CONTENTS

WIOA State Plan for the State of California FY-2018 ................................................................. 1

Overview ........................................................................................................................................... 8

    Options for Submitting a State Plan ................................................................................................. 8
    How State Plan Requirements Are Organized ................................................................................. 9

I. WIOA State Plan Type .................................................................................................................. 11

    Combined Plan partner program(s) ............................................................................................... 11

II. Strategic Elements ..................................................................................................................... 12

    a. Economic, Workforce, and Workforce Development Activities Analysis ............................ 12
    b. State Strategic Vision and Goals ............................................................................................... 67
    c. State Strategy .......................................................................................................................... 84

III. Operational Planning Elements ............................................................................................... 101

    a. State Strategy Implementation ................................................................................................. 101
    b. State Operating Systems and Policies ...................................................................................... 177

IV. Coordination with State Plan Programs .................................................................................... 274

    Preface ........................................................................................................................................... 274

V. Common Assurances (for all core programs) .............................................................................. 279

VI. Program-Specific Requirements for Core Programs ................................................................. 281

    Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B ................................................................................................................................. 281
    Program-Specific Requirements for Wagner-Peyser Program (Employment Services) .......... 367
    Program-Specific Requirements for Adult Education and Family Literacy Act Programs .... 390
    Program-Specific Requirements for Vocational Rehabilitation ................................................. 412

VII. Program-Specific Requirements For Combined State Plan Partner Programs .................. 498

Appendix 1. Performance Goals for the Core Programs ................................................................. 499

    Table 1. Employment (Second Quarter after Exit) .................................................................. 500
    Table 2. Employment (Fourth Quarter after Exit) .................................................................. 501
    Table 3. Median Earnings (Second Quarter after Exit) ............................................................. 501
    Table 4. Credential Attainment Rate ......................................................................................... 502
    Table 5. Measureable Skill Gains .............................................................................................. 503
    Table 6. Effectiveness in Serving Employers ............................................................................ 504
    Table 7. Additional Indicators of Performance ....................................................................... 504
Appendix 2. Other State Attachments (Optional)................................................................. 505

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. ................. 505

Preface ........................................................................................................................................................................... 505

Executive Summary Including Statement Pertaining to Vision and Goals (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D)).................................................. 508

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)).................................... 515

Local Workforce Development Boards and Areas ............................................................................... 517

California Department of Corrections and Rehabilitation.......................................................... 529

California Prison Industry Authority (CALPIA) .................................................................................. 530

California Department of Child Support Services .................................................................................. 531

The Department of Developmental Services ....................................................................................... 532

Chapter 3: Comprehensive Overview of Policy Strategies (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D-E)) ........................................................................ 533

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), 102(b)(2)(A)), and 102 b(2)(C)(i)). ............................................ 543

The Policy Implementation and Administrative Support Team .......................................................... 548

The State Plan and Policy Development Team ..................................................................................... 548

The Regional Implementation and System Alignment Team .............................................................. 549

Regional Plans and “Regional Sector Pathways” ................................................................................. 552

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)).......................................................................................................................... 557

Leveraging the California Immigrant Serving Organizations and the Refugee Resettlement Program to Better Serve Immigrant and Refugee Populations in Workforce Programs............. 566

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” ................................................................................................................. 573

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)) ................................................................. 574

Update on Data-Sharing Efforts ....................................................................................................................... 575
Alternative Training Models................................................................................................................................. 655
The State's criteria regarding local area transfer of funds between the adult and dislocated worker programs. ..................................................................................................................................................... 656
Grants for Youth Activities and WIOA Youth Program Requirements ................................................................. 657
POLICY AND PROCEDURES .................................................................................................................................. 658
Youth Eligibility Criteria ........................................................................................................................................ 659
Low-Income................................................................................................................................................................. 661
OS Youth ....................................................................................................................................................................... 663
Work Experience........................................................................................................................................................... 664
Local Policy.................................................................................................................................................................. 666
IS Youth......................................................................................................................................................................... 667
Permissible Use of Youth Funds .................................................................................................................................... 668
Youth Standing Committees ....................................................................................................................................... 668
Procurement of WIOA Youth Service Providers ............................................................................................... 669
Transitioning Contracts.............................................................................................................................................. 670
Program Elements....................................................................................................................................................... 671
  ○ Program Design ................................................................................................................................................... 673
State policy for “requires additional assistance to complete and educational program, or to secure and hold employment” ............................................................................................................................. 674
The State’s definition of “alternative education”. ........................................................................................................... 675
The State definition, as defined in law, for not attending school and attending school ..................................... 675
Basic skills deficient definition ................................................................................................................................... 675
TITLE I-B ASSURANCES ...................................................................................................................................... 676
Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State’s workforce development system. The publicly-funded workforce development 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 job-seekers 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 Family Literacy Act 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 where such planning requirements exist separately for the 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 out 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.

(These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

* 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, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, 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 State 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 to support economic growth. 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 DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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.

CHAPTER 1: BACKGROUND ON CALIFORNIA’S ECONOMY, LABOR MARKET, AND WORKFORCE (CORRESPONDING TO STRATEGIC PLANNING ELEMENTS REQUIRED UNDER WIOA SEC. 102(B)(1)(A)

The chapter provides the economic and workforce analysis required under DOL planning guidance, including information pertaining to economic conditions in the state, in-demand and emergent industries and occupations, employment and unemployment, the education and skills levels of the workforce, and demographic information, including information on individuals with barriers to employment.

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. 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.
  - 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)**

<table>
<thead>
<tr>
<th>Largest Job Gains (Three-Year Change in Number)</th>
<th>Fastest Job Growth (Three-Year Change in Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and Family Services</td>
<td>188,900 Other Information Services 55.7%</td>
</tr>
<tr>
<td>Limited-Service Eating Places</td>
<td>98,800 Motor Vehicle Manufacturing 50.0%</td>
</tr>
<tr>
<td>Employment Services</td>
<td>91,900 Individual and Family Services 49.3%</td>
</tr>
<tr>
<td>Full-Service Restaurants</td>
<td>72,300 Building Material and Garden Equip.and Suppliers 34.6%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>59,100 Data Processing, Hosting and Related Services 33.6%</td>
</tr>
<tr>
<td>Management, Scientific and Technical Consulting Svcs.</td>
<td>45,300 Building Finishing Contractors 30.4%</td>
</tr>
<tr>
<td>Largest Job Gains (Three-Year Change in Number)</td>
<td>Fastest Job Growth (Three-Year Change in Percent)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Building Equipment Contractors 40,500</td>
<td>Electronic Shopping and Mail-Order 30.3%</td>
</tr>
<tr>
<td>Other Information Services 29,600</td>
<td>Used Merchandise Stores 28.3%</td>
</tr>
<tr>
<td>Building Finishing Contractors 29,100</td>
<td>Amusement Parks and Arcades 26.8%</td>
</tr>
<tr>
<td>Offices of Physicians 27,200</td>
<td>Computer Systems Design and Related Services 25.7%</td>
</tr>
<tr>
<td>Grocery Stores 22,300</td>
<td>Building Equipment Contractors 25.0%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises 20,400</td>
<td>Employment Services 24.5%</td>
</tr>
<tr>
<td>Investigation and Security Services 20,300</td>
<td>Management, Scientific and Technical Consulting Svcs. 24.1%</td>
</tr>
<tr>
<td>Residential Building Construction 19,100</td>
<td>Lessors of Nonfinancial Intangible Assets 24.1%</td>
</tr>
<tr>
<td>Architectural, Engineering and Related Services 18,700</td>
<td>Residential Building Construction 23.5%</td>
</tr>
<tr>
<td>State Government Education 18,400</td>
<td>Lumber and Other Const Materials Merchant Wholesalers 22.9%</td>
</tr>
<tr>
<td>Building Foundation and Exterior Contractors 17,300</td>
<td>Building Foundation and Exterior Contractors 22.3%</td>
</tr>
<tr>
<td>Automobile Dealers 17,300</td>
<td>Offices of Real Estate Agents and Brokers 21.7%</td>
</tr>
<tr>
<td>Services to Buildings and Dwellings 17,000</td>
<td>Nonresidential Building Construction 20.5%</td>
</tr>
<tr>
<td>Accounting, Tax Preparation and Bookkeeping Services 15,700</td>
<td>Other Personal Services 20.4%</td>
</tr>
<tr>
<td>Outpatient Care Centers 15,400</td>
<td>Electronic Computer Manufacturing 20.0%</td>
</tr>
<tr>
<td>Accommodation 15,200</td>
<td>Apparel, Piece Goods and Notions Merchant Wholesalers 19.6%</td>
</tr>
<tr>
<td>Nursing Care Facilities 14,700</td>
<td>Performing Arts, Spectator Sports, and Related 19.4%</td>
</tr>
<tr>
<td>Elementary and Secondary Schools 13,700</td>
<td>Limited-Service Eating Places 19.3%</td>
</tr>
<tr>
<td>Other Amusement and Recreation Industries 12,900</td>
<td>Special Food Services 18.7%</td>
</tr>
<tr>
<td>Amusement Parks and Arcades 12,500</td>
<td>Specialized Design Services 18.6%</td>
</tr>
<tr>
<td>Warehousing and Storage 12,200</td>
<td>Facilities Support Services 18.3%</td>
</tr>
<tr>
<td>Nonresidential Building Construction 12,100</td>
<td>Offices of Other Health Practitioners 18.0%</td>
</tr>
<tr>
<td>Offices of Other Health Practitioners 12,100</td>
<td>Other Financial Investment Activities 17.7%</td>
</tr>
</tbody>
</table>
Several of California’s fastest growing industries are in the educational and health services sector, including but not limited to: individual family services; offices of other health practitioners; (private) elementary and secondary schools, and community care facilities for the elderly. These industries employ a mix of middle- and low-skill workers and pay middle-to-low wages.

Several industries that tend to employ low skill workers and pay low wage industries are also among the fastest growing, including: amusement parks and arcades; employment services; limited-service eating places; special food services; investigation and security services; and drinking places.

**CALIFORNIA’S REGIONAL LABOR MARKETS DURING THE RECOVERY**

California’s recovery and expansion have extended to all regions. From July 2010 through July 2015, which is the time period that best captures the expansion using not seasonally adjusted data, California total nonfarm payrolls grew by 1,905,900
jobs, or by 13.5 percent. Each of the state’s eight regional labor markets experienced net job gains over this period. Table 2, on the next page, provides the relevant job growth numbers. (More extensive regional analysis produced by LMID is located in Appendix F.)

- As befitting its large size, the Southern regional labor market (Los Angeles, Orange, Ventura, Riverside, and San Bernardino counties) gained the most, adding 818,000 jobs.
- The San Francisco Bay Area had the second highest growth, adding 592,200 jobs.
- The Southern Border regional labor market (San Diego and Imperial counties) added 159,300 jobs.
- The San Joaquin Valley added 128,400 jobs and was the only other region to add more than 100,000 jobs.
- In percentage terms, the San Francisco Bay Area experienced far and away the strongest job growth over the five years ending in July 2015, growing by 18.9 percent over the period.
- Underscoring the important role that high technology and information technology industries have as drivers of the economy, San Francisco-Redwood City-South San Francisco Metropolitan Division (MD) and San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (MSA), the two areas that encapsulate Silicon Valley, were the fastest growing areas with five-year job gains totaling 23.1 and 23 percent, respectively.
- Total nonfarm payrolls in both the Southern and Southern Border regional labor markets grew by 12.4 percent.
- Total nonfarm payrolls grew 11.9 percent in the San Joaquin Valley and by 10.7 percent in the Sacramento region over the five years ending in July 2015.
- Although each of California’s three sparsely populated and agriculturally-oriented regional labor markets added jobs over the July 2010 to July 2015 period, their percentage job gains were weaker than those in the state’s five largest regions, ranging from a 3.0 percent gain in the Eastern Sierra (Amador, Calaveras, Inyo, Mono, Mariposa, and Tuolumne counties) to 6.8 percent in Northern California (Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, Trinity, Del Norte, Humboldt, and Mendocino counties), and 7.6 percent gain in the Coastal regional labor market (Monterey, Santa Cruz, San Benito, Santa Barbara, and San Luis Obispo counties).

**Table 2: Change in Nonfarm Jobs in California Economic Markets During the Economic Expansion (July 2010 - July 2015: Not Seasonally Adjusted Data)**

<table>
<thead>
<tr>
<th>Change in Number</th>
<th>Change in Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Change in Number

<table>
<thead>
<tr>
<th>Change in Number</th>
<th>Change in Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>1,905,900</td>
</tr>
</tbody>
</table>

### Largest Markets

<table>
<thead>
<tr>
<th>Largest Markets</th>
<th>Largest Markets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern</td>
<td>818,000</td>
</tr>
<tr>
<td>San Francisco Bay Area</td>
<td>592,160</td>
</tr>
<tr>
<td>Southern Border</td>
<td>159,300</td>
</tr>
<tr>
<td>San Joaquin Valley</td>
<td>128,400</td>
</tr>
<tr>
<td>Sacramento</td>
<td>94,960</td>
</tr>
</tbody>
</table>

### Smaller Markets

<table>
<thead>
<tr>
<th>Smaller Markets</th>
<th>Smaller Markets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal</td>
<td>36,900</td>
</tr>
<tr>
<td>Northern</td>
<td>18,300</td>
</tr>
<tr>
<td>Eastern Sierra</td>
<td>1,670</td>
</tr>
</tbody>
</table>

**Notes:**

1) The sum of economic markets does not equal the California total because of statewide reporters whose jobs can’t be assigned to a specific area.

2) Dates only approximate the recession because not seasonally adjusted data require that like months in the year be compared to control for seasonal patterns of employment.

### Projected Future Growth by Industry and Occupation

Information about future labor market trends is critical for developing programs that help meet employer needs and help residents get a job, a better job and an upward career pathway. Industry and occupational projections are provided for the nation by the Bureau of Labor Statistics (BLS) and translated into projections for the state and metro areas by LMID.

The tables and charts below were developed using data from LMID's 2012-2022 series of state projections. BLS released projections for 2014-2024 in December 2015 and LMID is presently preparing new state and metro area industry and occupational projections. The leading industry and occupational groups will change as a result of the strong recent job gains and the impending retirement of many baby boomers. These tables and charts are illustrative of the information provided by LMID on a continuing basis.

One finding from the new BLS projections is that there will be almost 4 job openings from the need to replace existing workers for every 1 job opening from job growth—9.8 million added jobs between 2014 and 2024 in the nation versus 35.3 million replacement job openings. The ratio of new to replacement job openings will vary by occupation and geographical area, which is another reason why robust regional partnerships with employer input are critical for correctly identifying future labor market needs and opportunities.
Total industry employment in California, which includes self-employment, unpaid family workers, private household workers, farm employment, and nonfarm employment, is expected to reach 18,708,600 by 2022, an increase of 14.9 percent during the 10-year projection period. Total nonfarm employment is projected to add 2,296,700 jobs during the period. Seventy-two percent of projected nonfarm growth is concentrated in four sectors: educational services, health care, and social assistance; professional and business services; leisure and hospitality; and retail trade.

The major industry sectors projected to have the largest job growth is educational services (private), health care, and social assistance, accounting for 25 percent of the projected growth. The projected growth for the sector is 576,300 jobs during the 10-year period (see chart 1). As the population grows and demographics change, the demand for workers in this sector will remain high. The greatest concentration of job gains is projected to occur in the following subsectors:

- Social assistance (201,300)
- Ambulatory health care services (181,900)
- Educational services (private) (79,200)

The major industry sector projected to have the fastest growth rate is construction with an expected annual average growth rate of 3.4 percent (see table 3). The expected job gain of 201,700 in construction is due to the improving housing market across California. The number of home building permits is forecasted to grow at an annual average rate of 20.4 percent with residential building construction projected to grow at a 4.5 percent annual average rate. Within this sector, the greatest concentration of job gains is projected in the following industry groups:

- Building equipment contractors (46,100)
- Building finishing contractors (38,900)
- Residential building construction (35,700)

The top 25 industry groups that are expected to generate the most employment are projected to account for nearly 1,498,500 jobs during the 2012-2022 projection period (see table 4).

- Seven of the top twenty-five industry groups generating the most employment are within the health care and social assistance subsector. They are expected to generate 439,100 jobs during the 10-year projection period.
- Individual and family services tops the list with a projected employment growth of 197,300 jobs during the 10-year projection period.
- The top 25 industry groups by percentage growth are expected to grow a combined 40.4 percent (1,038,900 jobs) during the 10-year projection period.

- Six of the top 25 fastest growing industry groups are within the health care and social assistance subsector.

- Management, scientific, and technical consulting services top the list with an expected growth rate of 69.2 percent during the 10-year projection period.
### TABLE 3: PROJECTED EMPLOYMENT PERCENT CHANGE BY MAJOR INDUSTRY SECTOR BETWEEN 2012-2022

<table>
<thead>
<tr>
<th>Major Industry Sector</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>34.2%</td>
</tr>
<tr>
<td>Educational Services, Health Care, and Social Assistance</td>
<td>26.5%</td>
</tr>
<tr>
<td>Professional &amp; Business Services</td>
<td>24.6%</td>
</tr>
<tr>
<td>Leisure &amp; Hospitality</td>
<td>18.9%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>16.0%</td>
</tr>
<tr>
<td>Information</td>
<td>15.7%</td>
</tr>
<tr>
<td>Mining and Logging</td>
<td>14.8%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>14.2%</td>
</tr>
<tr>
<td>Transportation, Warehousing &amp; Utilities</td>
<td>13.7%</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>11.5%</td>
</tr>
<tr>
<td>Other Services (excludes 814-Private Household Workers)</td>
<td>10.0%</td>
</tr>
<tr>
<td>Government</td>
<td>4.1%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>-3.2%</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department, Labor Market Information Division

### TABLE 4: CALIFORNIA INDUSTRY GROUPS WITH THE LARGEST PROJECTED JOB GAINS FROM 2012-2022

<table>
<thead>
<tr>
<th>Industry Title</th>
<th>Projected Gain in Number 2012-2022</th>
<th>Industry Title</th>
<th>Projected Gain in Percent 2012-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and Family Services</td>
<td>197,300</td>
<td>Management, Scientific and Technical Consulting Srvcs.</td>
<td>69.2%</td>
</tr>
<tr>
<td>Industry Title</td>
<td>Projected Gain in Number 2012-2022</td>
<td>Industry Title</td>
<td>Projected Gain in Percent (%) 2012-2022</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Full-Service Restaurants</td>
<td>132,100</td>
<td>Electronic Shopping and Mail-Order Houses</td>
<td>65.1%</td>
</tr>
<tr>
<td>Management, Scientific and Technical Consulting Svc.</td>
<td>129,800</td>
<td>Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly</td>
<td>49.2%</td>
</tr>
<tr>
<td>Employment Services</td>
<td>117,100</td>
<td>Other Information Services</td>
<td>49.0%</td>
</tr>
<tr>
<td>Limited-Service Eating Places</td>
<td>106,400</td>
<td>Individual and Family Services</td>
<td>48.4%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>74,900</td>
<td>Home Health Care Services</td>
<td>45.7%</td>
</tr>
<tr>
<td>Offices of Physicians</td>
<td>54,900</td>
<td>Residential Building Construction</td>
<td>44.6%</td>
</tr>
<tr>
<td>Other General Merchandise Stores</td>
<td>54,200</td>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>43.2%</td>
</tr>
<tr>
<td>Local Government Education</td>
<td>50,500</td>
<td>Building Finishing Contractors</td>
<td>42.0%</td>
</tr>
<tr>
<td>Other Local Government</td>
<td>46,500</td>
<td>Other General Merchandise Stores</td>
<td>40.5%</td>
</tr>
<tr>
<td>Building Equipment Contractors</td>
<td>46,100</td>
<td>Outpatient Care Centers</td>
<td>37.1%</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>40,000</td>
<td>Other Specialty Trade Contractors</td>
<td>35.4%</td>
</tr>
<tr>
<td>Outpatient Care Centers</td>
<td>39,800</td>
<td>Nondepository Credit Intermediation</td>
<td>34.3%</td>
</tr>
<tr>
<td>Building Finishing Contractors</td>
<td>38,900</td>
<td>Office Administrative Services</td>
<td>34.0%</td>
</tr>
<tr>
<td>Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly</td>
<td>38,100</td>
<td>Computer Systems Design and Related Services</td>
<td>32.8%</td>
</tr>
<tr>
<td>Nursing Care Facilities (Skilled Nursing Facilities)</td>
<td>36,800</td>
<td>Other Motor Vehicle Dealers</td>
<td>31.8%</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>35,700</td>
<td>Wholesale Electronic Markets, Agents, and Brokers</td>
<td>31.2%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>35,000</td>
<td>Employment Services</td>
<td>30.9%</td>
</tr>
<tr>
<td>Services to Buildings and Dwellings</td>
<td>34,600</td>
<td>Software Publishers</td>
<td>30.4%</td>
</tr>
<tr>
<td>Colleges, Universities and Professional Schools</td>
<td>33,600</td>
<td>Facilities Support Services</td>
<td>30.4%</td>
</tr>
<tr>
<td>Industry Title</td>
<td>Projected Gain in Number 2012-2022</td>
<td>Industry Title</td>
<td>Projected Gain in Percent (%) 2012-2022</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>32,500</td>
<td>Utility System Construction</td>
<td>30.1%</td>
</tr>
<tr>
<td>Home Health Care Services</td>
<td>32,200</td>
<td>Nursing Care Facilities (Skilled Nursing Facilities)</td>
<td>30.0%</td>
</tr>
<tr>
<td>Wholesale Electronic Markets, Agents, and Brokers</td>
<td>31,600</td>
<td>Other Schools and Instruction</td>
<td>30.0%</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>31,300</td>
<td>Data Processing, Hosting and Related Services</td>
<td>29.5%</td>
</tr>
<tr>
<td>Automobile Dealers</td>
<td>28,600</td>
<td>Offices of Other Health Practitioners</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

Middle-Skill Occupations

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.

2. RECOVERY AND EXPANSION

I. ECONOMIC UPDATE AS OF MARCH 2018

- California's employment expansion turned eight years and one month (97 months) old in March 2018, making it the state's second longest expansion since World War II. Only the July 1960 - December 1969 employment expansion that lasted 113 months was longer.
- On a seasonally adjusted basis, California gained 2,856,200 nonfarm jobs from the recessionary low in February 2010 through March 2018, an increase of 20.1 percent. As a result of this sustained job growth, in March 2018 California total nonfarm employment was 1,536,100 jobs (9.9 percent) higher than it was at its pre-recession peak in July 2007.
- California's year-over nonfarm job gains totaled 321,000 jobs (1.9 percent) in March 2018. This compares to average gains of 421,700 jobs, or 2.8 percent, per year over the four year period from March 2013 through March 2017. While the pace of job growth in California slowed over the last year, this slower growth was consistent with an economy operating at
full employment, or full capacity, and not a labor market in which conditions were weakening.

- Labor market conditions in California improved to such a large degree over the course of the long expansion that the state’s seasonally adjusted unemployment rate fell to 4.9 percent in May 2017, which matched the pre-recession low, and a record-tying low of 4.7 percent in July 2017 in a data series dating back to the beginning of 1976. The state has experienced historically low unemployment rates since July 2017, and in February and March 2018, California’s unemployment rate remained at a record low of 4.3 percent.

Source: Employment Development Department, Labor Market Information Division

- The number of unemployed Californians has fallen steadily over the course of the state’s employment expansion. From its recessionary peak of 2,254,000 persons in October 2010, the number of unemployed Californians fell by 1,427,000 persons to a total of 827,000 persons in March 2018. This is the lowest number of unemployed persons the state has had since February 2001, and 33,000 fewer unemployed persons than there were at the pre-recession low in September and October 2006.

- While the pace of job growth in California moderated over the 12 months ending in March 2018, the state continued to enjoy broad-based job growth across industry sectors. Ten of California’s 11 major industry sectors posted year-over job gains in March 2018, with only the small other services industry sector incurring a 5,300-job loss. The sector with the largest year-over job gain was educational and health services (86,100), followed by construction (54,400); professional and business services (45,500); leisure and hospitality (45,300); trade, transportation, and utilities (43,700); and government (26,300). Manufacturing (11,700), information (7,700), financial activities (5,000), and mining and logging (600) were the remaining industry sectors with year-over job gains in March.

- California’s job growth over the last year was also wide-spread across areas of the state. Twenty-eight of California’s 29 metropolitan divisions (MDs) and metropolitan statistical areas (MSAs) gained jobs over the 12-month period ending in March 2018, and one (El Centro) had no change in employment. In percentage terms, the areas with the largest year-over tended to be in the state’s inland and agricultural areas, but in number, the state’s large coastal areas continued to contribute the lion’s share of the state’s overall job gain.

- Even with the unemployment rate at a record low in March 2018, employment data showed little if any sign that labor supply issues were constraining the economy. The broad-based industry and regional character of the state’s job growth over the last year instead portrayed a labor market that was operating at full employment, or at full capacity, in which overall labor supply is in balance with overall demand.

NOTE: WHEN THE UPDATED INFORMATION WAS INPUT TO THE PORTAL ABOVE AND THEN SAVED, ALL THE PRIOR CONTENT WAS DELETED.

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’.

