to identify models of TANF One-Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop programs that serve client needs.

4. Local and regional planning guidance, supported by policy directives issued by CDSS and CWDB-EDD, will communicate both baseline One-Stop partnership rules as well as recommended best practices that go beyond minimum standards and will encourage the adoption of these practices.

5. Partners CWDA, CWDB, and CDSS, with the support of the California Community Colleges Chancellor's Office, encourage One-Stops to collaborate with community college CalWORKs programs at the local community colleges. Community college CalWORKs programs, which are funded by Proposition 98 and TANF funds, have many years of experience administering education and training programs and specialized support services for CalWORKs students. These many years of experience include collaborations with local county human services departments and Local Boards. California Education Code 79204 refers to the coordination and partnership between community college CalWORKs program and county human services departments and Local Boards. Though not a mandatory partner in the One-Stops, partners CWDA, CWDB, and CDSS, believe that One-Stops could leverage best practices developed between colleges and county human services departments including co-location at colleges along with collaborations in the areas of subsidized employment and the provision of wrap-around services.

TITLE II AND CWDB WORKING MEMORANDUM OF UNDERSTANDING REGARDING ONE-STOP PARTNERSHIPS

CWDB Staff: Dan Rounds, Robin Purdy, Carlos Bravo

CDE Staff: Christian Nelson, Carolyn Zachry

CCCCO Staff: Debra Jones

Partners California Department of Education (CDE), California Workforce Development Board (CWDB), and California Community College Chancellor's Office (CCCCO) agree to partner to achieve the policy objectives of the state plan:

- Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education necessary to ensure economic self-sufficiency and security.
- Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills attainment.

POINTS 1-8

1. CDE will draft a Title II Appendix to the state plan which meets the “program specific plan requirements” delineated in Section 102(b)(2)(D) of WIOA.

2. CWDB, CDE, and CCCCO will work together, as appropriate, to implement WIOA program strategies through a value-added partnership in which program partners contribute on the basis of their programmatic expertise. The WIOA strategies are as follows: sector strategies, career pathways, organizing regionally, providing supportive services, “earn and learn”, integrating service delivery and braiding resources, and creating cross system data capacity.

3. Partners CDE, CCCCO, and CWDB agree that baseline federal rules for Title II mandatory partnership at One-Stops will be communicated to local and regional partners, including both Title II providers, and Local Boards through policy directives distributed by CDE, CWDB, and CCCO. A joint letter to local service providers reflecting this same information will also be issued from CWDB, CDE, and CCCCO. At a minimum, partnerships must provide for access to Title II programs through the AJCCs by means of co-location, cross-training, or direct access through real-time technology.

4. CDE, CCCCO, and CWDB staff will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory One-Stop partnership. This information will be used to ensure that Title II providers and Local Boards are on a path to compliance with federal rules requiring mandatory participation in One-Stops by all core programs.

5. WIOA requires program alignment of core programs. CDE, CCCCO, and CWDB staff will work jointly to identify and recommend best practices and model partnerships that encourage program alignment and coordination beyond the minimum federally required standards pertaining to One-Stops.

6. CWDB will issue local and regional planning guidance, supported, when appropriate, by policy directives issued by CDE, CCCCO, and CWDB, that identifies and recommends best practices and model partnerships that encourage program alignment and coordination beyond minimum federally required standards. Communication to local and regional providers will encourage the adoption of these best practices and the forming of model partnerships, not only by Title II providers, but also other Adult Education Block Grant Consortia members.

7. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies, best practices, and model partnerships will vary according to the types of agreements worked out between Local Boards, Adult Education Providers, community colleges, Local Educational Agencies, and relevant community based organizations.

8. California law requires Adult Education Block Grant consortia to participate in WIOA regional planning efforts and help those with basic skills deficiencies achieve sufficient skills to participate in the regional career pathway programs that are emphasized in the WIOA Unified State Plan.

TITLE II PLANNING WORKGROUP AGREEMENT (CAREER PATHWAYS)

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Carlos Bravo

CDE Staff: Christian Nelson, Carolyn Zachry

CCCCO Staff: Debra Jones

POINTS 1-6

1. The California Department of Education (CDE), California Workforce Development Board (CWDB), and California Community College Chancellor's Office (CCCCO) agree to partner to achieve the career pathways strategy of the State Plan:

2. Section 102 of WIOA requires the Governor of a state to submit a four-year unified state plan that incorporates all the requirements under the law. Although the actual term career pathway does not appear in the text of this state plan section, the law requires states to describe how they will implement Title II sections 223 and 231. As described above, both of these AEFLA sections have required career pathway components, see 223 - State Leadership Activities and 231 - Grants to Adult Education Providers. Therefore, descriptions of a state's plan for implementing career pathway programming are a required component of the unified state plan. Also, the unified state plan requires a description of the state's EL Civics program, which as described below, has changed significantly and has strong implications for career pathway programming.