California experienced several disasters during 2017. While the number of disasters is not unprecedented, the diversity of types of damage and amount of damage, both in terms of area and monetary harm, both were exceptionally high. As a result, the EDD requested three separate NDWGs during the calendar year with a cumulative value of approximately $72,000,000. These funds are being used to provide temporary employment to perform clean-up and recovery after the different disasters; while the clean-up component is relatively easy to provide, it is much harder to satisfy the “recovery” component due to a lack of workers with the appropriate skills. The diversity of damage has created needs for workers with several different types of specialties to allow the state to fully recover. Chief among these are a variety of specialty careers oriented toward infrastructure design, construction, and maintenance; large structure design, construction, and maintenance; small structure design, construction, and maintenance; utility systems (water, power, gas, communications) planning, installation, and maintenance; earth movement, reinforcement, and erosion control; firebreak planning and maintenance; firefighting systems manufacturing (assorted retardants, suppressants, and delivery mechanisms); and appropriate inspectors to ensure that the required construction, manufacturing, and earthworks are performed up to specified codes.

Barriers related to adequate recruiting for these positions include: a lack of adequate education and apprenticeship opportunities within California, especially in areas impacted
by the underlying disasters; employer unwillingness to provide training to new hires; employers unwilling to pay realistic wages relative to the rarity and training requirements for the tasks to be performed; inappropriate priorities for recovery efforts (e.g., prioritizing long-term housing reconstruction before preparing temporary housing facilities for the personnel doing the reconstruction); and inadequate remaining infrastructure to adequately support recovery efforts. Solutions to these funds can include: increased funding to allow individuals to complete training out-of-state; providing funding that includes realistic living stipends to cover the high cost of living both in California generally and in disaster areas especially; increased funding for hiring incentives; funding for advertising related to employment and training opportunities; and calling upon expertise from outside agencies with experience performing reconstruction in devastated areas (e.g., Army Corps of Engineers, specifically experts who worked on base construction in Afghanistan or Iraq; foreign aid organizations with experience in African war zones) to provide realistic priorities, plans, and timelines.

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.
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1141</td>
<td>Registered Nurses</td>
<td>4,300</td>
<td>4,930</td>
<td>9,230</td>
<td>$45.87</td>
<td>$95,415</td>
</tr>
<tr>
<td>53-3032</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>2,240</td>
<td>2,180</td>
<td>4,410</td>
<td>$19.77</td>
<td>$41,117</td>
</tr>
<tr>
<td>31-1014</td>
<td>Nursing Assistants</td>
<td>2,310</td>
<td>1,870</td>
<td>4,180</td>
<td>$13.66</td>
<td>$28,426</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>1,890</td>
<td>1,560</td>
<td>3,450</td>
<td>$15.83</td>
<td>$32,940</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>1,560</td>
<td>1,480</td>
<td>3,040</td>
<td>$25.11</td>
<td>$52,225</td>
</tr>
<tr>
<td>15-1151</td>
<td>Computer User Support Specialists</td>
<td>1,530</td>
<td>960</td>
<td>2,490</td>
<td>$26.24</td>
<td>$54,582</td>
</tr>
<tr>
<td>25-2011</td>
<td>Preschool Teachers, Except Special Education</td>
<td>250</td>
<td>1,570</td>
<td>1,820</td>
<td>$15.26</td>
<td>$31,727</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>810</td>
<td>950</td>
<td>1,750</td>
<td>$11.07</td>
<td>$23,045</td>
</tr>
<tr>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>700</td>
<td>940</td>
<td>1,640</td>
<td>$17.71</td>
<td>$36,850</td>
</tr>
<tr>
<td>27-2011</td>
<td>Actors</td>
<td>400</td>
<td>1,100</td>
<td>1,500</td>
<td>$40.83</td>
<td>N/A</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>510</td>
<td>560</td>
<td>1,060</td>
<td>$48.23</td>
<td>$100,312</td>
</tr>
<tr>
<td>15-1134</td>
<td>Web Developers</td>
<td>680</td>
<td>340</td>
<td>1,020</td>
<td>$35.04</td>
<td>$72,874</td>
</tr>
<tr>
<td>23-2011</td>
<td>Paralegals and Legal Assistants</td>
<td>530</td>
<td>490</td>
<td>1,020</td>
<td>$27.44</td>
<td>$57,081</td>
</tr>
<tr>
<td>49-2022</td>
<td>Telecommunications Equipment Installers and Repairers, Except Line Installers</td>
<td>600</td>
<td>380</td>
<td>980</td>
<td>$30.72</td>
<td>$63,897</td>
</tr>
<tr>
<td>33-2011</td>
<td>Firefighters</td>
<td>180</td>
<td>780</td>
<td>970</td>
<td>$33.49</td>
<td>$69,659</td>
</tr>
<tr>
<td>49-9021</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>460</td>
<td>510</td>
<td>970</td>
<td>$25.34</td>
<td>$52,702</td>
</tr>
<tr>
<td>29-2012</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>450</td>
<td>420</td>
<td>870</td>
<td>$20.48</td>
<td>$42,593</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------</td>
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<td>------------------------</td>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>390</td>
<td>460</td>
<td>850</td>
<td>$14.40</td>
<td>$29,947</td>
</tr>
<tr>
<td>51-1011</td>
<td>First-Line Supervisors of Production and Operating Workers</td>
<td>60</td>
<td>740</td>
<td>800</td>
<td>$26.70</td>
<td>$55,539</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical Records and Health Information Technicians</td>
<td>340</td>
<td>440</td>
<td>780</td>
<td>$19.61</td>
<td>$40,782</td>
</tr>
<tr>
<td>39-5092</td>
<td>Manicurists and Pedicurists</td>
<td>550</td>
<td>190</td>
<td>740</td>
<td>$9.19</td>
<td>$19,115</td>
</tr>
<tr>
<td>25-4031</td>
<td>Library Technicians</td>
<td>90</td>
<td>550</td>
<td>640</td>
<td>$19.89</td>
<td>$41,359</td>
</tr>
<tr>
<td>31-9011</td>
<td>Massage Therapists</td>
<td>310</td>
<td>180</td>
<td>500</td>
<td>$17.09</td>
<td>$35,540</td>
</tr>
<tr>
<td>15-1152</td>
<td>Computer Network Support Specialists</td>
<td>190</td>
<td>290</td>
<td>470</td>
<td>$35.44</td>
<td>$73,724</td>
</tr>
</tbody>
</table>


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)**

<table>
<thead>
<tr>
<th>Mar 07</th>
<th>Dec 10</th>
<th>Jul 15</th>
<th>Change: Mar 07-Dec 10</th>
<th>Change: Dec 10-Jul 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total (All Groups)</strong></td>
<td>4.8</td>
<td>12.2</td>
<td>6.7</td>
<td>7.4</td>
</tr>
</tbody>
</table>
• 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>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Jul 05</td>
</tr>
<tr>
<td>CALIFORNIA</td>
</tr>
<tr>
<td>Coastal</td>
</tr>
<tr>
<td>Eastern Sierra</td>
</tr>
<tr>
<td>Northern</td>
</tr>
<tr>
<td>Sacramento</td>
</tr>
<tr>
<td>San Francisco Bay Area</td>
</tr>
<tr>
<td>San Joaquin Valley</td>
</tr>
<tr>
<td>Southern</td>
</tr>
<tr>
<td>Southern Border</td>
</tr>
</tbody>
</table>

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.

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 associate’s 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.

**CALIFORNIA’S IMMIGRANT WORKFORCE**

California is home to more than 10 million immigrants, mostly from Latin American and Asian Countries.*

One-fourth of the foreign-born population nationally reside in California.*

- Since 1975, 730,000 refugees have arrived in California, and over 50,000 have arrived in the last 5 years. (source Refugee Programs, CDSS)
- Immigrants make up more than one-third of California’s workforce.*
- 3.1 Million Limited English Proficient (LEP) individuals, ages 19 and older lack a High School Diploma or Equivalent, indicating 62 percent of the state’s low-educated adults are LEP. **
- There are over 6.2 million LEP residents in California, most of whom are foreign-born and largely speak Spanish. **
- California’s immigrants and refugees account for 45 percent of parents residing with at least one child under the age of 18. **
- 43 percent of foreign-born Californians fall below the 200 percent federal policy threshold as compared to 28 percent of those who are native born. **

**Source:*


**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

<table>
<thead>
<tr>
<th>Educational Attainment by Race, 25 Years and Over</th>
<th>White Alone</th>
<th>Percent of White Alone, Total</th>
<th>Black or African American Alone</th>
<th>Percent of Black or African American Alone, Total</th>
<th>American Indian and Alaska Native Alone</th>
<th>Percent of American Indian and Alaska Native Alone, Total</th>
<th>Asian Alone</th>
<th>Percent of Asian Alone, Total</th>
<th>Native Hawaiian and Other Pacific Islander Alone</th>
<th>Percent of Native Hawaiian and Other Pacific Islander Alone, Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school diploma</td>
<td>2,550,370</td>
<td>16.1%</td>
<td>174,090</td>
<td>12.1%</td>
<td>45,634</td>
<td>25.2%</td>
<td>489,864</td>
<td>13.9%</td>
<td>14,726</td>
<td>16.1%</td>
</tr>
</tbody>
</table>

...
### TABLE 12

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

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

### TABLE 13: NATIVITY BY AGE FOR CALIFORNIA

<table>
<thead>
<tr>
<th>Age</th>
<th>Born in state of residence</th>
<th>Born in other state in the United States</th>
<th>Native: born outside the United States</th>
<th>Foreign born</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 43
<table>
<thead>
<tr>
<th>Age</th>
<th>Born in state of residence</th>
<th>Born in other state in the United States</th>
<th>Native; born outside the United States</th>
<th>Foreign born</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 Years</td>
<td>2,371,899</td>
<td>92,422</td>
<td>20,939</td>
<td>42,492</td>
</tr>
<tr>
<td>5 to 17 Years</td>
<td>5,787,667</td>
<td>379,394</td>
<td>66,481</td>
<td>480,924</td>
</tr>
<tr>
<td>18 to 24 Years</td>
<td>2,857,255</td>
<td>350,322</td>
<td>47,701</td>
<td>706,675</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>2,769,455</td>
<td>764,089</td>
<td>65,293</td>
<td>1,821,321</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>1,979,606</td>
<td>815,163</td>
<td>77,850</td>
<td>2,299,754</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>2,008,823</td>
<td>1,129,097</td>
<td>79,654</td>
<td>2,016,200</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>818,936</td>
<td>635,095</td>
<td>32,388</td>
<td>781,357</td>
</tr>
<tr>
<td>60 and 61 years</td>
<td>282,099</td>
<td>255,119</td>
<td>10,204</td>
<td>271,419</td>
</tr>
<tr>
<td>62 to 64 years</td>
<td>365,994</td>
<td>361,994</td>
<td>13,613</td>
<td>353,622</td>
</tr>
<tr>
<td>65 to 74 years</td>
<td>666,381</td>
<td>934,917</td>
<td>23,086</td>
<td>801,834</td>
</tr>
<tr>
<td>75 years and over</td>
<td>466,861</td>
<td>934,705</td>
<td>18,840</td>
<td>600,241</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20,374,976</td>
<td>6,652,317</td>
<td>456,049</td>
<td>10,175,839</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Born in state of residence</th>
<th>Born in other state in the United States</th>
<th>Native; born outside the United States</th>
<th>Foreign born</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduate</td>
<td>849,296</td>
<td>436,409</td>
<td>41,242</td>
<td>3,260,334</td>
</tr>
</tbody>
</table>
### Educational Attainment

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Born in state of residence</th>
<th>Born in other state in the United States</th>
<th>Native; born outside the United States</th>
<th>Foreign born</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>2,218,753</td>
<td>1,083,388</td>
<td>57,745</td>
<td>1,706,148</td>
</tr>
<tr>
<td>Some college or associate's degree</td>
<td>3,593,729</td>
<td>1,912,882</td>
<td>106,481</td>
<td>1,687,568</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>1,822,974</td>
<td>1,411,730</td>
<td>74,100</td>
<td>1,444,642</td>
</tr>
<tr>
<td>Graduate of professional degree</td>
<td>873,403</td>
<td>985,770</td>
<td>41,360</td>
<td>847,056</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9,358,155</td>
<td>5,830,179</td>
<td>320,928</td>
<td>8,945,748</td>
</tr>
</tbody>
</table>

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 Supply/Demand Table
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>9,230</td>
<td>5,085</td>
<td>458</td>
<td>58,060</td>
<td>$45.87</td>
<td>$95,415</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>4,470</td>
<td>49</td>
<td>37</td>
<td>8,743</td>
<td>-- [^13]</td>
<td>$29,623</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers[^14]</td>
<td>4,410</td>
<td>0</td>
<td>0</td>
<td>34,706</td>
<td>$19.77</td>
<td>$41,117</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>4,180</td>
<td>0</td>
<td>302</td>
<td>3,805</td>
<td>$13.66</td>
<td>$28,426</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>3,450</td>
<td>355</td>
<td>1,171</td>
<td>8,003</td>
<td>$15.83</td>
<td>$32,940</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>3,040</td>
<td>306</td>
<td>71</td>
<td>8,245</td>
<td>$25.11</td>
<td>$52,225</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>2,490</td>
<td>44</td>
<td>63</td>
<td>19,571</td>
<td>$26.24</td>
<td>$54,582</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>1,820</td>
<td>71</td>
<td>175</td>
<td>7,815</td>
<td>$15.26</td>
<td>$31,727</td>
</tr>
<tr>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>1,750</td>
<td>130</td>
<td>1,388</td>
<td>4,967</td>
<td>$11.07</td>
<td>$23,045</td>
</tr>
<tr>
<td>Dental Assistants</td>
<td>1,640</td>
<td>145</td>
<td>429</td>
<td>7,207</td>
<td>$17.71</td>
<td>$36,850</td>
</tr>
</tbody>
</table>

**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.


[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.


[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.*

* 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 45 Local Boards operate to ensure the provision and coordination of WIOA Title I services in the forty-five 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-five 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 program. 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 1,600 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. In addition to required transition services, WorkAbility I is a state-funded grant program awarded to approximately 270 LEAs to provide comprehensive pre-employment skills training, employment placement and follow-up for participating middle and high school students in special education who are making the transition from school to work, independent living and postsecondary education or training.

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 equality for 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 the SVRC-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 166 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 SCSEP 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.

CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION

The CDCR is the agency responsible for operating the state’s adult and juvenile correctional facilities, which house approximately 121,000 inmates in 35 Adult facilities, 44 fire camps, and three juvenile facilities. CDCR also maintains jurisdiction of approximately 9,000 offenders housed in contracted facilities, in and out of state, and multiple community reentry facilities. The Department’s mission is to “enhance public safety through safe and secure incarceration of offenders, effective parole supervision, and rehabilitative strategies to successfully reintegrate offenders into our communities.” The department implements and oversees a number of rehabilitation programs with a primary goal of reducing recidivism (the rate at which inmates released from prison are convicted of new crimes). The State funds various categories of in-prison rehabilitation programs within CDCR: Academic Education (which includes adult basic education, high school/high school equivalency, and college coursework), Career Technical Education (CTE), various Cognitive Behavioral Treatment components, Employment Preparation, Substance Use Disorder Treatment, Arts-in-Corrections, and Innovative Grant Programs. CDCR is comprised of operational divisions including, but not limited to: Adult Institutions (DAI), Adult Parole Operations (DAPO), California Correctional Health Care Services (CCHCS), Facility Planning, Construction, and Management (FPCM), Juvenile Justice (DJJ), and Rehabilitative Programs (DRP).

Clients/Service Population: CDCR releases roughly 35,000 adult offenders to parole and county probation per year. Both prior to release and, in many cases, post-release, recipients of CDCR’s rehabilitative services participate in programs that seek to improve the likelihood participants will lead a productive, crime-free life upon their return to society by addressing the underlying factors that led to their criminal activity.
**Strengths:** CDCR maintains a budget of about $304.5 million to operate nearly 114,000 annual slots in its rehabilitation programs. Additionally, the Department maintains a $170 million budget to operate 22,500 slots for post incarceration services offered through community reentry centers. Slots generally represent the number of inmates who could be enrolled for the full duration of the program in any given year.

CDCR’s workforce training programs include CTE programs in 20 different fields and six industry sectors. Each of the 35 regionally accredited California adult schools maintain the same curriculum and training procedures, ensuring uniformity in content delivery and transferability between prison programs. All in-prison career training programs are designed to prepare participants for the current job market and are informed by labor market data provided by the Employment Development Department’s (EDD) Labor Market Information Division’s (LMID).

**Weaknesses:** CDCR continues to improve internal processes to ensure program participants are assigned to appropriate education and workforce training programs. CDCR does maintain records of rehabilitative achievements such as academic and industry certifications, but historical records continue to be problematic. Many of these certifications are available to view online for both individual program graduates and potential employers. CDCR continues to improve communication efforts with the community through its Division of Adult Parole Division Operations to ensure parole agents utilize CDCR’s student data system for proper placement in community programs. While CDCR continues to face challenges in providing complete information to county probation departments, future training and pilot programs will seek to improve communication with probation partners, especially in larger counties.

**CALIFORNIA PRISON INDUSTRY AUTHORITY (CALPIA)**

CALPIA was established in 1982 as a semiautonomous State agency to develop and operate California’s prison industries in a manner analogous to the private sector. CALPIA provides work assignments in industrial, agricultural, and service enterprises. The goods and services produced are sold to California State departments as well as local government entities. CALPIA’s goal is to train offenders with job skills, good work habits, basic education, and provide job support in the community as a means of preventing recidivism among participants. Participants are required to earn a high school equivalency credential within two years of hiring and are offered nationally-recognized certifications in professions such as dental technology, food handling, agriculture, welding, industrial safety and health, electrical systems, and mechanical systems maintenance.

**Clients/Service Population:** CALPIA serves CDCR offenders who participate in the Agency’s work assignments. The Agency hires about 7,000 inmates annually and operates in 34 prisons throughout the State.

**Strengths:** CALPIA participants statistically have lower recidivism rates than CDCR offenders. Over a three-year period, beginning in FY 2007-08, CALPIA participants returned to prison 26 to 38 percent less often than offenders released from the CDCR general population. CALPIA's Career Technical Education (CTE) program graduates have a recidivism rate of 7.13%1. An updated study on recidivism, conducted by the University of California, Irvine will be completed by the end of this fiscal year.

**Weaknesses:** CALPIA is currently limited to 7,000 work assignments for 130,000 CDCR offenders. Many of CALPIA’s enterprise have waitlists for potential participants while other enterprises and programs have unfilled vacancies.
California Health and Human Services Agency (pg. 66 CA Unified Strategic Plan)

As one of California’s key public workforce development institutions, California Health and Human Services (CHHS) represents the Department of Aging, Department of Rehabilitation (DOR), California Department of Social Services (CDSS), Department of Child Support Services (DCSS) 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, sustainability to families, and other traditionally underrepresented populations with high unemployment rates.

California Department of Child Support Services (DCSS) DCSS serves as the state Title IV-D agency and is responsible to the Federal Government for the overall administration and regulatory oversight of the Child Support Program. Services are delivered through a network of over 48 local and regional child support agencies (LCSAs) that serve over 3.5 million children and families annually. DCSS oversees the entire administration of the Child Support Program and ensures compliance with all federal requirements and laws.

The vision of DCSS is that all parents are engaged in supporting their children. This is achieved through the delivery of services including: establishing paternity, locating parents, establishing child and medical support orders, enforcing and modifying child and medical support orders, and collecting and disbursing child support payments.

THE DEPARTMENT OF DEVELOPMENTAL SERVICES

Program Summary: The Department of Developmental Services (DDS) is the agency through which the state provides services and supports to individuals with ID/DD (intellectual disability, cerebral palsy, epilepsy, autism and related conditions). Services are provided primarily through contracts with 21 nonprofit organizations called regional centers which help find and access the services and supports available to individuals with ID/DD (including pre-employment and employment support services).

In keeping with California’s Employment First Policy, the DDS Work Services Program addresses the employment needs of consumers by providing work and community integration opportunities through Supported Employment Programs (SEPs). Supported Employment (SE) services through the Department of Rehabilitation (DOR) and regional centers are aimed at finding competitive work in a community integrated work setting for persons with severe disabilities who need ongoing support services to learn and perform the work. Support is usually provided by a job coach who meets regularly with the individual on the job to help him or her learn the necessary skills and behaviors to work independently. The DOR is the main vocational rehabilitation program SE service provider for adults with developmental disabilities. However, if the DOR is unable to provide services due to fiscal reasons, the regional center may be able to help individuals served get a job by funding SE through other means if these services are available in their area.

Work Activity Program (WAP) services through the regional centers include paid work, work adjustment (developing good work safety practices, money management skills, and appropriate work habits) and supportive habilitation services (social skill and community resource training) typically in a sheltered work shop setting. WAPs provide paid work in accordance with Federal and State Fair Labor Standards. Today, several regional centers are beginning efforts to work with WAP
service providers to change the service delivery model to be integrated and focused on achieving Competitive Integrated Employment (CIE) opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB) x2-1), the legislature authorized the development of two new programs to increase CIE opportunities. One program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

**Client/Service Population:** As of January 2016, DDS, through regional centers or developmental centers, provided services to 291,896 consumers, of which 141,207 were of working age (18-61 years old).

**Strengths:** DDS, through regional centers, is an entitlement program, which provide a large variety of person-centered services. Person-centered individual program planning assists consumers and their families to build on each individual's capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team. The IPP captures the services and supports and who will provide those services and supports including those funded by entities other than the regional center and those the regional center will fund.

**Weaknesses:** The challenges faced by the DDS system today include meeting the needs of individuals under the entitlement while staying within the allocated resources. To achieve this, regional centers collaborate with agencies in their local communities to coordinate services from a variety of sources. The regional center through the IPP team process can identify the gaps in services and then develop the resources needed to meet the identified gaps. This can create a variation across regional centers, which can be both a strength of the system and a challenge. For example, if a regional center planning-team, along with a client, decided that the client would benefit from a certain community-based service in their area, the regional center could fund that service; however, if that same client moved to a different regional center catchment area, that same community-based service may not be available, which may at least temporarily affect the types of services provided to the client.

**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 its 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, it is not a combined plan 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, CCCCCO, 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, CCCCCO, 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 Californiasmus (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—

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

* 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)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>54</td>
<td>65</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>62</td>
<td>68</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Youth</td>
<td>53</td>
<td>62.40</td>
<td>54</td>
<td>65.40</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>44</td>
<td>53.70</td>
<td>44</td>
<td>56.70</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

Table 2. Employment (Fourth Quarter after Exit)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>51</td>
<td>62.50</td>
<td>52</td>
<td>65.50</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>57</td>
<td>66.50</td>
<td>58</td>
<td>69.50</td>
</tr>
<tr>
<td>Youth</td>
<td>47</td>
<td>64.20</td>
<td>48</td>
<td>67.20</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>39</td>
<td>53.70</td>
<td>39</td>
<td>56.70</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

Table 3. Median Earnings (Second Quarter after Exit)
<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>5055</td>
<td>4957</td>
<td>5455</td>
<td>5157</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>7123</td>
<td>7308</td>
<td>7523</td>
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</tr>
<tr>
<td>Youth</td>
<td>Baseline</td>
<td>Baseline</td>
<td>2636</td>
<td>Baseline</td>
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<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
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<td>Baseline</td>
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<tr>
<td>Wagner-Peyser</td>
<td>4862</td>
<td>4862</td>
<td>5162</td>
<td>5162</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

Table 4. Credential Attainment Rate

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>52</td>
<td>52.90</td>
<td>53</td>
<td>55.90</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>62</td>
<td>60</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Youth</td>
<td>48</td>
<td>54.70</td>
<td>48</td>
<td>57.70</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>
### Table 5. Measureable Skill Gains

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Youth</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>39.66%</td>
<td>43%</td>
<td>39.66%</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

### Table 6. Effectiveness in Serving Employers

Table 6 Effectiveness in Serving Employers PY 2016/17 disappeared from the portal

### Table 7. Proposed PY 2018-19 Wagner-Peyser Performance Goals

<table>
<thead>
<tr>
<th>Proposed PY 2018-19 Wagner-Peyser Performance Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate 2nd Quarter After Exit</td>
<td>56.7%</td>
</tr>
<tr>
<td>Employment Rate 4th Quarter After Exit</td>
<td>53.7%</td>
</tr>
<tr>
<td>Median Earnings 2nd Quarter After Exit</td>
<td>$4,862</td>
</tr>
</tbody>
</table>

### Table 8. Proposed PY 2018-19 WIOA Title IB Performance Goals

<table>
<thead>
<tr>
<th>Adults</th>
<th>Dislocated Workers</th>
<th>Youth</th>
<th>Employment or Placement Rate 2nd Quarter After Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.0%</td>
<td>65.0%</td>
<td>60.5%</td>
<td></td>
</tr>
</tbody>
</table>
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) AND INCLUDES REGISTERED APPRENTICESHIP. “IN-DEMAND INDUSTRY SECTOR OR OCCUPATION” IS DEFINED AT WIOA SECTION 3(23).
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 resources of 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.

In all industry sectors, it is the policy of the State Board that pre-apprenticeship training must connect directly to apprenticeship programs approved by the California Division of Apprenticeship Standards (DAS). This is required by state law if utilizing Workforce Innovation Opportunity Act (WIOA) funds (AB 554, T. Atkins, Chapter 499, Statutes of 2011). In the construction industry, it is the clear policy of the State Board that pre-apprenticeship training utilize the Multi-Craft Core Curriculum (MC3). This is also required in state statute if using WIOA funds (AB 2288, A. Burke, Chapter 692, Statutes of 2016).

The Multi-Craft Core Curriculum (MC3) is an apprenticeship readiness curriculum developed by North America’s Building Trades Unions (NABTU) National Training Directors. These programs provide a gateway for local residents, particularly those from underserved communities, including women, people of color and transitioning veterans, to gain access to the building trades’ state-approved and registered apprenticeship programs. The Multi-Craft Core Curriculum (MC3) is a standardized comprehensive pre-apprenticeship curriculum that delivers an industry-recognized credential. Job seekers get to explore different trades through these introductory programs and decide which one is the best fit. The building trades and construction contractors get a pool of qualified, diverse candidates who have received a minimum of 120 hours of rigorous instruction.

To become an MC3 training provider, an entity must contact a local building trades council in the entity’s area of operation. For approval as a new MC3 provider, a building trades council must submit an MC3 Implementation Plan to the NABTU for approval and for specific instructions on access to and use of the curriculum.

**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.

[1] UIC 14005(o)(1)
[2] UIC 14005

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)
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, including updates to the Role of the State Board in One-Stop Design to reflect five directives issued by the State Board and EDD since the State Plan was drafted.

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 CalJOBSSM, 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. DOL question: It seems that the purpose of the communication with TAA is to establish eligibility for CTB, which is required for UI eligibility. How does the State provide meaningful access to TAA services while staying compliant with the requirements of the TAA program and encouraging co-enrollment? The EDD is requesting additional technical assistance on this item. The EDD will make the requested modifications as soon as the technical assistance is received.

**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. DOL question: As it is not mentioned here, can the State describe how TRA and RTAA, which are benefits of the TAA program have been integrated into the AJCC? The EDD is requesting additional technical assistance on this item. The EDD will make the requested modifications as soon as the technical assistance is received.

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. DOL question: Would TRA be part of the MOU? The EDD is requesting additional technical assistance on this item. The EDD will make the requested modifications as soon as the technical assistance is received.
III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports 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:
o State plan development.
o Policy and program review to develop recommendations to build a comprehensive system.
o Fostering continuous improvement pertaining to:
   system alignment,
   access,
   sector engagement,
   career pathways,
   regionalism,
   One-Stop services, and
   staff development.
o Development and updating of the performance accountability system
o 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
o 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
o 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
o The development of allocation formulas for the distribution of funds
o The preparation of annual reports
o The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out its 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, 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 worked to 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.

- **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.

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 publicly 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-CCCO-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-CCCO 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 teams: the State Plan and Policy Development Team; the Regional Implementation and System Alignment Team, and the Policy Implementation and Administrative Support Team. The deputy directors responsible for the operations in these three teams supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

**THE POLICY IMPLEMENTATION AND ADMINISTRATIVE SUPPORT TEAM**

The Policy Implementation and Administrative Support Team is responsible for the implementation of WIOA policies and directives while also providing administrative support for 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:

- **WIOA Policies/Procedures and Directives**
  - create, develop and implement policies and procedures as they relate to WIOA
  - create, develop and distribute WIOA related directives to the field
- **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 State Plan and Policy Development Team**

The State Plan and Policy Development Team 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 State Plan and Policy Development Team 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 Regional Implementation and System Alignment Team

The Regional Implementation and System Alignment Team 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 Regional Implementation and System Alignment Team 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. The Regional Implementation and System Alignment Team 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.
- **CalWORKS Participants** - As of January 2017, the statewide average of the population receiving CalWORKs benefits is 2.8%. Nine of California's counties, largely in the far north, central valley and southern border, have a participation of greater than 4%. Four counties have a participation of greater than 6%.
- **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.
- **Immigrant Job Seekers and their Families** - Matching the skills of immigrant workers to the changing economy, and capitalizing on training and education received prior to coming to California, can help increase economic mobility for immigrant workers and their families.

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 State Plan and Policy Development Team 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 Regional Implementation and System Alignment Team 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:

176. **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

177. **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.
178. **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.

179. **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.

In addition, since the State Plan was drafted, the State Board and the EDD have issued the following One-Stop Directives:

- WSD15-12 - WIOA Phase I Memorandums of Understanding
- WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs
- WSD16-14 - Selection of AJCC Operators and Career Services Providers
- WSD16-20 - Certification Process for Comprehensive AJCCs
- WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs

WSD15-12 - WIOA Phase I Memorandums of Understanding

This policy provides guidance on the development of Memorandums of Understanding (MOUs) under the Workforce Innovation and Opportunity Act (WIOA).

WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs

This policy provides guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding
This policy applies to all Local Workforce Development Boards (Local Board) and America’s Job Center of California SM (AJCC) required partners.

**WSD16-14 - Selection of AJCC Operators and Career Services Providers**

This policy provides the guidance and establishes the procedures regarding the selection of America’s Job Center of California SM (AJCC) Operators and Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker Career Services Providers. This policy applies to all Local Workforce Development Boards (Local Board).

**WSD16-20 - Certification Process for Comprehensive AJCCs**

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of California SM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board).

**WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs**

This policy provides the guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU) for affiliate and specialized America’s Job Center of California SM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board) and AJCC required partners.

**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 State 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, as appropriate.


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** (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay  
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 programs will 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.
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 into a similar agreement with DOR to promote access to competitive integrated employment at the local level, in coordination with the California Competitive Integrated Employment Blueprint partners, the Department of Developmental Services (DDS) and the California Department of Education (CDE), so as to ensure opportunities for persons with intellectual and developmental disabilities to prepare for and obtain quality jobs.

- 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-Stop, 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 RPU

**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 assist individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. One new opportunity for “earn and learn” experiences is the Paid Internship Program (PIP) available for youth and adults with ID/DD funded by regional centers.

EDD-WORKFORCE SERVICES BRANCH FIELD STAFF (TITLE III)

The programs funded 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 staff enable 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 programs have 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 well sequencing 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.

• 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.

  o A local level partnership activity currently underway is the development of local partnership agreements between core partners including, DOR districts, LEAs, and regional centers. DOR district staff as core partner will reach out to community partners, such as AJCCs, to be included in the agreements.

• 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. More information regarding Local Partnership Agreements, the California Competitive Integrated Employment Blueprint and other Competitive Integrated Employment resources can be found on the California Health and Human Services Agency website: http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx

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 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 entities will 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.

LEVERAGING THE CALIFORNIA IMMIGRANT SERVING ORGANIZATIONS AND THE REFUGEE RESETTLEMENT PROGRAM TO BETTER SERVE IMMIGRANT AND REFUGEE POPULATIONS IN WORKFORCE PROGRAMS

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.
While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged. We encourage braiding of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

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 consortia, 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.

[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 (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. 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™
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 into a similar agreement with DOR to promote access to competitive integrated employment at the local level, in coordination with the California Competitive Integrated Employment Blueprint partners, the Department of Developmental Services (DDS) and the California Department of Education (CDE), so as to ensure opportunities for persons with intellectual and developmental disabilities to prepare for and obtain quality jobs.

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 RPU's.

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 assist individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. One new opportunity for “earn and learn” experiences is the Paid Internship Program (PIP) available for youth and adults with ID/DD funded by regional centers.

EDD-WORKFORCE SERVICES BRANCH FIELD STAFF (TITLE III)
The programs funded 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 staff enable 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 programs have 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 well sequencing 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.
- 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.
  - A local level partnership activity currently underway is the development of local partnership agreements between core partners including, DOR districts, LEAs, and regional centers. DOR district staff as core partner will reach out to community partners, such as AJCCs, to be included in the agreements.
- 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. More information regarding Local Partnership Agreements, the California Competitive Integrated Employment Blueprint and other Competitive Integrated Employment resources can be found on the California Health and Human Services Agency website: http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx

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.

LEVERAGING THE CALIFORNIA IMMIGRANT SERVING ORGANIZATIONS AND THE REFUGEE RESETTLEMENT PROGRAM TO BETTER SERVE IMMIGRANT AND REFUGEE POPULATIONS IN WORKFORCE PROGRAMS

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have
knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.

While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged. We encourage braining of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

**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 and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.


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 (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay
Counties Included (6): Marin, Napa, Lake, Sonoma, Solano, and Mendocino
Major City Populations in Region: Santa Rosa, Vallejo, Fairfield, San Rafael, Napa, Ukiah

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

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)

Page 147
These programs will 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 entities will 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.

LEVERAGING THE CALIFORNIA IMMIGRANT SERVING ORGANIZATIONS AND THE REFUGEE RESETTLEMENT PROGRAM TO BETTER SERVE IMMIGRANT AND REFUGEE POPULATIONS IN WORKFORCE PROGRAMS

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement
Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.

While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged. We encourage braiding of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

**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.
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).


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. **Capital 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** (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay  
   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 CCCCCO (TITLE II AND STATE-FUNDED ADULT EDUCATION PROGRAMS)

These programs will 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 RPU.

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.
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 entities will 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.

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement
Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.

While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged. We encourage braiding of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

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.
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.


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
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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:

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- how core program activities will be aligned with other non-core program partners to ensure coordination and non-duplication of effort
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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 GOBiz, 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** (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay
   - Counties Included (6): Lake, Marin, Mendocino, Napa, Sonoma, Solano
   - 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

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**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 programs will 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 entities will 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.

LEVERAGING THE CALIFORNIA IMMIGRANT SERVING ORGANIZATIONS AND THE REFUGEE RESETTLEMENT PROGRAM TO BETTER SERVE IMMIGRANT AND REFUGEE POPULATIONS IN WORKFORCE PROGRAMS

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement
Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.

While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged. We encourage braiding of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

**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 consortia, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[1], and community colleges partnering with Local Boards.
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.

The Employment Development Department’s Labor Market Information Division

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:
  - external communication portal for job seekers and employers (service focused)
  - 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 Enterprise 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 2018-19 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:
  - Comprehensive Vocational Evaluation (CVE)
  - Situational Assessment (SA)
  - 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, PROVIDE THE STATE’S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS’ CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM.

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.

**AB 2288 (A. Burke, Chapter 692, Statutes of 2016)** modified the Unemployment Insurance Code to require the State Board and each local board to ensure that federal Workforce Innovation and Opportunity Act of 2014 funds respectively awarded by them for pre-apprenticeship training in the building and construction trades fund programs and services that follow Multi-Craft Core Curriculum (MC3). The law also requires that providers of pre-apprenticeship programs funded with WIOA funds help increase the representation of women in those trades by developing a plan for outreach and retention of women in these pre-apprenticeship programs.

**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.

New One-Stop Certification Policy

WSD16-20 - Certification Process for Comprehensive AJCCs

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of CaliforniaSM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board), and is effective immediately.

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.

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 Foggiaio, 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 (4/3/2018)
I) Director Joe Xavier
II) Chief Deputy Director Kelly Hargreaves
A) Legislation & Communications Michelle Reynolds, Deputy Director
a. Communications Office Connie Nakano, Information Officer II
B) Legal Affairs & Regulations/Mediation & Fair Hearing Vacant, Chief Counsel
C) Office of Civil Rights Cheryl Artega, SSM II
D) Audit Services Vacant, Supervising Management Auditor
E) Strategic Initiatives Office Victor Duron, Executive Advisor
F) Disability Advisory Committee (Board/Commission) Reporting to the Directorate
III) Vocational Rehabilitation Employment Division Peter Harsch, Deputy Director
a. PROMISE Grant Sylvia Hoggatt, SSM I
A) Vocational Rehabilitation Support Branch Mark Erlichman, Assistant Deputy Director
a. Workforce Development Michelle Alford-Williams, SSM II
b. Customer Service Section Maureen McIntyre, SSM II
I. Mobility Evaluation Program Kenneth Reynolds, SSM I c. Medical Services
B) Valley Mountain Region Conan Petrie, SSM III
a. Northern Sierra District Jay Onasch, SSM II
b. San Joaquin Valley District Araceli Holland, SSM II
c. Santa Barbara District Sarah Asbury, SSM II
d. Inland Empire District Robert Loeun, SSM II
e. San Diego District Carmencita Trapse, SSM II
f. Orange/San Gabriel District Trung Le, SSM II
g. Career Counseling & Information & Referral Services Team Lori Bruno, SSM II

C) LA/Coastal Bay Region Susan Senior, SSM III
a. Redwood Empire District David Wayte, SSM II
b. Greater East Bay District Carol Asch, SSM II
c. San Francisco District Theresa Woo, SSM II
d. San Jose District Donna Hezel, SSM II
e. Van Nuys/Foothill District Wan Chun Chang, SSM II
f. Greater Los Angeles District Vacant, SSM II
g. Los Angeles South Bay District Brenda Garvin, SSM II

IV) Vocational Rehabilitation Policy and Resources Division Kathi Mowers-Moore, Deputy Director
a. Program Policy Implementation Nina Presmont, SSM II

A) Collaborative & Community Resources Branch Cindy Chiu, Asst. Deputy Director
a. Community Resources Development Michelle Martin, SSM II
b. Educational Cooperative Programs Lisa Harris, SSM II
c. Human Services Cooperative Programs Courtney Tacker, SSM I
d. Social Security Programs Karla Bell, SSM I
e. State Rehabilitation Council Kate Bjerke, SSM I (Spec)

V) Specialized Services, Blind & Visually Impaired and Deaf & Hard of Hearing Division
Elena Gomez, Deputy Director
A) Specialized Services Operations Rosa Gomez, Assistant Deputy Director
a. California Career Innovations Grant Kelly Rocha, SSM I (Spec)
b. Business Enterprises Program Zachary Mundy, SSM II
c. Blind Field Services Peter Dawson, SSM II
d. Deaf and Hard of Services Brent Jolley, Program Manager
e. Older Individuals Who are Blind Jay Harris, SSM I
f. Orientation Center for the Blind Jessica Grove, SSM II
g. California Vendor Policy Committee (Board/Commission) h. Deaf & Hard of Hearing Advisory Committee (Board/Commission)
i. Blind Advisory Committee (Board/Commission)

VI) Independent Living & Community Access Division Irene Walela, Deputy Director
A) California Committee on Employment of People with Disabilities Maria Aliferis-Gjerde, Executive Officer
a. Independent Living & Assistive Technology Vacant, SSM II
   1. Traumatic Brain Injury Program
b. Disability Access Services Vienalyn Tankiamco, SSM I

VII) Administrative Services Division Fariba Shahmirzadi, Deputy Director
A) Human Resources Branch Michelle Davis, SSM III
   a. Personnel Services Vacant, SSM II
   b. Staff Development/Diversity Office Vacant, SSM II
   c. Labor Relations Office Lily Cervantes, Labor Relations Specialist
B) Financial Management Branch Tina Watson
   a. Accounting Services David Kwan, Accounting Administrator III
   b. Business Services Joseph Carmena III, SSM II
   c. Budgets, Fiscal Forecasting & Research Armel Biscocho, SSM III
   d. Contracts & Procurement Vacant, SSM II

VIII) Information Technology Services Division Jon Kirkham—CIO
A) Customer Service & Admin Management Kim Vu, DPM III
   a. Project Management & Admin Unit Dani Fischer, DPM II
   b. Technical & Accessible Support Unit Rodney Gastinell, DPM II
   c. Privacy Office & Field Support Unit Joe Rivera, DPM II
      1. Special Projects Ronda Campbell, DPM II
B) Technical Management Operations Valerie Stanfield, DPM III
   a. Network Administrative Unit Antony Kolitsos, SSS II Supervisory
   b. Database & Mainframe Unit Meghana Kamle, DPM, II
   c. Application & Web Development Unit Jake Johnson, Senior ISA Supervisory
C) Information Security Office Dolly Roco, Information Security Officer

CALIFORNIA WORKFORCE DEVELOPMENT BOARD ORGANIZATIONAL CHART
(2/1/2018)

I. Executive Director, Tim Rainey (Exempt Level C)
II. Chief Deputy Director, Chris Masami Myers (Exempt Level H)
III. Deputy Director, Sarah White (Exempt Level J)

A. State Plan & Policy Development Team Deputy Director, Daniel Rounds (CEA A)
   1. Staff Services Manager II (Supervisor), Bethany Renfree
   2. Staff Services Manager I (Specialist), Angel Garcia
   3. Research Program Specialist II (General), Loren Shimanek
   4. Research Analyst II (General), Vacant
   5. Research Analyst II (General), Vacant

A(i). CDCR Team
   383. Staff Services Manager II (Specialist), Curtis Notsinneh
   384. Staff Services Manager I (Specialist), Vacant
   385. Research Program Specialist II (General), Myke Griseta
   386. Research Analyst II (General), Vacant

A(ii). CAAL-Skills Project Team
   387. Consultant, Patrick Getz
   388. Consultant, Paul Banas
   389. Consultant, Sony Aggarwal
   390. Associate Information Systems Analyst (Specialist), Elizabeth Holm

B. Policy Implementation & Administrative Support Team Deputy Director, Douglas Sale (SSM III)
   1. Staff Services Manager I (Specialist), Thomas Bates
   2. Staff Information Systems Analyst, Michael Dowdy
   3. Research Program Specialist II (General), Carlos Bravo
   4. Associate Governmental Program Analyst, Cabbella Calloway
   5. Associate Governmental Program Analyst, Katherine Rose
   6. Executive Assistant, Natasha San Nicolas

C. Regional Implementation & System Alignment Team, Vacant (CEA A)
1. Staff Services Manager II (Supervisor), Joelle Hurst

C(i). Regional Implementation Team
   391. Staff Services Manager II (Specialist), Vacant
   392. Consultant, Robin Purdy

C(ii). Field/Innovation Team
   393. Staff Services Manager I (Supervisor), Gloria Earl
   394. Associate Governmental Program Analyst, Danielle Vienna
   395. Associate Governmental Program Analyst, Edwin Vinson

C. (iii). Equity, Climate & Jobs Team
   396. Staff Services Manager I (Supervisor), Ashley Shaw
   397. Research Analyst II (General), Shrayas Jatkar
   398. Associate Governmental Program Analyst, Taelor Stamm
   399. Associate Governmental Program Analyst, Molly Lao

Employment Development Department Organization Chart (4/1/2018)

OFFICE OF THE DIRECTOR

I) Director Patrick W. Henning (Exempt)
II) Chief Deputy Director Sharon Hilliard (Exempt)
   A) Assistant Director Policy & External Affairs Kevin Matulich
   B) Assistant Director & EEO Officer Ernesto Magaña (Exempt)
   C) Business Process Improvement Manager Julie Tomlinson
X) Unemployment Insurance Branch Greg Williams Deputy Director (CEA III)
   A. UI Support Division Michele Sutton-Riggs Division Chief (CEA II)
   B. UI Northern Operations Division Maria Rutherford Division Chief (CEA II)
   C. UI Southern Operations Division Agustin Huerta Division Chief (CEA II)
   D. UI Integrity & Accounting Division Pat Padilla Division Chief (CEA II)
XI) Workforce Services Branch Dennis Petrie Deputy Director (CEA IV)
   A. Central Office Division Jaime Gutierrez Division Chief (CEA II)
   B. Northern Division Diane Ferrari Division Chief (CEA II)
   C. LA/Coastal Division Adriana Kuhnle Chief (CEA II)
   D. Southern Division Thomas Flournoy Chief (CEA II)
   E. Labor Market Information Division Amy Faulkner Division Chief (CEA II)
Special Assistant to the Deputy Director Benita Baines (Special Assistant)

WORKFORCE SERVICES BRANCH (4/1/2018)

I) Deputy Director Dennis Petrie (CEA IV)
II) Deputy Director’s Office Staff Services Manager II Kimberlee Meyer (SSM II)

Reporting to the Deputy Directorate

III) Central Office Workforce Services Division Jaime Gutierrez Division Chief (CEA II)
A) Budget, Policy, Administration and Communications Section Ricardo Favila Staff Services Manager III (SSM III)
B) Information Technology and Program Accountability Section Michael Greenlow Staff Services Manager III (SSM III)
C) Program and Technical Assistance Section Lisa Buchanan Staff Services Manager III (SSM III)

IV) Northern Workforce Services Division Diane Ferrari Division Chief (CEA II)
A) Central Coast Region 1 Debbie Antonsen Employment Development Administrator
B) North Coast Region 2 Emilia Bartolomeu Employment Development Administrator
C) Inland North Region 3 Janet Neitzel Employment Development Administrator
D) Central & East Bay Region 4 Mary Ruiz Employment Development Administrator

V) LA/Coastal Workforce Services Division Adriana Kuhnle Division Chief (CEA II)
A) Coastal Region 1 Vacant Employment Development Administrator
B) LA South Bay Region 2 Carolyn Anderson Employment Development Administrator
C) San Fernando/Antelope Valley Region 3 Cesar Valladares Employment Development Administrator
D) Eastern LA County Region 4 Connie Chan Employment Development Administrator

VI) Southern Workforce Services Division Thomas Flournoy Division Chief (CEA II)
A) Inland Empire Region 1 Cheri Greenlee Employment Development Administrator
B) Orange County Region 2 Rob Claudio Employment Development Administrator
C) Imperial Valley Region 3 Annie Taamilo Employment Development Administrator
D) Central Valley Region 4 Shelly Tarver Employment Development Administrator

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. Korouch 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)

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:
  - 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 its 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, 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 worked to 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.

- **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.

**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 publicly 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, CCCCCO, 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-CCCCCO-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-CCCCCO 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 teams: the State Plan and Policy Development Team; the Regional Implementation and System Alignment Team; and the Policy Implementation and Administrative Support Team. The deputy directors responsible for the operations in these three teams supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

**THE POLICY IMPLEMENTATION AND ADMINISTRATIVE SUPPORT TEAM**

The Policy Implementation and Administrative Support Team is responsible for the implementation of WIOA policies and directives while also providing administrative support for 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:

- **WIOA Policies/Procedures and Directives**
  - create, develop and implement policies and procedures as they relate to WIOA
  - create, develop and distribute WIOA related directives to the field

- **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
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 STATE PLAN AND POLICY DEVELOPMENT TEAM

The State Plan and Policy Development Team 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 State Plan and Policy Development Team 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 REGIONAL IMPLEMENTATION AND SYSTEM ALIGNMENT TEAM**

The State Board’s Regional Implementation and System Alignment Team 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 Regional Implementation and System Alignment Team 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. The Regional Implementation and System Alignment Team 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 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.
- **CalWORKS Participants** - As of January 2017, the statewide average of the population receiving CalWORKs benefits is 2.8%. Nine of California’s counties, largely in the far north, central valley and southern border, have a participation of greater than 4%. Four counties have a participation of greater than 6%.
- **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.
- **Immigrant Job Seekers and their Families** - Matching the skills of immigrant workers to the changing economy, and capitalizing on training and education received prior to coming to California, can help increase economic mobility for immigrant workers and their families.

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 State Plan and Policy Development Team 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 Regional Implementation and System Alignment Team 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:
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-Stop.

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.

In addition, since the State Plan was drafted, the State Board and the EDD have issued the following One-Stop Directives:

- WSD15-12 - WIOA Phase I Memorandums of Understanding
- WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs
- WSD16-14 - Selection of AJCC Operators and Career Services Providers
- WSD16-20 - Certification Process for Comprehensive AJCCs
- WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs

WSD15-12 - WIOA Phase I Memorandums of Understanding

This policy provides guidance on the development of Memorandums of Understanding (MOUs) under the Workforce Innovation and Opportunity Act (WIOA).

WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs

This policy provides guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU). This policy applies to all Local Workforce Development Boards (Local Board) and America’s Job Center of California SM (AJCC) required partners.

WSD16-14 - Selection of AJCC Operators and Career Services Providers
This policy provides the guidance and establishes the procedures regarding the selection of America’s Job Center of CaliforniaSM (AJCC) Operators and Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker Career Services Providers. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-20 - Certification Process for Comprehensive AJCCs

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of CaliforniaSM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs

This policy provides the guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU) for affiliate and specialized America’s Job Center of CaliforniaSM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board) and AJCC required partners.

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.

I. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members’ organizational affiliations.
The following members of the California Workforce Development Board represent Adult Education:

Eloy Ortiz Oakley  
Chancellor - California Community Colleges  
Tom Torlakson  
State Superintendent of Public Instruction - California Department of Education

There is not a staff member from the SEA or SBE representing adult education on the State Board.

Membership roster

Mike Rossi, Chair  
Advisory Board, Shorenstein Properties LLC  
Senior Advisor, San Francisco 49ers  
Board Chairman, CounterPoint Capital Partners LLC

Josh Becker  
Chief Executive Officer - Lex Machina

Robert Beitcher  
President and Chief Executive Officer - Motion Picture and Television Fund

John Brauer  
WED Executive Director - California Federation of Labor

Jerome Butkiewicz  
San Diego Gas and Electric

Bill Camp (Emeritus)  
Executive Board - Sacramento Labor Council

Jamil Dada  
Senior Financial Manager - Provident Bank-Riverside County Branches

Diana S. Dooley  
Secretary - California Health and Human Services Agency

Lee Ann Eager  
President/CEO - Fresno County Economic Development Corporation

Diane Factor  
Director - Worker Education and Resource Center (SEIU 721)
Dr. I. Angelov Farooq  
Managing Partner - Omnius Group LLC

Larry Frank  
President - Los Angeles Trade-Technical College

Michael Gallo  
President and Chief Executive Officer - Kelly Space and Technology, Inc.

Patrick W. Henning Jr.  
Director, Employment Development Department

Chris Hill  
Chief Strategy Officer - Mycotoo, Inc.