3. Section 243 of Title II continues the EL Civics grant program, and for the first time, specifies work and employment related goals for the program. This new mandated work-related content is a significant change from current practice and has direct implications for the development and implementation of career pathway programming for English language learners. Specifically, section 243 states that each program receiving funding shall be designed to:

prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program.

4. Section 202 of Title II creates a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities to assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.

5. The CDE, in consultation with SBE staff, will agree to provide policy guidance that seeks to coordinate the Adult Basic Education Consortium and Carl D. Perkins grants, with WIOA Services funded under Title I and provided through the America's Job Center of California system to prepare job seekers for career pathways by providing adult education and literacy activities and supportive services. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally between Workforce Development Boards, adult education consortiums and school districts and be required elements in the local/regional planning guidance.

6. The CDE, in consultation with SBE staff, and CCCCO will agree to provide policy guidance that seeks to coordinate the Carl Perkins Vocational Education Act grants which provide career technical education and career pathways in demand occupations and provides services and support to special populations and individuals with barriers to employment in K-14 system, with the local and regional Workforce Development Boards and the America's Job Centers of California.

7. The CDE, in consultation with SBE staff, will agree to provide policy guidance that seeks to coordinate and leverage high school to college and career programs integrating academic and

occupational skill attainment and combining classroom instruction with work-based learning, with WIOA services funded under Title I to prepare high school students for career pathways in in-demand sectors. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally between Workforce Development Boards, adult education consortiums and school districts and be required elements in the local/regional planning guidance.

8. The CWDB and CDE will provide support and technical assistance/professional development to regional partnerships implementing the WIOA Program Strategies. The CDE and CWDB will provide information to Local Boards on best practices and model partnerships, using both policy research and information from the field and provide assistance in developing curriculum and work-based learning opportunities to promote career pathways.

9. Career pathways is mentioned as both a required activity (Sec. 223 (a)(1)(A)) and a permissive activity for state adult education agencies to address as they provide services using WIOA state leadership funds to WIOA grantees. As a required activity, states must use their leadership funds (15% of their total state award) for a number of activities, including the development of career pathways. As a permissible activity, states may use leadership funds to develop specific content and models for career pathways (Sec. 223 (a)(2)(D)).

10. The CWDB, CDE and CCCCO agree to provide policy guidance that seeks to coordinate funding for corrections education, including WIOA Title I and II, CDCR, AB2060, AB109, Juvenile Court Schools, Community Schools and Adult Reentry programs designed to provide basic education, life skills, and job readiness skills for incarcerated youth and adults, youth engaged in court schools and adults re-entering the community from state prison or county correctional facilities. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally.

11. Similar to previous law, adult education funds shall be used to provide educational programs for incarcerated individuals and other institutionalized individuals. Funds under this section of WIOA (Sec. 225 (b)(5)) must be used for five purposes including the development and implementation of career pathways as well as integrated training.

WIOA Program Strategies:

The CDE, CWDB, and CCCCO will incorporate, through the appropriate planning guidance, the following WIOA program strategies to accomplish the above agreements:

Building of career pathways programs

Providing supportive services

Integrating service delivery and braiding resources

YOUTH PARTNERSHIP AGREEMENT

WIOA provides opportunities to develop partnerships among a broad network of education, workforce, social service, and adult/youth justice programs serving youth populations. State level partnerships between California Workforce Development Board (CWDB), California Department of Rehabilitation (DOR), California Department of Social Services (CDSS), State Board of Education (SBE), California Department of Education (CDE), and California Community Colleges Chancellor's Office (CCCCO) as well as local youth service providers will be leveraged to achieve the youth policy objectives of the State Plan:

- Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education necessary to ensure economic self-sufficiency and security.
- Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

1. Partners identified agree that youth priorities as specified in WIOA will inform areas of the State Plan to be drafted by the CWDB.