Gary King  
Chief Workforce Officer - Sacramento Municipal Utility District

David Lanier  
Secretary - Labor and Workforce Development Agency

Stephen Levy  
Director and Senior Economist - Center for Continuing Study of the California Economy

Laura Long  
Director of National Workforce Planning and Development - Kaiser Permanente

James Mangia  
President and Chief Executive Officer - St. John's Well Child and Family Center

Rebecca Miller  
Workforce Director - SEIU United Healthcare Workers-West (UHW)

Stephen Monteros  
Vice President of Operations and Strategic Initiatives - SIGMAnet

Lisa Mortenson  
Chief Executive Officer - American Biodiesel Inc. dba Community Fuels

The Honorable Kevin Mullin  
Representative - California State Assembly

Nathan Nayman  
President, Tideline Marine Group
The Honorable Josh Newman  
Senator - California State Senate  
Eloy Ortiz Oakley  
Chancellor - California Community Colleges  
Robert Redlo  
Consultant - Doctors Medical Center  
Nicole Rice  
Policy Director, Government Relations - California Manufacturing Technology Association  
Charles Riojas  
Secretary-Treasurer -- Fresno, Madera, Tulare, Kings Building Trades Council  
The Honorable Rudy Salas  
Representative - California State Assembly  
Alma Salazar  
Vice President for Education and Workforce Development - Los Angeles Chamber of Commerce  
Hermelinda Sapien  
Chief Executive Officer - Center for Employment Training  
Fabrizio Sasso  
Executive Director - Sacramento Labor Council  
Jeremy Smith  
Deputy Legislative Director - State Building and Construction Trades Council of California  
Anette Smith-Dohring  
Workforce Development Manager - Sutter Health Sacramento-Sierra Region  
Abby Snay  
Executive Director - Jewish Vocational Services, San Francisco  
Bruce Stenslie  
President and Chief Executive Officer - Economic Development Collaborative, Ventura County  
Tom Torlakson  
State Superintendent of Public Instruction - California Department of Education
II. 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:
o State plan development.
o Policy and program review to develop recommendations to build a comprehensive system.
o 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.

o Development and updating of the performance accountability system
o 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

o 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

o 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

o The development of allocation formulas for the distribution of funds
o The preparation of annual reports
o The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out its 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, 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.

- **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.
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-CCCO-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-CCCO 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");
- an 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.

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 State Plan and Policy Development Team; the Regional Implementation and System Alignment Team; and the Policy Implementation and Administrative Support Team. The deputy directors responsible for the operations in these three teams supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

**THE POLICY IMPLEMENTATION AND ADMINISTRATIVE SUPPORT TEAM**

The Policy Implementation and Administrative Support Team is responsible for the implementation of WIOA policies and directives while also providing administrative support for 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:

- WIOA Policies/Procedures and Directives
  - create, develop and implement policies and procedures as they relate to WIOA
  - create, develop and distribute WIOA related directives to the field
- 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 STATE PLAN AND POLICY DEVELOPMENT TEAM

The State Plan and Policy Development Team 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 State Plan and Policy Development Team 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 REGIONAL IMPLEMENTATION AND SYSTEM ALIGNMENT TEAM

The State Board’s Regional Implementation and System Alignment Team 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 Regional Implementation and System Alignment Team 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. The Regional Implementation and System Alignment Team 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.
- **CalWORKS Participants** - As of January 2017, the statewide average of the population receiving CalWORKs benefits is 2.8%. Nine of California’s counties, largely in the far north, central valley and southern border, have a participation of greater than 4%. Four counties have a participation of greater than 6%.
- **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.
- **Immigrant Job Seekers and their Families** - Matching the skills of immigrant workers to the changing economy, and capitalizing on training and education received prior to coming to California, can help increase economic mobility for immigrant workers and their families.

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-Stop.
- 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.

In addition, since the State Plan was drafted, the State Board and the EDD have issued the following One-Stop Directives:

- WSD15-12 - WIOA Phase I Memorandums of Understanding
- WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs
- WSD16-14 - Selection of AJCC Operators and Career Services Providers
- WSD16-20 - Certification Process for Comprehensive AJCCs
- WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs
- WSD15-12 - WIOA Phase I Memorandums of Understanding
This policy provides guidance on the development of Memorandums of Understanding (MOUs) under the Workforce Innovation and Opportunity Act (WIOA).

WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs

This policy provides guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU). This policy applies to all Local Workforce Development Boards (Local Board) and America’s Job Center of California SM (AJCC) required partners.

WSD16-14 - Selection of AJCC Operators and Career Services Providers

This policy provides the guidance and establishes the procedures regarding the selection of America’s Job Center of California SM (AJCC) Operators and Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker Career Services Providers. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-20 - Certification Process for Comprehensive AJCCs

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of California SM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs

This policy provides the guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU) for affiliate and specialized America’s Job Center of California SM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board) and AJCC required partners.

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:
  - A regional enumeration of the number of existing and new training and education programs created regionally in response to industry workforce needs
  - 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 RPs, 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 PROGRAM 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:

- 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.

Additionally, as indicated above, five directives have been issued by the State Board and EDD concerning One-Stop programs since the State Plan was drafted:

WSD15-12 - WIOA Phase I Memorandums of Understanding

This policy provides guidance on the development of Memorandums of Understanding (MOUs) under the Workforce Innovation and Opportunity Act (WIOA).
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 assessments 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 consortia, 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 adults enrolled 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-five 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:

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- the strategies that contributed to achieving the goals;
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- 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

<table>
<thead>
<tr>
<th>WIOA PLAN PROVISIONS</th>
<th>UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)</th>
<th>EXCESS UNEMPLOYMENT</th>
<th>DISADVANTAGED YOUTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds</td>
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<td></td>
</tr>
<tr>
<td>WIOA 2014 LAW Chapter 2, SEC. 127 (b)(1)(C)(ii)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 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...
<table>
<thead>
<tr>
<th>TIME PERIOD OF DATA</th>
<th>Unemployment and unemployment rate:</th>
<th>Labor force and unemployment:</th>
<th>Disadvantaged youth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.</td>
<td>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. <strong>PY 2016-17</strong>, average of estimates for 12 months ending June 2015, March 2015 benchmark.</td>
<td>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. <strong>PY 2016-17</strong>, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.</td>
<td>American Community Survey five year moving average estimates from 2009 - 2013. <strong>PY 2016-17</strong>, Income reported in American Community Survey.</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>METHODS</th>
<th>Constructing the ASU: Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints. 1. 1</th>
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<td></td>
<td>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</td>
<td>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</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

**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 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)

II. 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

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</tr>
<tr>
<td><strong>WIOA 2014 LAW Chapter 3, SEC. 132 (b)(1)(B)(ii)</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)</td>
<td>EXCESS UNEMPLOYMENT</td>
<td>DISADVANTAGED ADULTS</td>
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<tr>
<td><strong>DEFINITION</strong></td>
<td><strong>The greater of:</strong></td>
<td>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.</td>
</tr>
<tr>
<td>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)</td>
<td>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.</td>
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</tr>
<tr>
<td><strong>TIME PERIOD OF DATA</strong></td>
<td><strong>Labor force and unemployment:</strong> 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. <strong>PY 2016-17</strong>, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.</td>
<td><strong>Disadvantaged adult.</strong> American Community Survey five year moving average estimates from 2009 - 2013. <strong>PY 2016-17</strong>, Income reported in American Community Survey.</td>
</tr>
<tr>
<td>In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.</td>
<td>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. <strong>PY 2016-17</strong>, average of estimates for 12 months ending June 2015, March 2015 benchmark.</td>
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## UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)

### TIME PERIOD

In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.

### 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.

### EXCESS UNEMPLOYMENT

**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 ADULTS

**Disadvantaged adult:** American Community Survey five year moving average estimates from 2009 - 2013. **PY 2016-17**, Income reported in American Community Survey.

**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
<table>
<thead>
<tr>
<th>METHODS</th>
<th>UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)</th>
<th>EXCESS UNEMPLOYMENT</th>
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<td><strong>Constructing the ASU:</strong> Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.</td>
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<tr>
<td>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.</td>
<td>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. 10. The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold.</td>
<td>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.</td>
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UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)

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<th>EXCESS UNEMPLOYMENT</th>
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</tr>
</thead>
</table>

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 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)

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED.
<table>
<thead>
<tr>
<th>LOCAL AREA PLAN PROVISIONS</th>
<th>SHORT-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS</th>
<th>MID-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS</th>
<th>LONG-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS</th>
<th>LONG TERM CIVILIAN UNEMPLOYMENT</th>
</tr>
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<tr>
<td><strong>10 percent</strong> 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.</td>
<td><strong>30 percent</strong> 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.</td>
<td><strong>40 percent</strong> 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.</td>
<td><strong>20 percent</strong> 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.</td>
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</tbody>
</table>
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 paid in a calendar year, and 2) total number of unemployed persons in the Local Area.
**TIME PERIOD** In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.

<table>
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<tr>
<th>TIME PERIOD</th>
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<td><strong>PY 2016-17</strong>: Short-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar years 2014 and 2015.</td>
<td>Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year.</td>
<td>Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year.</td>
<td>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.</td>
<td><strong>PY 2016-17</strong>: average of estimates for 24-months ending December 2015, March 2014 benchmark as adjusted by BLS.</td>
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<tr>
<td><strong>PY 2008-09</strong>: Mid-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.</td>
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<tr>
<td><strong>PY 2008-09</strong>: Long-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.</td>
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<td>SHORT-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS</td>
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<td><strong>METHODS</strong></td>
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<td><strong>Unemployment:</strong> Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)</td>
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</tr>
<tr>
<td>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.</td>
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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.
<table>
<thead>
<tr>
<th>Source of Data</th>
<th>SHORT-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS</th>
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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 for PY 2016-17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds Official Methods for Calculating Labor Force Statistics by Geography Table 4 LOCAL AREA Local 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 County Labor force statistics for Los Angeles County and the California balance of state (BOS) are estimated by a BLS Regression Model. The model is benchmarked to annual average data from the Current Population Survey (CPS). Inputs
B. FOR TITLE II:

I. 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.

**REQUESTED 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.

II. 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.

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.

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.

I. 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.

- 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 give 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.

**Update on Data-Sharing Efforts**

Federal and state law direct the California Workforce Development Board (CWDB) to develop a Workforce Innovation and Opportunity Act (WIOA) State Plan. Federal law also directs the CWDB to develop strategies for technological improvements to facilitate access to and improve the quality of services and activities provided through the workforce
system. Federal law also directs the CWDB to develop strategies for aligning technology and data systems across WIOA partner programs, which include federally funded adult education, vocational rehabilitation, and job and career services programs operated by various state and local government entities. Assembly Bill 2148 (K. Mullin, Chapter 385, Statutes of 2014) similarly directs the CWDB to create an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes and labor market impacts from community college career technical education, Employment Training Panel (ETP) programs, Workforce Investment Act (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. Federal law also directs the State to conduct program assessment and evaluation of relevant workforce programs and to invest WIOA discretionary funds for this purpose.

Under the WIOA State Plan required by federal law the CWDB is working with State Plan partners to address the foregoing statutory mandates. Since the submission of the State Plan in 2016, the California Workforce Development Board has been working with its State Plan partners on a data-sharing pilot project.

The Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-SKILLS) data initiative is an interagency and multi-departmental effort to pool participant and program performance data across workforce, education, and human service programs and funding streams. CAAL-SKILLS will use common performance measures to examine participating program outcomes by region, provider, service, demographics, and industry. The project will develop the capacity to evaluate and assess participating programs efficacy, allowing program administrators and policymakers access to actionable data so that programs can be designed to improve program participant outcomes. CAAL-SKILLS is intended to meet the statutory requirements of AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) and AB 1336 (K. Mullin, Chapter 211, Statutes of 2017) and WIOA 116(e) evaluation and assessment requirements.

Participating departments include CWDB, DSS, ETP, DIR-DAS, EDD, CCCCO, CDE, SBE and DOR. The following information provides an overview of progress to date:

**November 2016 - January 2017**

1. Orientation meeting with the Governor’s Office
2. Project ‘kick-off’ meeting with the Executive Steering Committee
3. Steering Committee Members assigned Program Leaders to serve as the single-point-of-project contact and representative of their organization
4. Orientation Meeting with the Department of Finance
5. Orientation Meetings with Program Leaders

**February - April 2017**

622. Project Charter was approved by the Executive Steering Committee

623. Established the CWDB Project Team, including: Technical Project Manager (MOU with the Department of Technology), Chief Technical Architect (Consultant), Senior Technical Analyst (Consultant), and Technical Analyst (Employee: New Hire)
624. Selected vendor to complete the Preliminary Assessment of Data Availability and Data Quality
625. Refined the Project Participation Agreement (A.K.A. Interagency Agreement) based on CAAL-Skills partner feedback
626. Completed the following activities associated with the Analysis of Data Availability and Data Quality:
   0. Drafted Analysis of CAAL-Skills Data Requirements
   1. Completed Data Availability and Quality Analysis Phase Kick-off meetings with DSP
   2. Distributed the Data Availability and Quality Analysis Questionnaire to DSP
   3. Provided Data Availability and Quality Analysis Questionnaire overviews to DSP
   4. Submitted Data Availability and Quality Analysis questionnaires to Data Sharing Partners
   5. Partners completed questionnaires and completed review of questionnaires and prepared for partner interviews.
627. Completed the Project Management Plan and associated sub-plans
628. Key Technical Documents have been written, including the:
   0. Technical Requirements Analysis
   1. General Technical Plan
   2. CAAL-Skills Pilot Technology Alternatives Analysis
   3. CAAL-Skills Pilot Hosting
   4. Location Alternatives Analysis
629. Received Agency Information Officer and Information Security Officer support for the recommended Pilot Hosting and Technology Alternatives.
630. Completed Requirements Analysis for AB 2148 Dashboard (Version 2.0)
631. Met with Steering Committee Members (individually) to preview and seek their support of the Pilot Technology and Hosting Environment Alternatives.
632. Received Steering Committee direction/decision on the CAAL-Skills Pilot Technology and Hosting Alternatives.
633. Completed procurement documentation (for equipment, software and services).

May - July 2017

1. Completed procurements and received CAAL-Skills equipment (server, UPS and desktop)
2. Completed software installation and configuration
3. Drafted the Detailed Technical Plan
4. Completed the Data Availability and Quality Analysis
5. Completed the draft Data Sharing Agreement
6. Completed analysis of data available from pilot counties
7. Completed draft Concept of Operations
8. Completed Labor Agency Legal review of the Data Sharing Agreement
9. Created Data Requirements Specifications for Data Sharing Partners

**August - October 2017**

634. Completed Data Requirement Specification review meetings with Partners
635. Received Partner cost and schedule estimates to fulfill the requirements in the Data Requirement Specification
636. Completed CAAL-Skills orientation with the California Department of Corrections and Rehabilitation
637. Managed agreement with EDD Internal Partners (Contracts & Fiscal) on CAAL-Skills Data File Preparation agreement for EDD WSD, LMID, UI-Tax and ETP.
638. Updated Interagency (Partnership) Agreements and received internal approval of updates to include cost and schedule for Data Formatting and File Preparation, for partners including: CCCCO, DSS, DOR and DIR-DAS.
639. Received internal approval of agreement with CASAS to create data file for CDE.
640. Completed Draft Technology Recovery Plan
641. Conducted Data Sharing Agreement orientation meeting with the partner Attorneys
642. Received list of statutory constraints from pilot partner Attorneys.
643. Began Market Research

**November 2017 - January 2018**

644. The following project and program management plans are complete:
   0. Technology Recovery Plan
   1. System Security Plan
   2. Human Resources Management Plan
   3. Data Governance Plan
   4. Quality Management Plan
   5. Change Management Plan
6. Concept of Operations
7. Program Practice Documents

645. Successfully completed the Information Security & Privacy Assessment of CAAL-Skills
646. Received IT Certification and Accreditation approval from the Information Security and Privacy Office
647. Interagency Agreement Amendments or other agreements, to complete the work of preparing the CAAL-Skills Data File, have been completed for the following: CCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID), DIR-DAS and CDE (All partners except DSS).
648. The Data Sharing Agreement has been established for the following: CCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID) and DIR-DAS (All partners except DSS and CDE).
649. Test Data Files have been received from CCCCO, ETP and DOR

**Next Steps & Planned Activities:**

650. Receive Test Data Set from:
0. EDD - Workforce Services
1. EDD - LMID
2. EDD - UI-Tax
3. DSS for Pilot Counties
4. DSS Statewide and CDE
651. Validate partner test data files
652. Request and receive production data file from partners
653. Complete the Data Sharing Agreement with CDE and DSS
654. Confirm DSS-preferred contracting approach for Pilot-County data
655. Determine level of CDCR level of engagement for the CAAL-Skills Pilot
656. Complete Technology Practice Documents
657. Complete Staff Management Plan
658. Refine the Concept of Operations and Practice Documents as needed
659. Complete Market Research to identify what other States doing and assess technology alternatives

II. 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.

III. 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.

IV. 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:
  - TopsPRO Enterprise, utilized by CDE
  - CalJOBS, utilized by EDD
  - 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. 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, CCCC0, 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)).

**Update on Data-Sharing Efforts**

Federal and state law direct the California Workforce Development Board (CWDB) to develop a Workforce Innovation and Opportunity Act (WIOA) State Plan. Federal law also directs the CWDB to develop strategies for technological improvements to facilitate access to and improve the quality of services and activities provided through the workforce system. Federal law also directs the CWDB to develop strategies for aligning technology and data systems across WIOA partner programs, which include federally funded adult education, vocational rehabilitation, and job and career services programs operated by various state and local government entities. Assembly Bill 2148 (K. Mullin, Chapter 385, Statutes of 2014) similarly directs the CWDB to create an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes and labor market impacts from community college career technical education, Employment Training Panel (ETP) programs, Workforce Investment Act (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. Federal law also directs the State to conduct program assessment and evaluation of relevant workforce programs and to invest WIOA discretionary funds for this purpose.

Under the WIOA State Plan required by federal law the CWDB is working with State Plan partners to address the foregoing statutory mandates. Since the submission of the State Plan in 2016, the California Workforce Development Board has been working with its State Plan partners on a data-sharing pilot project.

The Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-SKILLS) data initiative is an interagency and multi-departmental effort to pool participant and program performance data across workforce, education, and human service programs and funding streams. CAAL-SKILLS will use common performance measures to examine participating program outcomes by region, provider, service, demographics, and industry. The project will develop the capacity to evaluate and assess participating programs efficacy, allowing program administrators and policymakers access to actionable data so that programs can be designed to improve program participant outcomes. CAAL-SKILLS is intended to meet the statutory requirements of AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) and AB 1336 (K. Mullin, Chapter 211, Statutes of 2017) and WIOA 116(e) evaluation and assessment requirements.
Participating departments include CWDB, DSS, ETP, DIR-DAS, EDD, CCCCO, CDE, SBE and DOR. The following information provides an overview of progress to date:

**November 2016 - January 2017**

1. Orientation meeting with the Governor’s Office
2. Project ’kick-off’ meeting with the Executive Steering Committee
3. Steering Committee Members assigned Program Leaders to serve as the single-point-of-project contact and representative of their organization
4. Orientation Meeting with the Department of Finance
5. Orientation Meetings with Program Leaders

**February - April 2017**

660. Project Charter was approved by the Executive Steering Committee
661. Established the CWDB Project Team, including: Technical Project Manager (MOU with the Department of Technology), Chief Technical Architect (Consultant), Senior Technical Analyst (Consultant), and Technical Analyst (Employee: New Hire)
662. Selected vendor to complete the Preliminary Assessment of Data Availability and Data Quality
663. Refined the Project Participation Agreement (A.K.A. Interagency Agreement) based on CAAL-Skills partner feedback
664. Completed the following activities associated with the Analysis of Data Availability and Data Quality:
   0. Drafted Analysis of CAAL-Skills Data Requirements
   1. Completed Data Availability and Quality Analysis Phase Kick-off meetings with DSP
   2. Distributed the Data Availability and Quality Analysis Questionnaire to DSP
   3. Provided Data Availability and Quality Analysis Questionnaire overviews to DSP
   4. Submitted Data Availability and Quality Analysis questionnaires to Data Sharing Partners
   5. Partners completed questionnaires and completed review of questionnaires and prepared for partner interviews.
665. Completed the Project Management Plan and associated sub-plans
666. Key Technical Documents have been written, including the:
   0. Technical Requirements Analysis
   1. General Technical Plan
   2. CAAL-Skills Pilot Technology Alternatives Analysis
3. CAAL-Skills Pilot Hosting

4. Location Alternatives Analysis

667. Received Agency Information Officer and Information Security Officer support for the recommended Pilot Hosting and Technology Alternatives.

668. Completed Requirements Analysis for AB 2148 Dashboard (Version 2.0)

669. Met with Steering Committee Members (individually) to preview and seek their support of the Pilot Technology and Hosting Environment Alternatives.

670. Received Steering Committee direction/decision on the CAAL-Skills Pilot Technology and Hosting Alternatives.

671. Completed procurement documentation (for equipment, software and services).

May - July 2017

1. Completed procurements and received CAAL-Skills equipment (server, UPS and desktop)

2. Completed software installation and configuration

3. Drafted the Detailed Technical Plan

4. Completed the Data Availability and Quality Analysis

5. Completed the draft Data Sharing Agreement

6. Completed analysis of data available from pilot counties

7. Completed draft Concept of Operations

8. Completed Labor Agency Legal review of the Data Sharing Agreement

9. Created Data Requirements Specifications for Data Sharing Partners

August - October 2017

672. Completed Data Requirement Specification review meetings with Partners

673. Received Partner cost and schedule estimates to fulfill the requirements in the Data Requirement Specification

674. Completed CAAL-Skills orientation with the California Department of Corrections and Rehabilitation

675. Managed agreement with EDD Internal Partners (Contracts & Fiscal) on CAAL-Skills Data File Preparation agreement for EDD WSD, LMID, UI-Tax and ETP.

676. Updated Interagency (Partnership) Agreements and received internal approval of updates to include cost and schedule for Data Formatting and File Preparation, for partners including: CCCCO, DSS, DOR and DIR-DAS.

677. Received internal approval of agreement with CASAS to create data file for CDE.
678. Completed Draft Technology Recovery Plan
679. Conducted Data Sharing Agreement orientation meeting with the partner Attorneys
680. Received list of statutory constraints from pilot partner Attorneys.
681. Began Market Research

**November 2017 - January 2018**

682. The following project and program management plans are complete:
   0. Technology Recovery Plan
   1. System Security Plan
   2. Human Resources Management Plan
   3. Data Governance Plan
   4. Quality Management Plan
   5. Change Management Plan
   6. Concept of Operations
   7. Program Practice Documents

683. Successfully completed the Information Security & Privacy Assessment of CAAL-Skills

684. Received IT Certification and Accreditation approval from the Information Security and Privacy Office

685. Interagency Agreement Amendments or other agreements, to complete the work of preparing the CAAL-Skills Data File, have been completed for the following: CCCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID), DIR-DAS and CDE (All partners except DSS).

686. The Data Sharing Agreement has been established for the following: CCCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID) and DIR-DAS (All partners except DSS and CDE).

687. Test Data Files have been received from CCCCCO, ETP and DOR

**Next Steps & Planned Activities:**

688. Receive Test Data Set from:
   0. EDD - Workforce Services
   1. EDD - LMID
   2. EDD - UI-Tax
   3. DSS for Pilot Counties
   4. DSS Statewide and CDE
689. Validate partner test data files
690. Request and receive production data file from partners
691. Complete the Data Sharing Agreement with CDE and DSS
692. Confirm DSS-preferred contracting approach for Pilot-County data
693. Determine level of CDCR level of engagement for the CAAL-Skills Pilot
694. Complete Technology Practice Documents
695. Complete Staff Management Plan
696. Refine the Concept of Operations and Practice Documents as needed
697. Complete Market Research to identify what other States doing and assess technology alternatives

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

Core program partners have been made aware that use of the base wage file is required under the federal regulations.

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.

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 Equal Opportunity 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 INDIVIDUALS WHO ARE 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 Services
An 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 Persons. After 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, it is not a combined plan 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 (CCCBO), 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 publicly 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-CCCO 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(j), 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. ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS
   A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.
   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 (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay

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

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


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


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 or 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 both 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

Workforce Accelerator Fund

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 AVERTION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS**

**UPDATED RAPID RESPONSE POLICIES AND PROCEDURES**

**Governor’s set aside funding. Rapid Response funds, and layoff aversion strategies**

State policies and procedures to provide rapid response have been updated since the State Plan was drafted. The State Board and EDD issued WSD16-04 - *Rapid Response and Layoff Aversion Activities*, which consolidates previous Workforce Investment Act (WIA) Rapid Response guidance into a single comprehensive directive, and distinguishes Rapid Response activities from Additional Assistance. It provides the California Workforce Development Board’s (State Board) policy framework for Local Workforce Development Boards (Local Board) to design and implement a local/regional business engagement strategy and articulates the role of layoff aversion within effective Rapid Response systems.
This policy does not make any changes to the current formula allocation methods for Rapid Response funds. It also provides direction and guidance for conducting layoff aversion activities as required by the federal Workforce Innovation and Opportunity Act (WIOA).

This policy applies to all recipients of WIOA 25 Percent Dislocated Worker funds, and became effective upon release. This policy contains only state-imposed requirements. This directive finalizes Workforce Services Draft Directive WSDD-142 http://www.edd.ca.gov/Jobs_and_Training/pubs/wsdd-142.pdf, issued for comment on May 6, 2016. The State Board received 12 comments. The comments did not result in any changes to the directive. This directive supersedes Workforce Services Directive WSD14-03, dated September 3, 2014.

Federal law requires that states set aside not more than 25 percent of their WIOA Dislocated Worker funding for two statewide activities:

- Rapid Response to assist workers and businesses at risk of layoff or affected by layoff.
- Additional Assistance for Local Boards to apply for if there is a significant increase in unemployment in their areas caused by plant closure, downsizing, natural disaster, or “other events.”

Federal law provides discretion to the Governor to develop specific policy. In California, current policy is to formula-allocate the Rapid Response funds (half of the total 25 percent funds) to Local Workforce Development Areas (Local Area).

California’s Rapid Response system has evolved since the implementation of WIA, with Local Boards leading innovative and proactive local Rapid Response systems. In addition, the WIOA requires states and Local Areas to include layoff aversion as an integral component of Rapid Response policy.

In response to this evolution, the State Board established a Rapid Response/Layoff Aversion Workgroup to consolidate various state guidance into a single comprehensive document and to recommend policy, consistent with the WIOA, that requires proactive business engagement and layoff aversion strategies that can assist a business to avoid layoffs through an incumbent worker training program, use of the Work Sharing Program, or in the event of layoffs, assists workers in quickly re-entering the workforce through rapid re-employment services.

**Rapid Response**

The primary purpose of Rapid Response as stated in federal guidance is to enable affected workers to return to work as quickly as possible following a layoff, or to prevent layoffs altogether. To accomplish this, the workforce development system must be coordinated, comprehensive, and proactive in communicating with business. This includes providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access, and coordinating with regional partners to reduce duplication.

A sound business engagement infrastructure should include early warning systems, which are necessary to ensure a timely response to worker dislocations. Early
indicators can be recognized in a variety of ways, including through close communication with employer representatives, industry groups, organized labor, utilities, or through local media. Rapid Response also tracks labor market trends, increased Unemployment Insurance claims, public announcements through the California Worker Adjustment and Retraining Notification (WARN) Act notices, and analyzes economic data to assess the health of businesses. In each region, systems should be in place to regularly monitor all potential early warning indicators and notification channels, and employers must be informed about their legal responsibilities to issue advance notifications of layoffs and closures.

It is critical that regional business engagement teams build relationships with employers, labor organizations, workforce and economic development agencies, training institutions, service providers and community-based organizations. Proactive business engagement systems rely on good intelligence. Their value to economic development efforts can be increased by providing ready access to information regarding available talent. Regions can gain a competitive edge when they can leverage accurate information about regional economic trends, labor markets, new business development, impending layoffs, regional assets, and education and training resources.

The Role of Layoff Aversion

A layoff aversion strategy helps employers retain a skilled workforce and/or provides workers rapid transition to new employment, minimizing periods of unemployment. Layoff aversion is a central component of a high-performing business engagement strategy, requiring a shared responsibility among numerous partners at the state, regional, and local levels.

It is important to emphasize that Rapid Response does not stop layoffs. The intent of layoff aversion as a business engagement strategy is to provide business solutions to companies that want to save jobs. To save jobs, a business engagement team must be able to identify an at-risk company well in advance of layoffs, get executive level commitment to work together, assess the needs of the company, and deliver solutions to address risk factors. This requires a new culture of prevention and a strong infrastructure, including clarity of roles among regional partners. It requires data collection and analysis of regional labor market and industry sector trends, early warning mechanisms that can alert of problem areas and well-trained staff with capacity to build relationships among businesses, labor organizations and civic leaders.

Led by regionally coordinated Local Boards, business engagement teams should be built on regional partnerships among a range of organizations and intermediaries that can help identify and design appropriate business and employment solutions. Local Boards should include a variety of partners including the Department of Commerce’s Trade Adjustment Assistance for Firms, the Manufacturing Extension Partnership or other sector-based partnerships, public and private economic development entities, Chambers of Commerce, Small Business Development Centers, community-based organizations, community colleges, local labor councils, and others.
Business engagement activities such as customized training, incumbent worker training, and work sharing strategies are among the many WIOA funded strategies that the workforce system can deploy to assist companies in averting layoffs.

As described in the Department of Labor’s (DOL) TEGL 03-15, incumbent worker training provides both workers and employers with the opportunity to build and maintain a quality workforce. Incumbent worker training can be used to help avert potential layoffs of employees, or to increase the skill levels of employees so they can be promoted within the company and create backfill opportunities for the employers. Under Section 134(d)(4) of WIOA, Local Boards can use up to 20 percent of their adult and dislocated worker funds to provide for the federal share of the cost of providing incumbent worker training. Incumbent worker training needs to take into account the following factors:

- The characteristics of the participants in the program.
- The relationship of the training to the competitiveness of a participant and the employer.
- Other factors the State or Local Boards may determine appropriate (e.g., the number of employees participating in the training, wage and benefit levels of those employees [both pre and post participation earnings]), and the existence of other training and advancement opportunities provided by the employer).

Employers are required to pay for a significant cost of the training for those participants in incumbent worker training; this can be done through both cash and/or in-kind payments. The wages paid to participants, while in training, may be considered as a source of matching funds. Rules for matching funds are provided in the Uniform Guidance and DOL exceptions at 2 CFR 200.306 and 2 CFR 2900.8, respectively. Under Section 134(d)(4)(D) of WIOA, the minimum amount of employer share in the incumbent worker training depends on the size of the employer:

- At least 10 percent of the cost for employers with 50 or fewer employees
- At least 25 percent of the cost for employers with 51 to 100 employees
- At least 50 percent of the cost for employers with more than 100 employees

Employer share must be reported on the ETA-9130 quarterly financial report. The DOL encourages states and Local Areas that use incumbent worker training to ensure contracts with employers provide sufficient information to include participants in reporting. Incumbent workers should be reported in the WIASRD under element number 911 until a new reporting layout is available.

**Definitions and Resources**

*Business Cycle* - A business cycle is identified as a sequence of four phases:

- **Contraction** - A slowdown in the pace of economic activity
- **Trough** - The lower turning point of a business cycle, where a contraction turns into an expansion
Expansion - A speedup in the pace of economic activity

Peak - The upper turning of a business cycle

Customer Relationship Management Module (CRM) - The CRM is a CalJOBS® based tool, supported by the Employment Development Department (EDD), which allows Local Boards and their partners who have access to the CalJOBS system to record, track and report a variety of business engagement activities at the individual company level.

Economic Development - The International Economic Development Council defines economic development as a program, group of policies, or activity that seeks to improve the economic well-being and quality of life for a community, by creating and/or retaining jobs that facilitate growth and provide a stable tax base. For a good resource, see the California Association of Local Economic Development and the Governor’s Office of Business and Economic Development.

Employer Contact (Rapid Response 121 Report) - A visit to an employer by staff for the purposes of conducting Rapid Response activities. This visit may be in person, by telephone or through the use of other interactive technology. This is a cumulative report.

Employer Contact (122 Report) - This form is used only to report the development, implementation and completion of a business solution strategy(s) relating to and resulting in job retention at the current place of employment and the rapid re-employment (talent transfer) of affected workers. This is a cumulative report.

Employment Training Panel (ETP) - The ETP provides incumbent worker training funding to employers to assist in upgrading the skills of their workers through training that leads to good paying, long-term jobs. The ETP is a funding agency, not a training agency. Businesses determine their own training needs and how to provide training. ETP staff is available to assist in applying for funds and other aspects of participation.

Incumbent Worker - An employee of a business applying for incumbent worker training funds to up-skill and/or retrain in accordance with the WIOA.

Incumbent Worker Training - Developed with an employer or employer association to upgrade skills of a particular workforce. The employer agrees to retain the trained worker(s) upon completion of the training. Frequently, such training is part of an economic development or layoff aversion strategy.

Jobs Retained - A layoff is averted when (1) a worker’s job is retained with the current employer that is at risk of downsizing or closing, or (2) when a worker at risk of dislocation transitions to a different job with the same employer.

Layoff Aversion - The process of using a series of activities, studies, and networks to examine a business or sector’s cycle, organizational conditions, markets, and broad community relationships etc., in an effort to determine workforce and economic solutions that can mitigate job loss or save jobs.
Manufacturing Extension Partnership (MEP) - The National Institute of Standards and Technology’s Hollings MEP works with small and mid-sized U.S. manufacturers to help them create and retain jobs, increase profits, and save time and money. The MEP also works with partners at the state and federal levels on programs that put manufacturers in position to develop new customers, expand into new markets and create new products.

Rapid Re-Employment (Talent Transfer) - A laid off worker is hired by a different employer and experiences short term unemployment (45 calendar days or less). To qualify for this activity, a confirmed job offer must be on file from the hiring employer and issued within 45 days of the date the participant becomes unemployed.

Small Business Development Centers of California (SBDC) - The SBDCs provide training and nocost one-on-one counseling to help small businesses and entrepreneurs overcome obstacles to growth. Topics range from: start-up assistance, planning for growth and expansion, technology and innovation and access to capital.

Work Sharing Program/Short Term Compensation - Work Sharing is described in Section 1279.5 of the California Unemployment Insurance Code and provides employers with an alternative to layoffs and provides their employees with the payment of reduced Unemployment Insurance benefits.

Note: This activity is considered a job saved/retained as this strategy does minimize the impact on the Unemployment Insurance fund and should be reported on the Layoff Aversion Form 122.

POLICY AND PROCEDURES

The EDDs WSIN15-21 communicated to the local workforce system the availability of a new module for CalJOBS. Local Boards and their staff responsible for business outreach activities are strongly encouraged to use this module to track all business engagement activities. Local Boards are encouraged to provide access to and training for the CalJOBS CRM module, as use of this module regionally across Local Areas will help eliminate duplicate contacts from local/regional agencies to the same employers, provide information regarding historical activities and the types of activities being conducted with an individual employer.

On May 18, 2004, the State Board adopted a Dislocated Worker 25 percent funding policy, which includes the following components and related recommendations.

Dislocated Worker 25 Percent Set-aside

State Board policy specifies that the state will set aside 25 percent of the state’s WIOA Dislocated Worker funding for California’s Rapid Response System and for Additional Assistance to dislocated workers in Local Areas. Of this 25 percent, one-half is reserved for Rapid Response activities and one-half is reserved for Additional Assistance to Local Areas. The state will reserve a portion of the 25 percent Additional Assistance funds for statewide dislocated worker activities.

Rapid Response Funding
The Rapid Response set-aside funds will be allocated based on a three-part formula and layoff aversion component as follows:

- **Baseline funding** is allocated equally among Local Areas to ensure, at a minimum, that some capacity exists in each Local Area for the coordination and conduct of Rapid Response activities. Allocations to Local Areas comprised of more than one county will include an additional allocation of $50,000 for each additional county. Of the Rapid Response set-aside funds, 30 percent will be reserved for this baseline funding.

- **Layoff-based funding** is for Local Areas that serve regions where significant numbers of dislocation events occur. This allocation will be based on quantitative layoff data. Funds will be allocated to Local Areas in proportion to the number of affected workers offered Rapid Response services in response to layoffs reported to the state. This methodology will ensure California meets WIOA requirements to provide services to assist groups of workers affected by mass layoffs, permanent business closures, and natural or other disasters. Of the Rapid Response set-aside funds, 45 percent will be reserved for this layoff-based funding.

- **Hold-Harmless** minimizes funding losses from year-to-year. A portion of the Rapid Response set-aside funds will be used to ensure that no Local Area receives less than 75 percent of their prior-year share of statewide funds distributed for baseline and layoff-based activities. This policy also limits any Local Area’s year-over funding increase to 100 percent of their prior-year allocation.

**Layoff Aversion Funding**

Layoff Aversion activities will be funded from the previously state-held Rapid Response Competitive Solicitation Fund. These funds will be distributed to Local Areas based on the Local Area’s relative share of the Rapid Response formula allocations.

Additional Assistance Funding Additional Assistance Funding will continue to be available as currently outlined in WSD13-2, Dislocated Worker Additional Assistance Projects. An updated future policy directive will be issued to separate Additional Assistance from Rapid Response guidance and clarify the policy and procedures for use of these funds.

**Uses of Rapid Response 25 Percent Funds**

Description of the required and allowable uses of Rapid Response funds:

**Categorization of Rapid Response Activities**

**Title 20 Code of Federal Regulations Notice of Proposed Rule Section 682.330**

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<thead>
<tr>
<th>Activity</th>
<th>REQUIRED</th>
<th>Allowable</th>
<th>Prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting planning meeting with employer</td>
<td>X</td>
<td></td>
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<tr>
<td>Assessing layoff aversion potential</td>
<td></td>
<td>X</td>
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<tr>
<td>Activity</td>
<td>REQUIRED</td>
<td>Allowable</td>
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<tr>
<td>Conducting orientation meeting with employees</td>
<td>X</td>
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<tr>
<td>Providing TAA orientation</td>
<td>X</td>
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<tr>
<td>Delivering/mailing Rapid Response informational materials</td>
<td>X</td>
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<tr>
<td>Providing access to CalJOBS℠ and SkillsMatch on-site, using company’s or mobile facility</td>
<td>X</td>
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<tr>
<td>Enabling participants to register with America’s Job Center of California℠ onsite</td>
<td>X</td>
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<tr>
<td>Job fair or information expo focused on one or more dislocation events, at or not at the dislocation site</td>
<td>X</td>
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<tr>
<td>Coordinating Labor-Management/Workforce Transition Committee</td>
<td>X</td>
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<tr>
<td>Providing information about services available in the AJCCs and setting up systems to provide on-site access to information and services</td>
<td>X</td>
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<tr>
<td>Providing training orientation on industry specific opportunities (ex: Biotech)</td>
<td>X</td>
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<tr>
<td>Providing resources for food, shelter, clothing and other emergency assistance</td>
<td>X</td>
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<tr>
<td>Conducting Business Engagement Activities</td>
<td>X</td>
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<tr>
<td>Conducting Research on Business Activities</td>
<td>X</td>
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<tr>
<td>Devising layoff aversion strategies with employer</td>
<td>X</td>
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<tr>
<td>Providing layoff aversion technical assistance to employer</td>
<td>X</td>
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<tr>
<td>Conducting business services workshops</td>
<td>X</td>
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<tr>
<td>Training affected workers to upgrade skills for another position in company</td>
<td>X</td>
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<tr>
<td>Attending Regional Roundtable</td>
<td>X</td>
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<td>Attending conferences</td>
<td>X</td>
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<tr>
<td>Conducting interview technique workshops</td>
<td>X*</td>
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<tr>
<td>Conducting job search assistance and resume writing workshops</td>
<td>X*</td>
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<tr>
<td>Completing Unemployment Insurance applications</td>
<td>X</td>
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<tr>
<td>Job fair or information expo not related to a dislocation event</td>
<td>X</td>
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</tbody>
</table>

* Local Workforce Development Areas may conduct group workshops (e.g. job search assistance and/or resume writing workshops) as part of on-site Rapid Response to business
closures or significant layoffs and charge the cost to their 25 Percent Rapid Response funds if they have determined, in consultation with the local workforce services manager, that EDD workforce services staff are not available to conduct such workshops.

Layoff aversion activities are a required activity in WIOA. It is the state’s policy priority that the full scope of required Rapid Response activities, as described in the WIOA, must be provided in each Local Area.

The scope of business solutions that may be provided at Rapid Response events is not restricted to the activities described in Section 134 of WIOA. Local Boards are encouraged to leverage other local or state funding sources to provide a broader scope of business solutions. Examples include assisting with Trade Adjustment Assistance, Unemployment Insurance claim filing, economic development, financial assistance counseling, and mental health counseling.

Reporting

Baseline, layoff-based, and hold-harmless Rapid Response funds will continue to be issued to each Local Board, in the master subgrant, as grant codes 540 and 541. These formula funds may be spent on the wide range of required and/or allowable activities. Participants receiving Page 9 of 10 Additional Assistance services must be enrolled in grant code 241. Local Boards shall continue to report participant enrollments receiving incumbent worker training using Rapid Response formula funds under grant code 2274.

Layoff Aversion funding will be issued under grant codes 292 and 293 in each Local Board’s master subgrant. These funds can be spent and the wide range of required and/or allowable activities. Local Boards are to report participant enrollments receiving incumbent worker training using layoff aversion funds under grant code 2274.

Rapid Response Reporting Requirements (121 Report)

Activities to be included on the Rapid Response 121 Report are those relating to employer contacts in response to layoffs or closures, as defined by the State Board. The Rapid Response 121 report must be completed to report all employer layoff/closure planning/orientation meetings. Planning meetings and/or orientations of nine or less employees are for information only and will not be used in the calculation of the dislocation-based formula funding factor.

Complete a separate line item entry for each employer contact occurring on different days, locations, or employers. Complete a single line item entry if multiple sessions are conducted on the same day, for a single employer with the note of how many multiple orientations were made that day. Note - this is a cumulative report.

The Rapid Response 121 Report and line item instructions are included as Attachments 2 and 3. The Rapid Response 121 Report must be completed quarterly and submitted via email by the 20th of the month following the quarter’s end to the Local Area’s assigned Regional Advisor, with a “cc” to the Local Area administrator.

Layoff Aversion Reporting Requirements (122 Report)

This is a new report, specifically developed to capture and report business solution strategies delivered to business during any stage of the business cycle that relate to and
result in job retention and/or rapid re-employment. A 122 Report may be submitted for a “single” job retained at an existing employer and/or a single rapid re-employment with a different employer. It is important that Local Area staff consider and document how layoff aversion activities will result in a positive outcome before allocating resources. Note - this is a cumulative report. It is not a register of local activities. It is to be used to report only business solutions (incumbent worker training to prevent a layoff, Work Sharing or Talent Transfer) completed during the reporting quarter.

For completion of the business solution strategy, documentation of outcomes must be attached to the 122 Report and retained locally for audit purposes. Note - the Local Board’s administrative, fiscal, and program activities will be subject to the state’s monitoring.

The 122 Report and line item instructions are included as Attachments 4 and 5. The 122 Report must be completed quarterly; it is a cumulative report and submitted via email by the 20th of the month following the quarter’s end to the Local Area’s assigned Regional Advisor, with a “cc” to the Local Area administrator. The reporting period is from April 1 to March 31 of the following year.

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.

STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS

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.

- Explain, Is the TAA notification letter also mailed to those workers who do not attend the Rapid Response orientation? Is TAA information shared or explained during the orientation or only via letter afterwards? Does the State utilize electronic communication methods or only written correspondence?

After a petition is certified, the Employment Development Department’s TAA program contacts the employer and requests a list of all former workers covered by the certification. The TAA program mails each worker a notification letter regarding the potential eligibility along with an application for individual TAA benefits and services. Both the Rapid Response orientation and TAA notification letter include TAA information. At this time, the State utilizes written communication.

EARLY INTERVENTION AND TAA

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. 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 WSD14-15.

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.
ALTERNATIVE TRAINING MODELS

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 taken large strides in their efforts to partner with Local Boards to implement new employee training to provide qualified and skilled new workforce, 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.

Registered Apprenticeship 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 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 WSD15-07. In addition, the Governor recently enacted AB 509 (H. Perea, 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.

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 Directive WSD15-23.

Transfer Criteria
In 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 funds**

To 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.

**B. ADULT AND DISLOCATED WORKER PROGRAM REQUIREMENTS**

**1. WORK-BASED TRAINING MODELS**

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. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

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.

**Registered Apprenticeship Program**
27. All registered apprenticeship programs that are registered with the U.S. Department of Labor, Office of Apprenticeship, or a recognized State apprenticeship agency, are automatically eligible to be included in the State list of eligible training providers and programs. All registered apprenticeship programs must be informed of their automatic eligibility to be included on the list, and must be provided an opportunity to consent to their inclusion, before being placed on the State list of eligible training providers and programs. The Governor must establish a mechanism for registered apprenticeship program sponsors in the State to be informed of their automatic eligibility and to indicate that the program sponsor wishes to be included on the State list of eligible training providers and programs. This mechanism must place minimal burden on registered apprenticeship program sponsors and must be developed in accordance with guidance from the U.S. Department of Labor Office of Apprenticeship or with the assistance of the recognized State apprenticeship agency, as applicable.

28. Once on the State list of eligible training providers and programs, registered apprenticeship programs will remain on the list:

0. Until they are deregistered;
1. Until the registered apprenticeship program notifies the State that it no longer wants to be included on the list; or
2. Until the registered apprenticeship program is determined to have intentionally supplied inaccurate information or to have substantially violated any provision of title I of WIOA or the WIOA regulations, including 29 CFR part 38.

The foregoing will be achieved through technical assistance with relevant stakeholders.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

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 FUNDED 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 19-16 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 funds

To 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 OR CONTRACTS 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 OR CONTRACTS.*

* Sec. 102(b)(2)(D)(i)(V)

Discusses how the Local Boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance.

As provided in WIOA Section 123, the Local Board may award grants or contracts to youth service providers. Such grants or contracts must be awarded on a competitive basis unless the Local Board determines there are an insufficient number of eligible youth providers in the Local Area. In all cases, the Local Boards are responsible for ensuring that all sub-recipients and contractors are monitored for quality of services and achievement of performance standards.

When identifying youth service providers the Local Board must take into consideration the ability of the provider to meet performance accountability measures based on the primary indicators of performance for youth programs. Local
Boards must include in youth service provider solicitation proposal and award contracts:

- Language that sets standards for achieving the WIOA Section 116 performance indicators and negotiate performance expectations.
- Language that incorporate the WIOA eligibility criteria and expenditure minimums for out-of-school youth and work experience into these documents.

Local Board may request that potential youth service providers provide documentation that:

- Demonstrates experience in delivery youth services and commit to successful outcomes.
- Demonstrates customer service by using performance measures to inform a process of continuous improvement.
- Demonstrates the ability to submit timely performance reports.
- Ensures the youth service provider does not have unresolved fiscal, reporting, or program performance issues with past or current funding sources.
- Provides any criteria tailored to the needs of their Local Area.

Local Boards are expected to monitor the performance of their contractors to ensure that they are meeting the performance goals that they negotiate with the California Workforce Development Board. The State Board is committed to working with Local Boards to ensure that performance standards are met and where this does not occur the State Board will provide technical assistance to local Boards to bring them up to performance standards.

UPDATE TO GRANTS FOR YOUTH ACTIVITIES AND WIOA YOUTH PROGRAM REQUIREMENTS

- GRANTS FOR YOUTH ACTIVITIES AND WIOA YOUTH PROGRAM REQUIREMENTS

State policies and procedures on grants for youth activities and youth program elements have been updated since the State Plan was drafted. The WSD17-07 - WIOA Youth Program Requirements provides the guidance and establishes the procedures regarding the Workforce Innovation and Opportunity Act (WIOA) youth program, including the 75 percent out-of-school (OS) youth and 20 percent work experience minimum expenditure requirements. This policy applies to Local Workforce Development Boards (Local Boards) and Local Workforce Development Areas (Local Areas), and is effective immediately. This policy contains some state-imposed requirements. This Directive finalizes Workforce Services Draft Directive WIOA Youth Program Requirements (WSDD-171), issued for comment on September 14, 2017. The Workforce Development Community submitted three comments during the draft comment period.

This policy supersedes Workforce Services Directive WIOA Youth Program Requirements (WSD16-01), dated July 6, 2016.
The WIOA Section 129 introduces key investments in OS youth and work experience. Specifically, it increases the minimum OS youth expenditure rate from 30 percent under WIA to 75 percent under WIOA, and introduces a 20 percent work experience expenditure requirement. Additionally, it adds new program elements, increasing the number of required youth program elements from 10 under WIA to 14 under WIOA.

Operational implementation of the WIOA youth program began July 1, 2015, with all provisions taking effect July 1, 2016. Local Areas were expected to use their PY 2015-16 WIOA youth formula funds to properly align their youth programs and services in preparation for full WIOA youth program implementation effective July 1, 2016.

On August 19, 2016, the DOL issued the WIOA Final Rules. Among other things, the WIOA Final Rules establish a poverty rate of 25 percent for a high poverty area, allow Local Boards to directly provide youth services, allow for youth work experiences education and work components to be provided sequentially, and clarify youth program eligibility. The DOL has also published three additional TEGLs since 2015 providing further guidance and clarification for the WIOA Title I youth program. Therefore, the state is issuing its third iteration of the WIOA Youth Program Requirements directive to ensure state guidance is in full alignment with the WIOA Statute, the WIOA Final Rules, TEGL 23-14, TEGL 8-15, and TEGL 21-16.

Although some of the deadlines for implementation of the WIOA requirements have passed, the Employment Development Department (EDD) chose to retain past deadlines in this directive for compliance monitoring purposes.

**POLICY AND PROCEDURES**

**Definitions**

For the purposes of this directive, the following definitions apply:

**Adult Education** - academic instruction and education services below the postsecondary level that increases an individual’s ability to: read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment (WIOA Section 203).

**Attending School** - an individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an IS youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However, if the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered OS youth if the eligibility determination is made after youth decided not to attend postsecondary education. Youth on summer break are considered IS youth if they are enrolled to continue school in the fall (TEGL 21-16).

**Not Attending School** - an individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:
• WIOA Title II Adult Education, YouthBuild, Job Corps, high school equivalency program, or dropout re-engagement programs.
  • Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are the exception; they are considered IS youth (Title 20 CFR Section 681.230).
• Non-credit bearing postsecondary classes only (TEGL 21-16).
• A charter school program that provides instruction exclusively in partnership with WIOA, federally-funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps (in alignment with EC Section 47612.1).

Offender - An adult or juvenile subject to any stage of the criminal justice process or an adult or juvenile who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or convictions or for whom services under WIOA may be beneficial (WIOA Section 3[38]).

Postsecondary School - California community colleges, and accredited public and private universities (EC Section 66010).

School - any secondary or postsecondary school (Title 20 CFR Section 681.230). These include, but are not limited to: traditional K-12 public and private (e.g., continuation, magnet, charter, and home) schools.

School Dropout - an individual who is no longer attending any school and has not received a secondary school diploma or its recognized equivalent (WIOA Section 3[54]). Per TEGL 8-15, this term does not include individuals who dropped out of postsecondary school.

Secondary School - a nonprofit institutional day or resident school, including a public secondary charter school, that provides secondary education, as determined under state law, except that the term does not include any education beyond grade 12 (Title 20 U.S.C. Section 1401[27]).

YOUTH ELIGIBILITY CRITERIA

The WIOA Section 129(a)(1) provides new eligibility criteria for the WIOA youth program. To be eligible to participate in the WIOA youth program, an individual must be an OS youth or an in school (IS) youth.