2. Additionally, partner DOR will draft a Title IV appendix to the State Plan in areas not required in Title I, but required of the State's Vocational Rehabilitation program in regards to in school youth (ISY) with disabilities, including but not limited to:

- Assurance that the State will report on the number of students with disabilities who are receiving pre-employment transition services.
- Strategies for coordination with employers on transition services for youth and students with disabilities.
- Results of the comprehensive statewide needs assessment, which shall include the transition needs of both youth with disabilities and students with disabilities.
- A separate assessment of the needs of individuals with disabilities for transition and pre-employment transition services.
- Identify strategies for methods used to improve/expand VR services for students with disabilities.
- Section entitled "Services for Students with Disabilities" which describes the strategies to address the results of the needs assessment and providing pre-employment transition services.
- Construction clause stating that nothing in this part shall be construed to reduce the obligation under Individuals with Disabilities Education Act (IDEA) for local educational agencies to provide/pay for transition services that are required to ensure a FAPE (Free Appropriate Public Education).

3. DOR will vet its compliance appendix youth section with relevant stakeholders in addition to the public comment process envisioned for the State plan. The appendix developed by DOR will be

available to the CWDB before October 23, 2015 to release for public comment with the draft State Plan on October 23, 2015. The unified state plan and DOR compliance appendix will inform the content of each other.

4. CWDB and partners will work together to implement both WIOA program strategies and youth program priorities for the State Plan, through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.

5. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies and youth program priorities, will vary determined by local youth service provider programs and grant requirements.

OUT OF SCHOOL YOUTH (OSY)

Partners will provide individual and joint guidance from their respective agencies to encourage local recruitment and service delivery collaboration efforts between America's Job Centers of California (AJCCs), County Welfare Departments (CWDs), Local Education Agencies (LEAs), foster care and justice systems for youth entering or exiting partner programs to help enable Local Boards) to increase access for OSY with barriers to high quality workforce services.

- *Vehicle: One Stop* memorandum of understanding (MOU) and certification requirements, Local Planning Guidance; additionally CWDB will ensure cross training of frontline staff in the AJCCs.

IN SCHOOL YOUTH (ISY)

1. Partners CDE, in consultation with SBE staff, CCCCO and CWDB will provide guidance and technical assistance to regional Local Boards and relevant Career Pathway grants, when appropriate to establish regional collaborative relationships and partnerships with business entities, community organizations, and local institutions of postsecondary education and develop and integrate standards-based academics with career-relevant industry-themed pathways and work-based learning opportunities that are aligned to high-need, high-growth, or emerging regional economic sectors

2. The CDE Special Education Division, in consultation with SBE staff, and DOR will make local guidance available to encourage LEAs and DOR district offices to work in collaboration with AJCCs staff to develop work opportunities for ISY with disabilities, when applicable.

- *Vehicle: One Stop* MOU and certification requirements, local planning guidance; additionally CWDB will ensure cross training of frontline staff in the AJCCs.

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

1. The CWDB will draft local and regional guidance regarding WIOA youth programs to Local Boards and in collaboration with partner programs, will provide technical assistance, through staff or referrals to local resources to the Local Boards, to ensure physical, programmatic, and electronic accessibility for all youth.

2. The CWDB and partners will provide support, technical assistance/professional development, and linkages to community based organizations (CBOs) providing services to youth according to each partner's technical expertise.

3. Partners agree to collaborate to develop a menu of best practices and model partnerships for youth programs utilizing both policy research and information from the field that will be available to locals.

4. The CWDB and partners will communicate both jointly and individually with their local counterparts Local Boards, CWDs, LEAs, community colleges, justice systems, and DOR district offices on the necessity to partner locally to collectively implement WIOA youth policy objectives and program strategies. This communication will occur using individual written guidance, joint letters, and/or when appropriate, relevant policy directives.

5. With input from partners, CWDB will issue "tiered" policy guidance to the Local Boards that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies and youth policy priorities.

EMPLOYER ENGAGEMENT

1. Partners will engage in collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of youth.

2. Participation in Employer Engagement efforts at the local level through AJCCs and through Local Board business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required)

3. Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended)

4. Participation in Employer Engagement efforts at the state level (WIOA Strategy Sector Strategies).

WORK BASED LEARNING ACTIVITIES

Partners agree to support the integration of work-based learning activities in all youth programs that involve interactions with industry professionals that include career awareness, career exploration, career preparation and career training activities such as “earn and learn” programs.

- Career Awareness: Youth build awareness of the variety of careers available and begin identifying areas of interest.
- Career Exploration: Youth explore career options to provide motivation and inform career decision-making.
- Career Preparation: Youth apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness, knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).
- Career Training: Youth train for employment in a specific field and range of occupations.

CAREER PATHWAYS

1. Partners agree through leveraging local resources to align education, employment, training, and supportive services to provide opportunities for career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, to prepare for youth to enter a career pathway or enrollment in post-secondary education.