Youth enrolled after July 1, 2015, must meet the WIOA eligibility criteria. After July 1, 2015, all WIA youth participants who are enrolled in the WIA youth program must be grandfathered into the WIOA youth program, even if the participant would not otherwise be eligible for the WIOA. Local youth programs are not required to complete an eligibility re-determination if the participant has been determined eligible and enrolled under the WIA. Furthermore, these participants must be allowed to complete the WIA services specified in their individual service strategy.
OS Youth Eligibility

In order to receive services as an OS youth, an individual must meet the following eligibility criteria:

3. Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships).

4. Age 16-24 years old.

5. One or more of the following barriers:
   1. A school dropout.
   2. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year quarter. i. Note - If the school does not use school year quarters, Local Areas must use calendar quarters.
   3. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
   4. An offender.
   5. A homeless individual or a runaway.
   6. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
   7. An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers).
   8. An individual with a disability.
   9. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

(Title 20 CFR Section 681.210)

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an OS youth at time of enrollment and is subsequently placed in school is still considered an OS youth. Additionally, an individual who is an OS youth and between the ages of 16-24 at the time of enrollment, and is now beyond the age of 24, is still considered an OS youth until exited.
IS Youth Eligibility

In order to receive services as an IS youth, an individual must meet the following eligibility criteria:

6. Attending school, including secondary and postsecondary school.

7. Age 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an IS youth [TEGL 21-16 and EC 56026]).

8. Low income individual.

9. Meets one or more of the following barriers:
   0. Basic skills deficient.
   1. An English language learner.
   2. An offender.
   3. A homeless individual or runaway.
   4. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
   5. Pregnant or parenting (custodial and non-custodial parent including noncustodial fathers).
   6. An individual with a disability.
   7. An individual who requires additional assistance to complete an educational program or secure and hold employment.

(Title 20 CFR Section 681.220)

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an IS youth and between the ages of 14-21 at the time of enrollment, and is now beyond the age of 21, is still considered an IS youth until exited.

LOW-INCOME

Under WIOA, a youth who receives or is eligible to receive a free or reduced lunch under the Richard B. Russell National School Lunch Act, is considered to be low-income. While the free/reduced lunch low-income category primarily applies to IS Youth, OS youth may also qualify as low income if the youth is a parent living in the same household as a child who receives or is eligible to receive free or reduced price lunch based on their income level. However, not all youth who receive a free or reduced priced lunch automatically qualify as low-income for the WIOA youth program eligibility. In areas where a school district subsidizes all student meals
under the Hunger-Free Kids Act of 2010, the Local Area must base low-income status on an individual student’s eligibility to receive free or reduced price lunch or on the youth’s ability to meet one of the other low-income categories under WIOA.

A youth living in a high-poverty area is automatically considered to be a low-income individual. A high-poverty area is a Census tract or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey (ACS) 5-Year data. Local Areas may access ACS 5-Year data on the U.S. Census Fact Finder website to determine the poverty rate. TEGL 21-16, Attachment 2 - Determining Whether Youth are Living in a High Poverty Area, provides step-by-step instruction on how to calculate the poverty rate.

**Calculating Income**

For income calculation purposes, if an individual is not living in a single residence with other family members that individual is not considered a member of a family. When determining a youth’s eligibility based on low-income status, Local Areas must do the following:

- Include Unemployment Insurance as income.
- Include child support payments as income.
- For IS youth with a disability, consider only the youth’s own income rather than their family's income.

(TEGL 21-16)

**Low-Income Exception**

The WIOA maintains a five percent low-income eligibility exception where five percent of Local Area youth participants who ordinarily would need to be low-income do not need to meet the low-income provision. However, because not all OS youth are required to be low-income, the five percent low-income exception under WIOA is calculated based on the five percent of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria. The five percent low-income exception may include OS youth under eligibility categories 3c and 3i, IS youth, or a combination of both, not to exceed five percent of all WIOA youth participants served in a given program year.

**Requires Additional Assistance**

Under WIOA, no more than five percent of IS youth enrolled in a given program year may be found eligible based solely on meeting the criterion, “requires additional assistance.” This limitation applies to IS youth enrolled on or after July 1, 2015. Therefore, participants that were enrolled under WIA and carried into WIOA would not be factored in.

Local Boards are responsible for establishing local definitions and eligibility documentation requirements for “requires additional assistance” as it relates to both OS and IS youth. The local policy should be reasonable, quantifiable, and based on evidence that the specific characteristic of the
youth identified in the policy objectively requires additional assistance. As outlined in California’s Unified Strategic Workforce Development Plan 2016-2020 (State Plan), examples could include, but are not limited to, the following:

- Have repeated at least one secondary grade level or are one year over age for grade.
- Have a core grade point average 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 OS youth).
- Have been fired from a job within the 12 months prior to application (applies to OS youth).
- Have never held a full-time job for more than 13 consecutive weeks (applies to OS youth).

**OS YOUTH**

The WIOA shifts the primary focus of youth formula funds to support the educational and career success of OS youth. As a result of this shift, the cost per participant under WIOA may increase as many OS youth require more intensive and costly services. Consequently, fewer participants might be served under the WIOA youth program due to the more intensive and costly services for the increased emphasis on the OS youth population.

**OS Youth Expenditure Requirement**

Local Areas must spend at least 75 percent of their WIOA youth formula allocation on youth workforce investment activities for OS youth (WIOA Section 129[a][4]).
The OS youth expenditure rate is calculated after subtracting funds spent on administrative costs.

Some Local Areas may not have been immediately prepared to spend at least 75 percent of their PY 2015-16 youth funds on OS youth. These Local Areas were required to demonstrate progress towards meeting the requirement through increased expenditures on OS youth (compared to their PY 2014-15 youth expenditures). Specifically, by June 30, 2016, Local Areas were required to increase their PY 2015-16 OS youth expenditures by at least 10 percentage points over their PY 2014-15 OS youth expenditures, and have a minimum OS youth expenditure rate of 50 percent.

Beginning with the PY 2016-17 youth funds, Local Areas are required to meet the full 75 percent OS youth expenditure requirement. The EDD calculated PY 2015-16 OS youth expenditures at the end of the first program year of the two year availability of the funds (i.e., June 30, 2016), and provided the figure to each Local Area. Local Areas that did not meet the 75 percent expenditure rate with their PY 2015-16 youth funds were required to submit a corrective action plan to their assigned Regional Advisor by December 31, 2016. The corrective action plan was required to include the following information:

- How the Local Area planned to meet the 75 percent OS youth expenditure rate with their PY 2016-17 youth formula funds.
- Strategies the Local Area had taken to secure contractors, establish partnerships, and transition their youth program focus from IS youth to OS youth.

Beginning PY 2016-17, Local Areas must submit a corrective action plan for any program year in which they do not meet the 75 percent expenditure OS youth expenditure rate. A corrective action plan is included as Attachment 2 to this Directive.

**Recruiting OS Youth**

Under WIA, some Local Areas may have been serving low numbers of OS youth. These Local Areas should have used the first year of WIOA implementation (i.e., July 1, 2015, through June 30, 2016) to align their youth program design to start increasing recruitment and outreach to move towards meeting the 75 percent OS youth expenditure requirement.

Youth outreach and recruitment are among the limited instances in which WIOA youth funds may be expended on costs related to individuals who are not yet participants. However, youth program services may not be provided until a formal eligibility determination being made.

For tips and best practices regarding outreach and recruiting OS youth see Attachment 3 of this directive, Outreach and Recruitment of OS Youth.

**WIA 30 Percent Expenditure Requirement**
The WIA 30 percent OS youth expenditure requirement continued to apply to Local Areas serving OS youth with WIA funds after July 1, 2015. The OS youth expenditure rates are tracked and reported on a specific program year’s allocation. For the PY 2014-15 WIA youth formula allocation, the 30 percent OS youth expenditure minimum applied.

WORK EXPERIENCE

The WIOA places a priority on providing youth with occupational learning opportunities through work experience.

Work Experience Criteria

Work experience provides IS and OS youth an invaluable opportunity to develop workplace skills. Paid and unpaid work experiences must include academic and occupational education (provided either concurrently or sequentially) and may include the following:

- Summer employment opportunities and other employment opportunities available throughout the school year. Local Areas may, but do not have to, provide summer employment opportunities. Under WIA, summer employment was its own program element. Under WIOA, it is incorporated into work experience. Local Areas have the flexibility to decide which work experiences are provided as long as the Local Area spends at least 20 percent of their WIOA youth formula allocation on work experience (Title 20 CFR Section 681.620).

- Pre-apprenticeship programs. Pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program. Pre-apprenticeship programs include the following elements:
  - Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
  - Access to educational and career counseling and other supportive services, directly or indirectly.
  - Hands-on, meaningful learning activities that are connected to education and training activities.
  - Opportunities to attain at least one industry-recognized credential.
  - A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program (Title 20 CFR Section 681.480).

- Internships and job shadowing. Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant and may last anywhere from a few hours to a week or more (TEGL 21-16).
On-the-job training (OJT) opportunities. OJT means training by an employer that is provided to a paid participant while engaged in a job that meets the following criteria:

- Provides knowledge or skills essential to the full and adequate performance of the job.
- Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant or up to 75 percent in circumstance of extraordinary costs of providing the training and additional supervision related to the training.
- Is limited in duration to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate (WIOA Section 3[44]).

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Further, Local Areas may decide who provides the academic and occupational education component. The academic component may take place inside or outside the work site, and the work experience employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means (TEGL 21-16).

Youth formula funds may be used to pay a participant’s wages and related benefits for work experience in the public, private, for-profit or non-profit sectors when the participant’s objective assessment and individual service strategy indicate that a work experience is appropriate.

Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of work experience. Allowable expenditures beyond wages may include the following:

- Staff time spent identifying potential work experience opportunities.
- Staff time working with employers to develop the work experience.
- Staff time spent working with employers to ensure a successful work experience.
- Staff time spent evaluating the work experience.
- Classroom training or the required academic education component directly related to the work experience.
- Orientation sessions for participants and employers.
- Incentive payment to youth for an achievement directly tied to the work experience.
- Employability skills/job readiness training to prepare youth for a work experience.

**LOCAL POLICY**

Local Boards must establish local policies regarding work experience. At a minimum, these policies need to address the following:

- The duration of the work experience assignment.
- Limitations on the number of hours.
- Appropriate incentives and stipends, including limitations on the types and dollar amount.

The WIOA youth provisions went into effect July 1, 2015. Local Boards were required to begin implementing the work experience requirements July 1, 2015, **and establish local policy and procedures for work experience no later than January 1, 2016.**

**Work Experience Expenditure Requirement**

Local Areas must spend at least 20 percent of their WIOA youth formula allocation on work experience (WIOA Section 129(c)(4)). Leveraged resources cannot be used to fulfill any part of the 20 percent minimum work experience expenditure requirement (TEGL 21-16). The work experience expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for IS youth and OS youth.

**State Technical Assistance**

The EDD calculates work experience expenditures at the end of the first program year of the two year availability of the funds, and provides the results of these interim calculations to each Local Area and their Regional Advisor by September 30th. The Regional Advisor will assist Local Areas that appeared to be in jeopardy of not meeting the 20 percent work experience expenditure requirement by the end of the funding period.

**Calculating OS Youth and Work Experience Expenditures**
The Local Area’s OS youth and work experience expenditure rates are tracked for a specific program year youth allocation. The EDD will determine whether Local Areas met their expenditure requirements upon completion of expenditures of all funds in the specific program year’s youth allocation as follows:

Each Local Area’s total youth allocation is issued as a subgrant under grant code 301. This amount is located on Line I item 5 of the Summary of WIOA Expenditures Report for Grant Code 301. At the end of the two-year life of the youth formula funds, the total allocation is adjusted by subtracting the actual administration costs (Line III item 3) reported on the June 30 expenditure report for Grant Code 301. The remaining dollar amount for a Local Area that fully spent its allocation (which is equal to the program dollars spent shown on Line V item 3) is the amount upon which the 75 percent OS youth and 20 percent work experience expenditure requirement will be based. The amount reported for OS youth (Line V, item 2) must be at least 75 percent of the total program expenditures (Line V, item 3). The amount reported for work experience (Line V item 3b) must be at least 20 percent of the total program expenditures (Line V, item 3).

**IS YOUTH**

Under WIOA, fewer resources are available to serve IS youth. As a result, Local Areas should identify resources and/or establish partnerships with youth providers that can provide services to IS youth. Local Boards, in collaboration with youth standing committees, may consider leveraging resources and establishing partnerships to continue serving IS youth that are cost effective, and reach more students.

*Transitioning WIA IS Youth Participants*

Local Areas may have been serving large numbers of IS youth as they transitioned into WIOA on July 1, 2015. Although there was a shift in emphasis under WIOA to OS youth, Local Areas should not have prematurely exited WIA IS youth from the program.

Local Areas could have used a portion of their remaining PY 2014-15 funds for services to IS youth in order to assist them in successfully completing the program, while focusing PY 2015-16 funds on OS youth, consistent with the minimum 75 percent OS youth expenditure requirement on OS youth.

**PERMISSIBLE USE OF YOUTH FUNDS**

*Individual Training Accounts*

In order to enhance individual participant choice in their education and training plans and provide flexibility to Local Areas, Local Areas may use youth funds for Individual Training Accounts (ITA) for OS youth between the ages of 16 to 24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List can be used.

*Braiding Funds*
Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. Local Areas may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:

- The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit.
- The cost benefits two or more programs in proportions that can be determined without undue effort or cost.
- The youths meet the eligibility requirements for each program from which they are receiving funds.

An example is when the WIOA Title I youth program and the WIOA Title II adult education program are used to serve eligible youth. The WIOA Title I resources can provide career guidance, work experiences, and leadership development, while the WIOA Title II resources can provide adult education and literacy activities.

*(TEGL 21-16)*

**Incentives**

Local Areas may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. When offering incentive payments, Local Areas must do the following:

- Tie the incentive to the goals of the specific program.
- Outline in writing the incentive before the commencement of the program providing the payment.
- Align the incentive with the local program’s organizational policy.
- Meet the requirements in 2 CFR part 200.

*(Title 20 CFR Section 681.640)*

**YOUTH STANDING COMMITTEES**

Youth councils are not required under WIOA. However, Local Boards may continue to operate a youth council as a standing committee. The Youth Standing Committee may provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. Youth Standing Committees should recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources. If so delegated by the Local Board after consultation with the chief elected official, the Youth Standing Committee may oversee eligible youth providers.
An existing youth council may be designated as the Youth Standing Committee or a
Local Board may design a Youth Standing Committee to meet the needs of the Local
Area’s youth program. If a Local Board does not establish a Youth Standing
Committee, the Local Board is still responsible for conducting the oversight of youth
activities under WIOA Section 129(c).

Local Boards that choose to design a new Youth Standing Committee are reminded
that the membership must include: (1) a member of the Local Board, who must
chair the committee, (2) members of community based organizations with a
demonstrated record of success in serving eligible youth, and (3) other individuals
with appropriate expertise and experience who are not members of the Local Board.
The committee may also include parents, participants, and youth.

(Title 20 CFR Sections 681.100 - 681.120)

PROCURMENT OF WIOA YOUTH SERVICE PROVIDERS

Local Boards may directly provide some or all of the youth workforce service
activities. If a Local Board serves as the youth service provider and performs other
roles such as fiscal agent or AJCC Operator, the Local Board must have appropriate
firewalls in place between the staff providing services, the staff responsible for
oversight and monitoring of services, and the Local Board. The firewalls must
conform to Title 20 CFR Section 679.430 for demonstrating internal controls and
preventing conflicts of interest.

If a Local Board chooses to award grants or contracts to youth service providers for
some or all activities, the Local Board must award such grants or contracts through
a competitive process that does the following:

- Takes into consideration the ability of the youth service provider to meet
  performance accountability measures.

- Meets the procurement standards specified in Uniform Guidance and the
  DOL Exceptions.

- Follows state and local procurement laws.

Local Boards must also identify youth service providers based on criteria in
the State Plan (Title 20 CFR Section 681.400). The State Plan establishes that
Local Boards should select service providers that do the following:

- Employ proven recruitment strategies of effective outreach, engagement,
enrollment, and retention of OS 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 postsecondary 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.

Local Boards may do the following:

• Award youth service provider contracts on a sole source basis where the Local Board determines there is an insufficient number of eligible youth providers in the Local Area.

• Assign the function of selecting service provider contracts to the standing youth committee (if the Local Board has established a standing youth committee).

When the Local Board awards a grant or contract to a youth service provider who also fulfills another role in the Local Area, a written agreement with Local Board and the Chief Elected Official must provide clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

**TRANSITIONING CONTRACTS**

As Local Boards transitioned from WIA to WIOA, they were required to ensure their Request for Proposals (RFPs) and youth service provider contracts incorporated the new WIOA youth provisions, (e.g., new eligibility requirements for IS and OS youth, increased expenditure requirements for OS youth and work experience, and the five new program elements). Local Areas were allowed to either undergo a contract modification with their existing providers, if permissible, or procure new service providers. Since youth enrolled beginning July 1, 2015, had to meet the new WIOA eligibility criteria, Local Boards were required to have modified their existing contracts and/or procured new youth service providers by July 1, 2015. If a Local Area procured new youth service providers, the state encouraged the use of one-year contracts with additional option years, rather than multi-year contracts, to allow maximum flexibility during WIOA implementation.

Local Boards may have opted to retain current WIA youth service contracts temporarily for various reasons (e.g., the contract did not include a clause that allowed for modifications to conform to new legislation, regulations, or requirements, etc.). The State Board and EDD wanted to provide Local Boards adequate time to transition to the new WIOA requirements, and, therefore, allowed Local Boards to retain their WIA youth service contracts through PY 2016-17. However, **all RFPs and youth service provider contracts must have incorporated the new WIOA provisions by July 1, 2017.**

**PROGRAM ELEMENTS**
The WIOA Section 129(c)(2) includes 14 program elements, which include the original 10 program elements under WIA (which have been consolidated to nine, as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements: (1) financial literacy, (2) entrepreneurial skills training, (3) services that provide labor market and employment information about in-demand industry sectors or occupations available in the Local Areas, (4) activities that help youth prepare for and transition to postsecondary education and training, and (5) education offered concurrently with and in the same context as workforce preparation activities and training for specific occupation or occupational clusters.

Local Areas are not required to provide all 14 required elements to each participant. Local Areas have the flexibility to determine which specific services a youth will receive based upon the youth’s assessment and service strategy. Local Boards, however, must ensure that all 14 program elements are available in their Local Area.

**Program Element 1 - Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services**

Tutoring, study skills training and instruction that lead to a high school diploma or its equivalent, including a recognized certificate of attendance or similar document for individuals with disabilities, are reported under program element 1. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Local Areas may provide tutoring, study skills training, and instruction in a one-on-one or group setting, through resources and workshops.

Program element 1 also includes secondary school dropout prevention strategies that keep a youth in school and engaged in formal learning or training. These activities include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction (TEGL 21-16).

**Program Element 2 - Alternative Secondary School Services or Dropout Recovery Services**

Alternative secondary school services that assist youth who have struggled in traditional secondary school education, are reported under program element 2. These services include, but are not limited to, basic education skills training, individualized academic instruction, and English as a Second Language training.

Program element 2 also includes dropout recovery services aimed at getting youth who have dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program (TEGL 21-16). Examples of these services include credit recovery, counseling, and educational plan development. While there is some overlap with dropout prevention strategies (program element 1), the activities within both program elements are provided with the goal of helping youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.
Program Element 3 - Paid and Unpaid Work Experience

Work experience is covered in detail on pages 12 through 15 of the directive.

Program Element 4 - Occupational Skills Training

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupation fields at entry, intermediate, or advanced levels. Local Areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the Local Area.

Occupational skills training must meet the following criteria:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential.
- Meet the quality standards in WIOA Section 123.

(Title 20 CFR Section 681.540)

Program Element 5 - Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation

This program element reflects an integrated education and training model. While basic academic skills that occur as part of alternative secondary school services or dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3) and occupational skills training (program element 4) are counted as other program elements when provided separately and at different times, this program element refers to the concurrent delivery of workforce preparation activities, basic academic skills, and hands-on occupational skills training in a specific occupation, occupational cluster, or career pathway (TEGL 21-16).

Program Element 6 - Leadership Development Opportunities

This program element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Positive social behaviors include the following:

- Exposure to postsecondary educational possibilities.
- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and team work training
Training in decision-making such as determining priorities and problem solving.

Citizenship training, including life skills training such as parenting and work behavior training.

Civic engagement activities which promote quality of life in a community

Other leadership activities that place youth in a leadership role such as serving on the Standing Youth Committee.

(Title 20 CFR Section 681.520)

**Program Element 7 - Supportive Services**

Supportive services are services that enable an individual to participate in WIOA activities. Supportive services include, but are not limited to, the following:

- Linkages to community services.
- Assistance with transportation.
- Assistance with child care and dependent care.
- Assistance with housing.
- Needs-related payments.
- Assistance with educational testing.
- Reasonable accommodations for youth with disabilities.
- Legal aid services.
- Referrals to health care.
- Assistance with work attire and work related tools including eyeglasses and protective eye gear.
- Assistance with books, fees, school supplies, and other necessary items for student enrolled in postsecondary education classes.
- Payments and fees for employment and training-related application, tests, and certifications.

(Title 20 CFR Section 681.570)

**Program Element 8 - Adult Mentoring**

Adult mentoring must last at least 12 months and may take place both during the program and following the youth’s exit from the program. Local Areas may use group mentoring and electronic mentoring, but at a minimum, the youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Case managers may serve as adult mentors in areas where adult mentors are
sparse, however, Local Areas are strongly encouraged to find adult mentors who are not case managers (TEGL 21-16).

**Program Element 9 - Follow-up Services**

Follow-up services for youth may include supportive services, adult mentoring, financial literacy education, services that provide labor market and employment information about in-demand industry sectors, and activities that help youth prepare for and transition to postsecondary education and training. When Local Areas provide these program elements as follow-up services, they must occur after the exit date in order to count as follow-up services. Additionally, Local Areas should document in the case file that the program elements were provided as follow-up services post exit (TEGL 21-16).

**Program Element 10 - Comprehensive Guidance and Counseling**

This program element provides individualized counseling to participants and may include drug and alcohol abuse counseling, mental health counseling, and referral to partner programs. Local Areas and youth service providers may directly provide counseling. When a Local Area or youth service provider refers a youth for counseling services that they are unable to provide, the Local Area or service provider must coordinate with the referred counseling organization to ensure continuity of service (TEGL 21-16).

**Program Element 11 - Financial Literacy Education**

Financial literacy education includes information and activities such as creating budgets, setting up checking and saving accounts, managing spending, understanding credit reports, and protecting against identity theft. Local Areas may find the Financial Literacy Education Commission’s guide, “Incorporating Financial Capability with Youth Employment Programs”, a useful resource on how to partner with financial institutions (TEGL 21-16).

**Program Element 12 - Entrepreneurial Skills Training**

This program element helps youth develop the skills associated with starting and operating a small business. Such skills may include the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one’s ideas. Approaches to teaching youth entrepreneurial skills may include the following:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.

- Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access
small loans or grants and providing more individualized attention to the development of viable business ideas.

- Experiential programs that provide youth with experience in the day-to-day operation of a business.

(Title 20 CFR Section 681.560)

**Program Element 13 - Services that Provide Labor Market and Employment Information**

These services provide labor market and employment information about in-demand industry sectors or occupations available in the Local Area. Services may include career awareness, career counseling, and career exploration. Career counseling provides advice and support in making decisions about what career path to take and may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training. In addition to connecting youth to self-service labor market information (LMI) tools, youth providers should share and discuss state and local LMI with youth participants (TEGL 21-16).

**Program Element 14 - Postsecondary Preparation and Transition Activities**

This program element prepares IS youth and OS youth for postsecondary education after attaining a high school diploma or its recognized equivalent. Activities include exploring postsecondary education options such as registered apprenticeships, technical training schools, community colleges and 4-year colleges and universities. Additional services may include, but are not limited to, the following:

- Preparing youth for the SAT/ACT
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out financial aid applications
- Connecting youth to postsecondary programs

(Title 20 CFR Section 681.460)

**PROGRAM DESIGN**

The WIOA enhances the youth program design through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment and individual service strategy. Additionally, the WIOA requires that the individual service strategy be directly linked to one or more of the performance indicators. A program design framework is an essential step to help Local Areas develop comprehensive service strategies based upon individual needs. Local Boards, in collaboration with a youth standing committee, can provide direction and leadership to assist local youth programs on improving the quality and effectiveness of youth services. A program design framework
consists of an objective assessment, an individual service strategy, case management, and follow-up services that lead toward successful outcomes for youth participants (WIOA Section 129[c][1]).

Assessment Requirements

The WIOA youth program design requires an objective assessment of academic levels, skill levels, and services needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement. Local Areas must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator’s qualifications, and easy to administer and interpret results. For basic skills assessment, Local Areas are not required to use assessments approved by the Department of Education’s National Reporting System (NRS), nor are Local Areas required to determine an individual’s grade equivalent or educational functioning level, although use of both tools is permitted. Local Areas may also use previous basic skills assessment results if such previous assessments have been conducting with the past six months.

In contrast to the initial assessment requirements described above, if Local Areas measure Educational Functioning Level (EFL) gains after program enrollment under the measurable skills gain indicator, the Local Area must use an NRS-approved assessment for both the EFL pre and post-test to determine a youth’s educational functioning level.

In addition to the initial assessment, a career assessment can help youth understand how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments. Local Areas may provide career assessments through the WIOA youth program staff and/or through referrals to national and community-based partners and resources.

(TEGL 21-16)

STATE POLICY FOR “REQUIRES ADDITIONAL ASSISTANCE TO COMPLETE AND EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT”

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: http://www.edd.ca.gov/Jobs_and_Training/pubs/wsd15-03.pdf

THE STATE’S DEFINITION OF “ALTERNATIVE EDUCATION”.

According to the California Education Code Section 58500, an alternative school is a type of school designed to achieve grade-level (K-12) standards and meet student needs.

Examples of alternative schools include, but are not limited to: continuation, magnet, and charter schools. If the youth participant is attending an alternative school at the time of enrollment, the participant is considered to be in school.

*This definition is included in Directive WSD15-03 - WIOA Youth Program Requirements: http://www.edd.ca.gov/Jobs_and_Training/pubs/wsd15-03.pdf

THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL

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 school. These include, 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.
BASIC SKILLS DEFICIENT 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.

Waivers: NA

TITLE I-B ASSURANCES

112. The state has implemented a policy to ensure adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;

113. 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;

114. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of Local Board members;

115. The state established written policy and procedures to ensure Local Boards are certified by the Governor every two years in accordance with WIOA section 107(c)(2);

116. The state established a written policy and procedure for how the individuals and entities represented on the State 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;
117. 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);

118. 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;

119. If a state 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;

120. Priority of Service for covered persons is provided for each of the Title I programs;

121. The state agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report; and

122. 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);

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, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

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, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

California is committed to youth who have become disconnected from mainstream institutions and systems. As such the State will deliver guidance, training, and technical assistance to Local Areas in order to improving the outcomes for out-of-school youth. Guidance, training, and technical assistance to Local Areas will:

- Define co-enrollment polices for core programs that serve youth.
- Ensure that front-line staff from each core program and other one-stop partner programs are familiar with the services provided as well as the eligibility requirements of all partnering agencies.
- Encourage career pathway approaches that support postsecondary education and training for out-of-school youth to meet the need for qualified workers in local labor markets.
Promote quality data collection and monitoring the workforce systems for continuous operational improvement and to build capacity for further research to assess what works in improving employment outcomes for out-of-school youth.

Identify best practices such as:

- Conducting presentations for local officials, such as high school principals, juvenile court judges, probation officers, and counselors at drug treatment facilities.
- Requesting referrals for out-of-school youth from juvenile justice systems, agencies that coordinate services for foster youth or youth on probation.
- Coordinating with the local health department and clinics serving families to refer pregnant and parenting young adults who may be eligible for program services.
- Providing information booths at youth centers, local Boys and Girls Clubs, and public housing developments.

While some out-of-school youth seek out opportunities to connect to training and work, youth programs often report difficulties in sustaining participation after the initial connection is made. The State will work with Local Areas to implement strategies that sustain engagement in services. These strategies include:

- Creating incentives and stipends that are tied to benchmarks such as earning academic credentials or acquiring specific competencies.
- Providing support services that address a young person’s barriers to participation.
- Ensuring the presence of caring, committed adults who provide moral and emotional support.

**UPDATE TO GRANTS FOR YOUTH ACTIVITIES AND WIOA YOUTH PROGRAM REQUIREMENTS**

State policies and procedures on grants for youth activities and youth program elements have been updated since the State Plan was drafted. The WSD17-07 - *WIOA Youth Program Requirements* provides the guidance and establishes the procedures regarding the Workforce Innovation and Opportunity Act (WIOA) youth program, including the 75 percent out-of-school (OS) youth and 20 percent work experience minimum expenditure requirements. This policy applies to Local Workforce Development Boards (Local Boards) and Local Workforce Development Areas (Local Areas), and is effective immediately. This policy contains some state-imposed requirements. This Directive finalizes Workforce Services Draft Directive *WIOA Youth Program Requirements* (WSDD-171), issued for comment on September 14, 2017. The Workforce Development Community submitted three comments during the draft comment period.
This policy supersedes Workforce Services Directive WIOA Youth Program Requirements (WSD16-01), dated July 6, 2016.

The WIOA Section 129 introduces key investments in OS youth and work experience. Specifically, it increases the minimum OS youth expenditure rate from 30 percent under WIA to 75 percent under WIOA, and introduces a 20 percent work experience expenditure requirement. Additionally, it adds new program elements, increasing the number of required youth program elements from 10 under WIA to 14 under WIOA.

Operational implementation of the WIOA youth program began July 1, 2015, with all provisions taking effect July 1, 2016. Local Areas were expected to use their PY 2015-16 WIOA youth formula funds to properly align their youth programs and services in preparation for full WIOA youth program implementation effective July 1, 2016.

On August 19, 2016, the DOL issued the WIOA Final Rules. Among other things, the WIOA Final Rules establish a poverty rate of 25 percent for a high poverty area, allow Local Boards to directly provide youth services, allow for youth work experiences education and work components to be provided sequentially, and clarify youth program eligibility. The DOL has also published three additional TEGLs since 2015 providing further guidance and clarification for the WIOA Title I youth program. Therefore, the state is issuing its third iteration of the WIOA Youth Program Requirements directive to ensure state guidance is in full alignment with the WIOA Statute, the WIOA Final Rules, TEGL 23-14, TEGL 8-15, and TEGL 21-16.

Although some of the deadlines for implementation of the WIOA requirements have passed, the Employment Development Department (EDD) chose to retain past deadlines in this directive for compliance monitoring purposes.

**POLICY AND PROCEDURES**

**Definitions**

For the purposes of this directive, the following definitions apply:

*Adult Education* - academic instruction and education services below the postsecondary level that increases an individual’s ability to: read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment (WIOA Section 203).

*Attending School* - an individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an IS youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However, if the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered OS youth if the eligibility determination is made after youth decided not to attend postsecondary education. Youth on summer break are considered IS youth if they are enrolled to continue school in the fall (TEGL 21-16).

*Not Attending School* - an individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:
The WIOA Section 129(a)(1) provides new eligibility criteria for the WIOA youth program. To be eligible to participate in the WIOA youth program, an individual must be an OS youth or an in school (IS) youth.

Youth enrolled after July 1, 2015, must meet the WIOA eligibility criteria. After July 1, 2015, all WIA youth participants who are enrolled in the WIA youth program must be grandfathered into the WIOA youth program, even if the participant would not otherwise be eligible for the WIOA. Local youth programs are not required to complete an eligibility re-determination if the participant has been determined eligible and enrolled under the WIA. Furthermore, these participants must be allowed to complete the WIA services specified in their individual service strategy.

OS Youth Eligibility
In order to receive services as an OS youth, an individual must meet the following eligibility criteria:

58. Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships).

59. Age 16-24 years old.

60. One or more of the following barriers:

   0. A school dropout.

   1. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year quarter. i. Note - If the school does not use school year quarters, Local Areas must use calendar quarters.

   2. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.

   3. An offender.

   4. A homeless individual or a runaway.

   5. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.

   6. An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers).

   7. An individual with a disability.

   8. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

   (Title 20 CFR Section 681.210)

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exiting. For example, an individual who is an OS youth at time of enrollment and is subsequently placed back in school is still considered an OS youth. Additionally, an individual who is an OS youth and between the ages of 16-24 at the time of enrollment, and is now beyond the age of 24, is still considered an OS youth until exiting.

**IS Youth Eligibility**

In order to receive services as an IS youth, an individual must meet the following eligibility criteria:

61. Attending school, including secondary and postsecondary school.
62. Age 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an IS youth [TEGL 21-16 and EC 56026]).

63. Low income individual.

64. Meets one or more of the following barriers:

   0. Basic skills deficient.
   1. An English language learner.
   2. An offender.
   3. A homeless individual or runaway.
   4. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
   5. Pregnant or parenting (custodial and non-custodial parent including noncustodial fathers).
   6. An individual with a disability.
   7. An individual who requires additional assistance to complete an educational program or secure and hold employment.

   (Title 20 CFR Section 681.220)

   A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an IS youth and between the ages of 14-21 at the time of enrollment, and is now beyond the age of 21, is still considered an IS youth until exited.

   **LOW-INCOME**

   Under WIOA, a youth who receives or is eligible to receive a free or reduced lunch under the Richard B. Russell National School Lunch Act, is considered to be low-income. While the free/reduced lunch low-income category primarily applies to IS Youth, OS youth may also qualify as low income if the youth is a parent living in the same household as a child who receives or is eligible to receive free or reduced price lunch based on their income level. However, not all youth who receive a free or reduced priced lunch automatically qualify as low-income for the WIOA youth program eligibility. In areas where a school district subsidizes all student meals under the Hunger-Free Kids Act of 2010, the Local Area must base low-income status on an individual student’s eligibility to receive free or reduced price lunch or on the youth’s ability to meet one of the other low-income categories under WIOA.

   A youth living in a high-poverty area is automatically considered to be a low-income individual. A high-poverty area is a Census tract or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey (ACS) 5-Year data. Local Areas may access ACS 5-Year data on the U.S. Census Fact Finder website to determine the
poverty rate. TEGL 21-16, Attachment 2 - Determining Whether Youth are Living in a High Poverty Area, provides step-by-step instruction on how to calculate the poverty rate.

*Calculating Income*

For income calculation purposes, if an individual is not living in a single residence with other family members that individual is not considered a member of a family. When determining a youth’s eligibility based on low-income status, Local Areas must do the following:

- Include Unemployment Insurance as income.
- Include child support payments as income.
- For IS youth with a disability, consider only the youth's own income rather than their family's income.

(TEGL 21-16)

*Low-Income Exception*

The WIOA maintains a five percent low-income eligibility exception where five percent of Local Area youth participants who ordinarily would need to be low-income do not need to meet the low-income provision. However, because not all OS youth are required to be low-income, the five percent low-income exception under WIOA is calculated based on the five percent of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria. The five percent low-income exception may include OS youth under eligibility categories 3c and 3i, IS youth, or a combination of both, not to exceed five percent of all WIOA youth participants served in a given program year.

*Requires Additional Assistance*

Under WIOA, no more than five percent of IS youth enrolled in a given program year may be found eligible based solely on meeting the criterion, “requires additional assistance.” This limitation applies to IS youth enrolled on or after July 1, 2015. Therefore, participants that were enrolled under WIA and carried into WIOA would not be factored in.

Local Boards are responsible for establishing local definitions and eligibility documentation requirements for “requires additional assistance” as it relates to both OS and IS youth. The local policy should be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified in the policy objectively requires additional assistance. As outlined in California’s Unified Strategic Workforce Development Plan 2016-2020 (State Plan), examples could include, but are not limited to, the following:

- Have repeated at least one secondary grade level or are one year over age for grade.
- Have a core grade point average 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 OS youth).
- Have been fired from a job within the 12 months prior to application (applies to OS youth).
- Have never held a full-time job for more than 13 consecutive weeks (applies to OS youth).

**OS YOUTH**

The WIOA shifts the primary focus of youth formula funds to support the educational and career success of OS youth. As a result of this shift, the cost per participant under WIOA may increase as many OS youth require more intensive and costly services. Consequently, fewer participants might be served under the WIOA youth program due to the more intensive and costly services for the increased emphasis on the OS youth population.

**OS Youth Expenditure Requirement**

Local Areas must spend at least 75 percent of their WIOA youth formula allocation on youth workforce investment activities for OS youth (WIOA Section 129[a][4]). The OS youth expenditure rate is calculated after subtracting funds spent on administrative costs.

Some Local Areas may not have been immediately prepared to spend at least 75 percent of their PY 2015-16 youth funds on OS youth. These Local Areas were required to demonstrate progress towards meeting the requirement through increased expenditures on OS youth (compared to their PY 2014-15 youth expenditures). Specifically, by June 30, 2016, Local Areas were required to increase their PY 2015-16 OS youth expenditures by at least 10 percentage points over their PY 2014-15 OS youth expenditures, and have a minimum OS youth expenditure rate of 50 percent.

Beginning with the PY 2016-17 youth funds, Local Areas are required to meet the full 75 percent OS youth expenditure requirement. The EDD calculated PY 2015-16 OS youth expenditures at the end of the first program year of the two year availability of the funds (i.e., June 30, 2016), and provided the figure to each Local Area. Local Areas that did not
meet the 75 percent expenditure rate with their PY 2015-16 youth funds were required to submit a corrective action plan to their assigned Regional Advisor by December 31, 2016. The corrective action plan was required to include the following information:

- How the Local Area planned to meet the 75 percent OS youth expenditure rate with their PY 2016-17 youth formula funds.
- Strategies the Local Area had taken to secure contractors, establish partnerships, and transition their youth program focus from IS youth to OS youth.

Beginning PY 2016-17, Local Areas must submit a corrective action plan for any program year in which they do not meet the 75 percent expenditure OS youth expenditure rate. A corrective action plan is included as Attachment 2 to this Directive.

**Recruiting OS Youth**

Under WIA, some Local Areas may have been serving low numbers of OS youth. These Local Areas should have used the first year of WIOA implementation (i.e., July 1, 2015, through June 30, 2016) to align their youth program design to start increasing recruitment and outreach to move towards meeting the 75 percent OS youth expenditure requirement.

Youth outreach and recruitment are among the limited instances in which WIOA youth funds may be expended on costs related to individuals who are not yet participants. However, youth program services may not be provided until a formal eligibility determination being made.

For tips and best practices regarding outreach and recruiting OS youth see Attachment 3 of this directive, Outreach and Recruitment of OS Youth.

**WIA 30 Percent Expenditure Requirement**

The WIA 30 percent OS youth expenditure requirement continued to apply to Local Areas serving OS youth with WIA funds after July 1, 2015. The OS youth expenditure rates are tracked and reported on a specific program year’s allocation. For the PY 2014-15 WIA youth formula allocation, the 30 percent OS youth expenditure minimum applied.

**WORK EXPERIENCE**

The WIOA places a priority on providing youth with occupational learning opportunities through work experience.

**Work Experience Criteria**

Work experience provides IS and OS youth an invaluable opportunity to develop work place skills. Paid and unpaid work experiences must include academic and occupational education (provided either concurrently or sequentially) and may include the following:

- Summer employment opportunities and other employment opportunities available throughout the school year. Local Areas may, but do not have to, provide summer employment opportunities. Under WIA, summer employment was its own program element. Under WIOA, it is incorporated into work experience. Local Areas have the
flexibility to decide which work experiences are provided as long as the Local Area spends at least 20 percent of their WIOA youth formula allocation on work experience (Title 20 CFR Section 681.620).

- Pre-apprenticeship programs. Pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program. Pre-apprenticeship programs include the following elements:
  - Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
  - Access to educational and career counseling and other supportive services, directly or indirectly.
  - Hands-on, meaningful learning activities that are connected to education and training activities.
  - Opportunities to attain at least one industry-recognized credential.
  - A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program (Title 20 CFR Section 681.480).

- Internships and job shadowing. Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant and may last anywhere from a few hours to a week or more (TEGL 21-16).

- On-the-job training (OJT) opportunities. OJT means training by an employer that is provided to a paid participant while engaged in a job that meets the following criteria:
  - Provides knowledge or skills essential to the full and adequate performance of the job.
  - Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant or up to 75 percent in circumstance of extraordinary costs of providing the training and additional supervision related to the training.
  - Is limited in duration to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate (WIOA Section 3[44]).

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific
ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Further, Local Areas may decide who provides the academic and occupational education component. The academic component may take place inside or outside the work site, and the work experience employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means (TEGL 21-16).

Youth formula funds may be used to pay a participant’s wages and related benefits for work experience in the public, private, for-profit or non-profit sectors when the participant’s objective assessment and individual service strategy indicate that a work experience is appropriate.

Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of work experience. Allowable expenditures beyond wages may include the following:

- Staff time spent identifying potential work experience opportunities.
- Staff time working with employers to develop the work experience.
- Staff time spent working with employers to ensure a successful work experience.
- Staff time spent evaluating the work experience.
- Classroom training or the required academic education component directly related to the work experience.
- Orientation sessions for participants and employers.
- Incentive payment to youth for an achievement directly tied to the work experience.
- Employability skills/job readiness training to prepare youth for a work experience.

**LOCAL POLICY**

Local Boards must establish local policies regarding work experience. At a minimum, these policies need to address the following:

- The duration of the work experience assignment.
- Limitations on the number of hours.
- Appropriate incentives and stipends, including limitations on the types and dollar amount.

The WIOA youth provisions went into effect July 1, 2015. Local Boards were required to begin implementing the work experience requirements July 1, 2015, and establish local policy and procedures for work experience no later than January 1, 2016.

**Work Experience Expenditure Requirement**

Local Areas must spend at least 20 percent of their WIOA youth formula allocation on work experience (WIOA Section 129[c][4]). Leveraged resources cannot be used
to fulfill any part of the 20 percent minimum work experience expenditure requirement (TEGL 21-16). The work experience expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for IS youth and OS youth.

State Technical Assistance

The EDD calculates work experience expenditures at the end of the first program year of the two year availability of the funds, and provides the results of these interim calculations to each Local Area and their Regional Advisor by September 30th. The Regional Advisor will assist Local Areas that appeared to be in jeopardy of not meeting the 20 percent work experience expenditure requirement by the end of the funding period.

Calculating OS Youth and Work Experience Expenditures

The Local Area’s OS youth and work experience expenditure rates are tracked for a specific program year youth allocation. The EDD will determine whether Local Areas met their expenditure requirements upon completion of expenditures of all funds in the specific program year’s youth allocation as follows:

Each Local Area's total youth allocation is issued as a subgrant under grant code 301. This amount is located on Line I item 5 of the Summary of WIOA Expenditures Report for Grant Code 301. At the end of the two-year life of the youth formula funds, the total allocation is adjusted by subtracting the actual administration costs (Line III item 3) reported on the June 30 expenditure report for Grant Code 301. The remaining dollar amount for a Local Area that fully spent its allocation (which is equal to the program dollars spent shown on Line V item 3) is the amount upon which the 75 percent OS youth and 20 percent work experience expenditure requirement will be based. The amount reported for OS youth (Line V, item 2) must be at least 75 percent of the total program expenditures (Line V, item 3). The amount reported for work experience (Line V item 3b) must be at least 20 percent of the total program expenditures (Line V, item 3).

IS YOUTH

Under WIOA, fewer resources are available to serve IS youth. As a result, Local Areas should identify resources and/or establish partnerships with youth providers that can provide services to IS youth. Local Boards, in collaboration with youth standing committees, may consider leveraging resources and establishing partnerships to continue serving IS youth that are cost effective, and reach more students.

Transitioning WIA IS Youth Participants

Local Areas may have been serving large numbers of IS youth as they transitioned into WIOA on July 1, 2015. Although there was a shift in emphasis under WIOA to OS youth, Local Areas should not have prematurely exited WIA IS youth from the program.

Local Areas could have used a portion of their remaining PY 2014-15 funds for services to IS youth in order to assist them in successfully completing the program, while focusing PY 2015-16 funds on OS youth, consistent with the minimum 75 percent OS youth expenditure requirement on OS youth.
PERMISSIBLE USE OF YOUTH FUNDS

Individual Training Accounts

In order to enhance individual participant choice in their education and training plans and provide flexibility to Local Areas, Local Areas may use youth funds for Individual Training Accounts (ITA) for OS youth between the ages of 16 to 24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List can be used.

Braiding Funds

Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. Local Areas may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:

- The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit.
- The cost benefits two or more programs in proportions that can be determined without undue effort or cost.
- The youths meet the eligibility requirements for each program from which they are receiving funds.

An example is when the WIOA Title I youth program and the WIOA Title II adult education program are used to serve eligible youth. The WIOA Title I resources can provide career guidance, work experiences, and leadership development, while the WIOA Title II resources can provide adult education and literacy activities.

(TEGL 21-16)

Incentives

Local Areas may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. When offering incentive payments, Local Areas must do the following:

- Tie the incentive to the goals of the specific program.
- Outline in writing the incentive before the commencement of the program providing the payment.
- Align the incentive with the local program’s organizational policy.
- Meet the requirements in 2 CFR part 200.

(Title 20 CFR Section 681.640)

YOUTH STANDING COMMITTEES

Youth councils are not required under WIOA. However, Local Boards may continue to operate a youth council as a standing committee. The Youth Standing Committee may provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. Youth Standing Committees should
recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources. If so delegated by the Local Board after consultation with the chief elected official, the Youth Standing Committee may oversee eligible youth providers.

An existing youth council may be designated as the Youth Standing Committee or a Local Board may design a Youth Standing Committee to meet the needs of the Local Area’s youth program. If a Local Board does not establish a Youth Standing Committee, the Local Board is still responsible for conducting the oversight of youth activities under WIOA Section 129(c).

Local Boards that choose to design a new Youth Standing Committee are reminded that the membership must include: (1) a member of the Local Board, who must chair the committee, (2) members of community based organizations with a demonstrated record of success in serving eligible youth, and (3) other individuals with appropriate expertise and experience who are not members of the Local Board. The committee may also include parents, participants, and youth.

(Title 20 CFR Sections 681.100 - 681.120)

PROCUREMENT OF WIOA YOUTH SERVICE PROVIDERS

Local Boards may directly provide some or all of the youth workforce service activities. If a Local Board serves as the youth service provider and performs other roles such as fiscal agent or AJCC Operator, the Local Board must have appropriate firewalls in place between the staff providing services, the staff responsible for oversight and monitoring of services, and the Local Board. The firewalls must conform to Title 20 CFR Section 679.430 for demonstrating internal controls and preventing conflicts of interest.

If a Local Board chooses to award grants or contracts to youth service providers for some or all activities, the Local Board must award such grants or contracts through a competitive process that does the following:

- Takes into consideration the ability of the youth service provider to meet performance accountability measures.
- Meets the procurement standards specified in Uniform Guidance and the DOL Exceptions.
- Follows state and local procurement laws.

Local Boards must also identify youth service providers based on criteria in the State Plan (Title 20 CFR Section 681.400). The State Plan establishes that Local Boards should select service providers that do the following:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of OS 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 postsecondary 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.

Local Boards may do the following:

Award youth service provider contracts on a sole source basis where the Local Board determines there is an insufficient number of eligible youth providers in the Local Area.

Assign the function of selecting service provider contracts to the standing youth committee (if the Local Board has established a standing youth committee).

When the Local Board awards a grant or contract to a youth service provider who also fulfills another role in the Local Area, a written agreement with Local Board and the Chief Elected Official must provide clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

TRANSITIONING CONTRACTS

As Local Boards transitioned from WIA to WIOA, they were required to ensure their Request for Proposals (RFPs) and youth service provider contracts incorporated the new WIOA youth provisions, (e.g., new eligibility requirements for IS and OS youth, increased expenditure requirements for OS youth and work experience, and the five new program elements). Local Areas were allowed to either undergo a contract modification with their existing providers, if permissible, or procure new service providers. Since youth enrolled beginning July 1, 2015, had to meet the new WIOA eligibility criteria, Local Boards were required to have modified their existing contracts and/or procured new youth service providers by July 1, 2015. If a Local Area procured new youth service providers, the state encouraged the use of one-year contracts with additional option years, rather than multi-year contracts, to allow maximum flexibility during WIOA implementation.

Local Boards may have opted to retain current WIA youth service contracts temporarily for various reasons (e.g., the contract did not include a clause that allowed for modifications to conform to new legislation, regulations, or requirements, etc.). The State Board and EDD wanted to provide Local Boards adequate time to transition to the new WIOA requirements, and, therefore, allowed Local Boards to retain their WIA youth service contracts through PY 2016-17. However, all RFPs and youth service provider contracts must have incorporated the new WIOA provisions by July 1, 2017.

PROGRAM ELEMENTS

The WIOA Section 129(c)(2) includes 14 program elements, which include the original 10 program elements under WIA (which have been consolidated to nine, as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements: (1) financial literacy, (2) entrepreneurial skills training, (3) services that provide labor market and employment
information about in-demand industry sectors or occupations available in the Local Areas, (4) activities that help youth prepare for and transition to postsecondary education and training, and (5) education offered concurrently with and in the same context as workforce preparation activities and training for specific occupation or occupational clusters.

Local Areas are not required to provide all 14 required elements to each participant. Local Areas have the flexibility to determine which specific services a youth will receive based upon the youth’s assessment and service strategy. Local Boards, however, must ensure that all 14 program elements are available in their Local Area.

**Program Element 1 - Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services**

Tutoring, study skills training and instruction that lead to a high school diploma or its equivalent, including a recognized certificate of attendance or similar document for individuals with disabilities, are reported under program element 1. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Local Areas may provide tutoring, study skills training, and instruction in a one-on-one or group setting, through resources and workshops.

Program element 1 also includes secondary school dropout prevention strategies that keep a youth in school and engaged in formal learning or training. These activities include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction (TEGL 21-16).

**Program Element 2 - Alternative Secondary School Services or Dropout Recovery Services**

Alternative secondary school services that assist youth who have struggled in traditional secondary school education, are reported under program element 2. These services include, but are not limited to, basic education skills training, individualized academic instruction, and English as a Second Language training.

Program element 2 also includes dropout recovery services aimed at getting youth who have dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program (TEGL 21-16). Examples of these services include credit recovery, counseling, and educational plan development. While there is some overlap with dropout prevention strategies (program element 1), the activities within both program elements are provided with the goal of helping youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.

**Program Element 3 - Paid and Unpaid Work Experience**

Work experience is covered in detail on pages 12 through 15 of the directive.

**Program Element 4 - Occupational Skills Training**

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupation fields at entry, intermediate, or advanced levels. Local Areas must give priority consideration to training programs that lead to recognized
postsecondary credentials that align with in-demand industry sectors or occupations in the Local Area.

Occupational skills training must meet the following criteria:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential.
- Meet the quality standards in WIOA Section 123.