2. The CWDB agrees to collect research and invest in demonstrative projects relating to meeting the education and employment needs of youth, to add to a menu of state and national best practices for career pathways that align with the skill needs of industries in the economy of the state or region.

3. Partners will promote the building of career pathways programs and partnerships geared toward supporting programs that serve youth including, but not limited to community college, foster youth, adult and juvenile justice, social service, and educational programs at the local, and, where appropriate, the regional level. Partners will communicate both jointly, and individually with their local counterparts on the benefits of these programs, using individual written guidance, joint letters, and/or when appropriate, relevant policy directives.

4. The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery, will be determined locally or regionally, depending on agreements between human services, Local Boards, community colleges, juvenile/adult justice programs, and any youth service providers who are involved with local agreements pertaining to career pathways.

5. For the purposes of developing the local and regional plans, the CWDB will issue local and regional planning guidance that recommends that Local Boards work with relevant agencies to develop local partnerships. The CWDB will ensure through local and regional planning guidance that partners are consulted in the development of local and regional WIOA plans, which detail targeted sectors, prioritized career pathways, and regional labor market analyses.

ONE-STOP ACCESS

1. Partners agree to work collaboratively at the state, regional, and local level to build capacity and increase professional development for One-Stop staff for the purpose of ensuring programmatic, physical, and electronic access, and increase employment opportunities for youth. Additionally, partners will support Local Boards to promote best practices in physical and programmatic accessibility, including: facilities, programs, services, technology and materials

2. Partners will work jointly to identify models of One-Stop partnerships that support youth programs, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. To ensure the WIOA youth vision of supporting an integrated service delivery system and framework, partners and local areas will leverage other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)-WORKING GROUP

PARTNERSHIP AGREEMENT

POINTS 1-8

1. Partners the California Employment Development Department (EDD) and the California Workforce Development Board (CWDB), agree that the CWDB and EDD will partner to achieve the policy objectives of the state plan:

- Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the states industry sector needs to provide California employers and businesses with the skilled workforce it needs to compete in the state and global economies.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education and/or training necessary to ensure economic self-sufficiency and security.
- Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

2. EDD will draft a Title III appendix to the State plan in areas not required in Title I, but required of the State's Wagner Peyser program. The Unified State plan and EDD compliance appendix will inform the content of each other.

3. CWDB and EDD will work together to implement the Workforce Innovation and Opportunity Act (WIOA) program strategies through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.

4. EDD and CWDB recognize that the ability to implement WIOA program strategies are contingent on resources, and the development and continued support of ongoing partnerships at the state, local, and regional levels,

5. CWDB and EDD will communicate both jointly, and individually with their local counterparts (local workforce development areas and America's Job Centers of California) on the need to partner to collectively implement WIOA program strategies. This communication will occur using EDD Workforce Service Branch Directives and Information Notices along with other means, i.e. websites, email, formal letter correspondence, etc.

6. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will vary according to the types of local agreements (WIOA required Memorandums of Understanding - MOUs)worked out between Local Workforce Development Areas and EDD

7. Working with EDD, the CWDB will issue "tiered" policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies.

8. Partners CWDB and EDD agree that a memorandum of understanding (MOU) will be updated between EDD and each LWDA concerning the operation of the one-stop delivery system in the local area including: services to be provided, funding sources and mechanisms, methods of referral between one stop operator and one stop partners, methods to ensure needs of individuals with disabilities are addressed and duration of the MOU.

POINTS 9 TO 15

9. CWDB, EDD, and other state plan partners will work together to identify methods to share data and develop a common outcomes reporting system that includes, but is not limited to, case management and performance tracking to facilitate common intake and integrated performance reporting, which for WIOA Titles IB and III will be the CalJOBS system, until and unless state plan partners, including EDD agree to an alternative approach....

10. EDD will administer the State's labor exchange system and work with local and regional LWDAs to list job openings, provide a statewide network that links employers with qualified job seekers throughout California, maintain the California Eligible Training Provider List (ETPL), and provide a common application, registration, participant tracking and reporting system for California using the state's CalJOBS system. Additionally, the CWDB and EDD will encourage mandatory WIOA partners to use CalJOBS as the State's general labor exchange system to support enhance and collaborative delivery of WIOA services. With respect to case management and performance tracking, EDD will offer use of other CalJOBS modules, as far as resources or sharing costs with LWDB's permit for case management and performance reporting to State Plan and One Stop partners to facilitate common intake and integrated performance reporting, but any use of CalJOBS for these purposes will be consistent with ongoing efforts to both develop new and coordinate existing data systems for the purposes of common intake and integrated performance reporting envisioned under WIOA. With respect to case management and performance reporting, the CWDB and EDD agree to work toward the establishment of the common system envisioned under WIOA with the full expectation that all state plan partners, including LWDBs, will be required to use any common intake and integrated performance reporting system established to meet the relevant requirements of WIOA pertaining to integrated intake, case management, and performance reporting. . For its part, the State Board agrees to approach the matter of data-sharing, the building of interoperable data systems, and the use of common case management systems, to the extent they are consistent with the following principles:

- Form meets function. The technological architecture for integrated and interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.
- Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Any efforts to develop data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership.
- Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy and confidentiality requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions and cost sharing agreements, that serve both the programs being operated, and more importantly, the members of the public receiving services.

11. To the extent that agreements to expand or modify CalJOBS for the use by and enable interoperability amongst State Plan and other partners meet the above criteria, the State Board will support these agreements.

12. EDD agrees to achieve program coordination and, to the extent possible, integration, of the following programs in the America's Job Center system of California: Wagner-Peyser Act, Trade

Adjustment Assistance Act, Migrant Seasonal Farmworker outreach programs, Jobs for Veterans State Grant (JVSG), Unemployment Insurance, Re-employment Services and Eligibility Assessment Activities (RESEA) and Labor Market Information as negotiated and articulated in the local MOUs.

13. EDD agrees, to the extent feasible, to coordinate all services referenced in 12 above, to job seekers with the LWDB, including

- Orientation to help claimants/job seekers access self-service basic career services offered by the AJCC through the resource room or virtually, with particular emphasis on accessing available labor market and career information.
- Registration in the state's CalJOBS system.
- assessment of skill levels, abilities, and aptitudes,
- Referrals to appropriate services offered through the AJCC, such as self-assessments, exploration, and online job and occupations resources.
- Support in the development of the individual employment plan that must include: work search activities, workshops providing appropriate staff-assisted career services, job search strategies, and /or training.
- career guidance, job search workshops, and referral to jobs or training in accordance with the approved and adopted MOUs.

14. Partners CWDB and EDD agree to coordinate all services, where appropriate and applicable, to employers with the LWDB, and regional WDB, including outreach to small and medium sized employers to identify job placement opportunities, matching job requirements with job seeker experience, skills and other attributes, helping with special recruitment needs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers deal with layoffs, and provide information on tax credits, hiring incentives, rapid response and layoff aversion activities and other employer services.

15. EDD will Participate in Employer Engagement efforts at the local level through AJCCs and through LWDB business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required) in accordance with the approved and adopted MOUs.

- Vehicle: Local Planning Guidance
- Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended) Vehicle: Regional Planning Guidance. WIOA regional plan requirements do not require core program participation at the regional level. Local plans require the adoption of business services strategies.
- Participation in Employer Engagement efforts at the State level (WIOA Strategy Sector Strategies).
- Vehicle: facilitate access to employers engaged in statewide sector strategies initiatives
- Information on Sector Strategies, Career Pathways, Labor Market Information (WIOA Strategy Sector Strategies, Career Pathways)
- Vehicle: CWDB will ensure that EDD has access to and participation in the regional WIOA plans and programs which detail targeted sectors, prioritized career pathways, and regional labor market analyses.

POINTS 16 TO 19

16. EDD will provide labor market information and workforce data to support the policy objectives of the state plan and to support regional and local planning efforts subject to resource availability.

17. EDD agrees to negotiate and agree upon the development and distribution of state and local workforce information which allows job seekers, employers, and providers and planners of job training and economic development to obtain information pertaining to job opportunities, labor supply, labor market or workforce trends, and the market situation in particular industries with the CWDB contingent upon the availability of resources. This information will be used by local workforce development boards, in concert with other labor market information research, to develop services for job seekers and employers to ensure that training and job placement services occur for occupations and sectors that are growing middle skill jobs that result in family self-sufficiency wages.

18. EDD will assist in the planning and implementation of professional development and career advancement opportunities for staff to strengthen career guidance services and enhance employer services in concert with LWDB efforts around AJCC staff capacity needs.

- WIOA Program Strategies: Integrating service delivery and braiding resources
- Vehicle: One Stop Design and Certification requirements, Local Planning Guidance; additionally EDD and CWDB will ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required). (Planning Guidance Tier: Recommended).

19. The CWDB will coordinate a WIOA Data Sharing Workgroup made up of the core and required partners to develop recommendations on data sharing, performance reporting and use of the base wage file.