(Title 20 CFR Section 681.540)

**Program Element 5 - Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation**

This program element reflects an integrated education and training model. While basic academic skills that occur as part of alternative secondary school services or dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3) and occupational skills training (program element 4) are counted as other program elements when provided separately and at different times, this program element refers to the concurrent delivery of workforce preparation activities, basic academic skills, and hands-on occupational skills training in a specific occupation, occupational cluster, or career pathway (TEGL 21-16).

**Program Element 6 - Leadership Development Opportunities**

This program element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Positive social behaviors include the following:

- Exposure to postsecondary educational possibilities.
- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and team work training
- Training in decision-making such as determining priorities and problem solving.
- Citizenship training, including life skills training such as parenting and work behavior training.
- Civic engagement activities which promote quality of life in a community
- Other leadership activities that place youth in a leadership role such as serving on the Standing Youth Committee.

(Title 20 CFR Section 681.520)

**Program Element 7 - Supportive Services**
Supportive services are services that enable an individual to participate in WIOA activities. Supportive services include, but are not limited to, the following:

- Linkages to community services.
- Assistance with transportation.
- Assistance with child care and dependent care.
- Assistance with housing.
- Needs-related payments.
- Assistance with educational testing.
- Reasonable accommodations for youth with disabilities.
- Legal aid services.
- Referrals to health care.
- Assistance with work attire and work related tools including eyeglasses and protective eye gear.
- Assistance with books, fees, school supplies, and other necessary items for student enrolled in postsecondary education classes.
- Payments and fees for employment and training-related application, tests, and certifications.

(Title 20 CFR Section 681.570)

**Program Element 8 - Adult Mentoring**

Adult mentoring must last at least 12 months and may take place both during the program and following the youth’s exit from the program. Local Areas may use group mentoring and electronic mentoring, but at a minimum, the youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Case managers may serve as adult mentors in areas where adult mentors are sparse, however, Local Areas are strongly encouraged to find adult mentors who are not case managers (TEGL 21-16).

**Program Element 9 - Follow-up Services**

Follow-up services for youth may include supportive services, adult mentoring, financial literacy education, services that provide labor market and employment information about in-demand industry sectors, and activities that help youth prepare for and transition to postsecondary education and training. When Local Areas provide these program elements as follow-up services, they must occur after the exit date in order to count as follow-up services. Additionally, Local Areas should document in the case file that the program elements were provided as follow-up services post exit (TEGL 21-16).

**Program Element 10 - Comprehensive Guidance and Counseling**
This program element provides individualized counseling to participants and may include drug and alcohol abuse counseling, mental health counseling, and referral to partner programs. Local Areas and youth service providers may directly provide counseling. When a Local Area or youth service provider refers a youth for counseling services that they are unable to provide, the Local Area or service provider must coordinate with the referred counseling organization to ensure continuity of service (TEGL 21-16).

**Program Element 11 - Financial Literacy Education**

Financial literacy education includes information and activities such as creating budgets, setting up checking and saving accounts, managing spending, understanding credit reports, and protecting against identity theft. Local Areas may find the Financial Literacy Education Commission’s guide, “Incorporating Financial Capability with Youth Employment Programs”, a useful resource on how to partner with financial institutions (TEGL 21-16).

**Program Element 12 - Entrepreneurial Skills Training**

This program element helps youth develop the skills associated with starting and operating a small business. Such skills may include the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one’s ideas. Approaches to teaching youth entrepreneurial skills may include the following:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.

- Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.

- Experiential programs that provide youth with experience in the day-to-day operation of a business.

(Title 20 CFR Section 681.560)

**Program Element 13 - Services that Provide Labor Market and Employment Information**

These services provide labor market and employment information about in-demand industry sectors or occupations available in the Local Area. Services may include career awareness, career counseling, and career exploration. Career counseling provides advice and support in making decisions about what career path to take and may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training. In addition to connecting youth to self-
service labor market information (LMI) tools, youth providers should share and discuss state and local LMI with youth participants (TEGL 21-16).

**Program Element 14 - Postsecondary Preparation and Transition Activities**

This program element prepares IS youth and OS youth for postsecondary education after attaining a high school diploma or its recognized equivalent. Activities include exploring postsecondary education options such as registered apprenticeships, technical training schools, community colleges and 4-year colleges and universities. Additional services may include, but are not limited to, the following:

- Preparing youth for the SAT/ACT
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out financial aid applications
- Connecting youth to postsecondary programs

*(Title 20 CFR Section 681.460)*

**PROGRAM DESIGN**

The WIOA enhances the youth program design through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment and individual service strategy. Additionally, the WIOA requires that the individual service strategy be directly linked to one or more of the performance indicators. A program design framework is an essential step to help Local Areas develop comprehensive service strategies based upon individual needs. Local Boards, in collaboration with a youth standing committee, can provide direction and leadership to assist local youth programs on improving the quality and effectiveness of youth services. A program design framework consists of an objective assessment, an individual service strategy, case management, and follow-up services that lead toward successful outcomes for youth participants (WIOA Section 129[c][1]).

**Assessment Requirements**

The WIOA youth program design requires an objective assessment of academic levels, skill levels, and services needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement. Local Areas must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator’s qualifications, and easy to administer and interpret results. For basic skills assessment, Local Areas are not required to use assessments approved by the Department of Education’s National Reporting System (NRS), nor are Local Areas required to determine an individual’s grade equivalent or educational functioning level, although use of both tools is permitted. Local Areas may also use previous basic skills assessment results if such previous assessments have been conducting with the past six months.
In contrast to the initial assessment requirements described above, if Local Areas measure Educational Functioning Level (EFL) gains after program enrollment under the measurable skills gain indicator, the Local Area must use an NRS-approved assessment for both the EFL pre and post-test to determine a youth’s educational functioning level.

In addition to the initial assessment, a career assessment can help youth understand how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments. Local Areas may provide career assessments through the WIOA youth program staff and/or through referrals to national and community-based partners and resources.

(TEGL 21-16)

STATE POLICY FOR “REQUIRES ADDITIONAL ASSISTANCE TO COMPLETE AND EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT”

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).
THE STATE’S DEFINITION OF “ALTERNATIVE EDUCATION”.

According to the California Education Code Section 58500, an alternative school is a type of school designed to achieve grade-level (K-12) standards and meet student needs.

Examples of alternative schools include, but are not limited to: continuation, magnet, and charter schools. If the youth participant is attending an alternative school at the time of enrollment, the participant is considered to be in school.

THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL

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 school. These include, 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.

BASIC SKILLS DEFICIENT 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

Waivers: NA

*This definition is included in Directive WSD15-03 - WIOA Youth Program Requirements: http://www.edd.ca.gov/Jobs_and_Training/pubs/wsd15-03.pdf

*This definition is included in Draft Directive: WSDD-119- WIOA Adult Program Priority of Service.

Waivers: NA
TITLE I-B ASSURANCES

167. The state has implemented a policy to ensure adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;

168. 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;

169. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of Local Board members;

170. The state established written policy and procedures to ensure Local Boards are certified by the Governor every two years in accordance with WIOA section 107(c)(2);

171. The state established a written policy and procedure for how the individuals and entities represented on the State 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;

172. 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);

173. 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;

174. If a state 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;

175. Priority of Service for covered persons is provided for each of the Title I programs;

176. The state agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report; and

177. 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);

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, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT.*

* 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.

75 Percent Expenditure Requirement

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.

Work Experience Expenditure Requirement

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 EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT
HAVE A POLICY, Describe how the state will ensure that local areas will have a policy for these criteria.

LOCAL POLICY

Local Boards must establish local policies regarding work experience. At a minimum, these policies need to address the following:

- The duration of the work experience assignment.
- Limitations on the number of hours.
- Appropriate incentives and stipends, including limitations on the types and dollar amount.

The WIOA youth provisions went into effect July 1, 2015. Local Boards were required to begin implementing the work experience requirements July 1, 2015, and establish local policy and procedures for work experience no later than January 1, 2016.

Work Experience Expenditure Requirement

Local Areas must spend at least 20 percent of their WIOA youth formula allocation on work experience (WIOA Section 129[c][4]). Leveraged resources cannot be used to fulfill any part of the 20 percent minimum work experience expenditure requirement (TEGL 21-16). The work experience expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for IS youth and OS youth.

State Technical Assistance

The EDD calculates work experience expenditures at the end of the first program year of the two year availability of the funds, and provides the results of these interim calculations to each Local Area and their Regional Advisor by September 30th. The Regional Advisor will assist Local Areas that appeared to be in jeopardy of not meeting the 20 percent work experience expenditure requirement by the end of the funding period.

Calculating OS Youth and Work Experience Expenditures

The Local Area’s OS youth and work experience expenditure rates are tracked for a specific program year youth allocation. The EDD will determine whether Local Areas met their expenditure requirements upon completion of expenditures of all funds in the specific program year’s youth allocation as follows:

Each Local Area’s total youth allocation is issued as a subgrant under grant code 301. This amount is located on Line I item 5 of the Summary of WIOA Expenditures Report for Grant Code 301. At the end of the two-year life of the youth formula funds, the total allocation is adjusted by subtracting the actual administration costs (Line III item 3) reported on the June 30 expenditure report for Grant Code 301. The remaining dollar amount for a Local Area that fully spent its allocation (which is equal to the program dollars spent shown on Line V item 3) is the amount upon which the 75 percent OS youth and 20 percent work experience expenditure
requirement will be based. The amount reported for OS youth (Line V, item 2) must be at least 75 percent of the total program expenditures (Line V, item 3). The amount reported for work experience (Line V item 3b) must be at least 20 percent of the total program expenditures (Line V, item 3).

IS YOUTH

Under WIOA, fewer resources are available to serve IS youth. As a result, Local Areas should identify resources and/or establish partnerships with youth providers that can provide services to IS youth. Local Boards, in collaboration with youth standing committees, may consider leveraging resources and establishing partnerships to continue serving IS youth that are cost effective, and reach more students.

Transitioning WIA IS Youth Participants

Local Areas may have been serving large numbers of IS youth as they transitioned into WIOA on July 1, 2015. Although there was a shift in emphasis under WIOA to OS youth, Local Areas should not have prematurely exited WIA IS youth from the program.

Local Areas could have used a portion of their remaining PY 2014-15 funds for services to IS youth in order to assist them in successfully completing the program, while focusing PY 2015-16 funds on OS youth, consistent with the minimum 75 percent OS youth expenditure requirement on OS youth.

PERMISSIBLE USE OF YOUTH FUNDS

Individual Training Accounts

In order to enhance individual participant choice in their education and training plans and provide flexibility to Local Areas, Local Areas may use youth funds for Individual Training Accounts (ITA) for OS youth between the ages of 16 to 24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List can be used.

Braiding Funds

Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. Local Areas may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:

- The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit.
- The cost benefits two or more programs in proportions that can be determined without undue effort or cost.
- The youths meet the eligibility requirements for each program from which they are receiving funds.

An example is when the WIOA Title I youth program and the WIOA Title II adult education program are used to serve eligible youth. The WIOA Title I resources can provide career guidance, work experiences, and leadership development, while the WIOA Title II resources can provide adult education and literacy activities.
Incentives

Local Areas may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. When offering incentive payments, Local Areas must do the following:

- Tie the incentive to the goals of the specific program.
- Outline in writing the incentive before the commencement of the program providing the payment.
- Align the incentive with the local program’s organizational policy.
- Meet the requirements in 2 CFR part 200.

YOUTH STANDING COMMITTEES

Youth councils are not required under WIOA. However, Local Boards may continue to operate a youth council as a standing committee. The Youth Standing Committee may provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. Youth Standing Committees should recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources. If so delegated by the Local Board after consultation with the chief elected official, the Youth Standing Committee may oversee eligible youth providers.

An existing youth council may be designated as the Youth Standing Committee or a Local Board may design a Youth Standing Committee to meet the needs of the Local Area’s youth program. If a Local Board does not establish a Youth Standing Committee, the Local Board is still responsible for conducting the oversight of youth activities under WIOA Section 129(c).

Local Boards that choose to design a new Youth Standing Committee are reminded that the membership must include: (1) a member of the Local Board, who must chair the committee, (2) members of community based organizations with a demonstrated record of success in serving eligible youth, and (3) other individuals with appropriate expertise and experience who are not members of the Local Board. The committee may also include parents, participants, and youth.

PROCUREMENT OF WIOA YOUTH SERVICE PROVIDERS

Local Boards may directly provide some or all of the youth workforce service activities. If a Local Board serves as the youth service provider and performs other roles such as fiscal agent or AJCC Operator, the Local Board must have appropriate firewalls in place between the staff providing services, the staff responsible for oversight and monitoring of services, and the Local Board. The firewalls must conform to Title 20 CFR Section 679.430 for demonstrating internal controls and preventing conflicts of interest.
If a Local Board chooses to award grants or contracts to youth service providers for some or all activities, the Local Board must award such grants or contracts through a competitive process that does the following:

- Takes into consideration the ability of the youth service provider to meet performance accountability measures.
- Meets the procurement standards specified in Uniform Guidance and the DOL Exceptions.
- Follows state and local procurement laws.

Local Boards must also identify youth service providers based on criteria in the State Plan (Title 20 CFR Section 681.400). The State Plan establishes that Local Boards should select service providers that do the following:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of OS 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 postsecondary 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.

Local Boards may do the following:

- Award youth service provider contracts on a sole source basis where the Local Board determines there is an insufficient number of eligible youth providers in the Local Area.
- Assign the function of selecting service provider contracts to the standing youth committee (if the Local Board has established a standing youth committee).

When the Local Board awards a grant or contract to a youth service provider who also fulfills another role in the Local Area, a written agreement with Local Board and the Chief Elected Official must provide clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

**TRANSITIONING CONTRACTS**

As Local Boards transitioned from WIA to WIOA, they were required to ensure their Request for Proposals (RFPs) and youth service provider contracts incorporated the new WIOA youth provisions, (e.g., new eligibility requirements for IS and OS youth, increased
expenditure requirements for OS youth and work experience, and the five new program elements). Local Areas were allowed to either undergo a contract modification with their existing providers, if permissible, or procure new service providers. Since youth enrolled beginning July 1, 2015, had to meet the new WIOA eligibility criteria, Local Boards were required to have modified their existing contracts and/or procured new youth service providers by July 1, 2015. If a Local Area procured new youth service providers, the state encouraged the use of one-year contracts with additional option years, rather than multi-year contracts, to allow maximum flexibility during WIOA implementation.

Local Boards may have opted to retain current WIA youth service contracts temporarily for various reasons (e.g., the contract did not include a clause that allowed for modifications to conform to new legislation, regulations, or requirements, etc.). The State Board and EDD wanted to provide Local Boards adequate time to transition to the new WIOA requirements, and, therefore, allowed Local Boards to retain their WIA youth service contracts through PY 2016-17. However, all RFPs and youth service provider contracts must have incorporated the new WIOA provisions by July 1, 2017.

**PROGRAM ELEMENTS**

The WIOA Section 129(c)(2) includes 14 program elements, which include the original 10 program elements under WIA (which have been consolidated to nine, as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements: (1) financial literacy, (2) entrepreneurial skills training, (3) services that provide labor market and employment information about in-demand industry sectors or occupations available in the Local Areas, (4) activities that help youth prepare for and transition to postsecondary education and training, and (5) education offered concurrently with and in the same context as workforce preparation activities and training for specific occupation or occupational clusters.

Local Areas are not required to provide all 14 required elements to each participant. Local Areas have the flexibility to determine which specific services a youth will receive based upon the youth’s assessment and service strategy. Local Boards, however, must ensure that all 14 program elements are available in their Local Area.

**Program Element 1 - Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services**

Tutoring, study skills training and instruction that lead to a high school diploma or its equivalent, including a recognized certificate of attendance or similar document for individuals with disabilities, are reported under program element 1. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Local Areas may provide tutoring, study skills training, and instruction in a one-on-one or group setting, through resources and workshops.

Program element 1 also includes secondary school dropout prevention strategies that keep a youth in school and engaged in formal learning or training. These activities include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction (TEGL 21-16).

**Program Element 2 - Alternative Secondary School Services or Dropout Recovery Services**
Alternative secondary school services that assist youth who have struggled in traditional secondary school education, are reported under program element 2. These services include, but are not limited to, basic education skills training, individualized academic instruction, and English as a Second Language training.

Program element 2 also includes dropout recovery services aimed at getting youth who have dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program (TEGL 21-16). Examples of these services include credit recovery, counseling, and educational plan development. While there is some overlap with dropout prevention strategies (program element 1), the activities within both program elements are provided with the goal of helping youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.

**Program Element 3 - Paid and Unpaid Work Experience**

Work experience is covered in detail on pages 12 through 15 of the directive.

**Program Element 4 - Occupational Skills Training**

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupation fields at entry, intermediate, or advanced levels. Local Areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the Local Area.

Occupational skills training must meet the following criteria:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential.
- Meet the quality standards in WIOA Section 123.

(Title 20 CFR Section 681.540)

**Program Element 5 - Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation**

This program element reflects an integrated education and training model. While basic academic skills that occur as part of alternative secondary school services or dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3) and occupational skills training (program element 4) are counted as other program elements when provided separately and at different times, this program element refers to the concurrent delivery of workforce preparation activities, basic academic skills, and hands-on occupational skills training in a specific occupation, occupational cluster, or career pathway (TEGL 21-16).

**Program Element 6 - Leadership Development Opportunities**
This program element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Positive social behaviors include the following:

- Exposure to postsecondary educational possibilities.
- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and team work training
- Training in decision-making such as determining priorities and problem solving.
- Citizenship training, including life skills training such as parenting and work behavior training.
- Civic engagement activities which promote quality of life in a community
- Other leadership activities that place youth in a leadership role such as serving on the Standing Youth Committee.

(Title 20 CFR Section 681.520)

**Program Element 7 - Supportive Services**

Supportive services are services that enable an individual to participate in WIOA activities. Supportive services include, but are not limited to, the following:

- Linkages to community services.
- Assistance with transportation.
- Assistance with child care and dependent care.
- Assistance with housing.
- Needs-related payments.
- Assistance with educational testing.
- Reasonable accommodations for youth with disabilities.
- Legal aid services.
- Referrals to health care.
- Assistance with work attire and work related tools including eyeglasses and protective eye gear.
- Assistance with books, fees, school supplies, and other necessary items for student enrolled in postsecondary education classes.
- Payments and fees for employment and training-related application, tests, and certifications.

(Title 20 CFR Section 681.570)

**Program Element 8 - Adult Mentoring**
Adult mentoring must last at least 12 months and may take place both during the program and following the youth’s exit from the program. Local Areas may use group mentoring and electronic mentoring, but at a minimum, the youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Case managers may serve as adult mentors in areas where adult mentors are sparse, however, Local Areas are strongly encouraged to find adult mentors who are not case managers (TEGL 21-16).

**Program Element 9 - Follow-up Services**

Follow-up services for youth may include supportive services, adult mentoring, financial literacy education, services that provide labor market and employment information about in-demand industry sectors, and activities that help youth prepare for and transition to postsecondary education and training. When Local Areas provide these program elements as follow-up services, they must occur after the exit date in order to count as follow-up services. Additionally, Local Areas should document in the case file that the program elements were provided as follow-up services post exit (TEGL 21-16).

**Program Element 10 - Comprehensive Guidance and Counseling**

This program element provides individualized counseling to participants and may include drug and alcohol abuse counseling, mental health counseling, and referral to partner programs. Local Areas and youth service providers may directly provide counseling. When a Local Area or youth service provider refers a youth for counseling services that they are unable to provide, the Local Area or service provider must coordinate with the referred counseling organization to ensure continuity of service (TEGL 21-16).

**Program Element 11 - Financial Literacy Education**

Financial literacy education includes information and activities such as creating budgets, setting up checking and saving accounts, managing spending, understanding credit reports, and protecting against identity theft. Local Areas may find the Financial Literacy Education Commission’s guide, “Incorporating Financial Capability with Youth Employment Programs”, a useful resource on how to partner with financial institutions (TEGL 21-16).

**Program Element 12 - Entrepreneurial Skills Training**

This program element helps youth develop the skills associated with starting and operating a small business. Such skills may include the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one’s ideas. Approaches to teaching youth entrepreneurial skills may include the following:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.

Experiential programs that provide youth with experience in the day-to-day operation of a business.

(Title 20 CFR Section 681.560)

**Program Element 13 - Services that Provide Labor Market and Employment Information**

These services provide labor market and employment information about in-demand industry sectors or occupations available in the Local Area. Services may include career awareness, career counseling, and career exploration. Career counseling provides advice and support in making decisions about what career path to take and may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training. In addition to connecting youth to self-service labor market information (LMI) tools, youth providers should share and discuss state and local LMI with youth participants (TEGL 21-16).

**Program Element 14 - Postsecondary Preparation and Transition Activities**

This program element prepares IS youth and OS youth for postsecondary education after attaining a high school diploma or its recognized equivalent. Activities include exploring postsecondary education options such as registered apprenticeships, technical training schools, community colleges and 4-year colleges and universities. Additional services may include, but are not limited to, the following:

- Preparing youth for the SAT/ACT
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out financial aid applications
- Connecting youth to postsecondary programs

(Title 20 CFR Section 681.460)

- 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).


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 include, 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 USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS 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. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

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 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. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

This does not apply to California.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

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:

   WWWWWWWW. SUPPORTING EMPLOYER ENGAGEMENT;
   XXXXXXXX. CONNECTING EDUCATION AND TRAINING STRATEGIES;
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 processes used to:

- Monitor the progress in implementing the waiver;
- Provide notice to any local board affected by the waiver;
- Provide any local board affected by the waiver an opportunity to comment on the request;
- Ensure meaningful public comment, including comment by business and organized labor, on the waiver;
- Collect and report information about waiver outcomes in the state’s WIOA annual report.

7. 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 provide professional training and development for Employment Services staff using a multi-modality approach (e.g., conduct classroom training, create online training modules, host webinars, disseminate instructional videos, etc.) Training and development activities seek to raise staff’s knowledge, skill, and competence level in specific program areas e.g., Migrant and Seasonal Farmworkers (MSFW), Trade Adjustment Assistance Act (TAA), and Veteran Services to ensure staff is able to provide high quality services to job seekers, employers, and WIOA partners.

Training will ensure that all Employment Services staff will have the knowledge base and skill set to successfully administer Wagner-Peyser programs and operate the CalJOBSSM labor exchange system. Further, comprehensive training will give Employment Services staff a thorough understanding of the services and resources at their disposal to competently and effectively serve the job seekers and employers of California, while meeting performance goals and compliance guidelines as outlined in WIOA.
2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) 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 TAA, Veterans programs, MSFW, and Youth and Dislocated Worker programs.
- Developed and provided trainings on UI program related activities, including California Training Benefits (CTB), Trade Readjustment Allowance (TRA) benefits, Personalized Job Search Assistance (PJSA), and Reemployment Services and Eligibility Assessments (RESEA). Additionally, the trainings include UI claim filing eligibility basics, UI claim management, maneuvering UI’s public facing computer system, and understanding notices sent to claimants. Employment Services and WIOA staff are trained on identification of potential UI eligibility issues that may arise from the PJSA or RESEA and how to refer these potential issues to UI staff for adjudication.

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 in-person customer assistance and guidance. These dedicated America’s Job Center of CaliforniaSM (AJCC) staff are located in 45 Local Workforce Development Areas (Local Areas) and are trained to assist customers with completing an application for UI benefits through eApply4UI, UI Online, or telephone, along with providing information on the UI program. Additionally, the AJCCs offer resource rooms with staff that can help guide customers through alternate methods of finding resolution to their inquiries available in UI Online, Ask EDD, and the EDD’s website.

- Dedicated AJCC staff, trained in providing meaningful UI program assistance, are available in 45 local development areas across the state of California.
- The eApply4UI application guides the customer through a series of online questions to file their initial or reopen an existing claim.
- The UI OnlineSM allows existing claimants to reopen their claim, along with many other user-friendly features to help customers manage their UI claims. In an effort to improve customer service to UI claimants and enhance the functionality of UI Online, the EDD began working on building components in UI Online to include the current eApply4UI application for new claim filing capabilities. This functionality will be available in mid-2018.
- Ask EDD provides customers with categories containing information specific to common questions and also allows customers an opportunity to send online questions to UI staff.
EDD website offers dedicated webpages to access unemployment related services and information, including YouTube videos and Frequently Asked Questions.

When these dedicated AJCC staff, trained to provide in-person meaningful assistance in the UI program, have exhausted all available options within the AJCC to provide assistance, phones are available in the AJCC offices to directly access UI services. The "UI Direct" phone lines connect customers to UI Center merit staff and are available from 8am to 5pm (PST) to serve the state of California customers that require more detailed UI merit staff assistance. The UI Direct phone line service is offered only in the AJCCs and in cases where all other direct in-person attempts, by trained AJCC staff, to provide meaningful UI assistance have been exhausted.

C. DESCRIBE THE STATE’S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

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. These services include basic and individualized career services, training services, and supportive services. Staff at the AJCCs assist job seekers with conducting skills assessments, developing individual employment plans, and career planning. Job seekers are provided access to job search workshops and activities such as developing résumés and cover letters, searching and applying for job openings, and mock interviews. Finally, job seekers at the AJCCs are provided with access to training, education, and work experience opportunities.

Both UI and W-P 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 WIOA.

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, CalJOBSSM, 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 CalJOBSSM, 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 CalJOBSSM system, individualized labor market information, referral to veteran services, and referral to education, training, and supportive services.

Both UI and Wagner-Peyser program representatives will be party to the 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 starts 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 UI claimants with employment services available through the AJCC, including entering a resume in CalJOBS if not previously done, and to respond to questions about their work search. Failure to attend the PJSA will result in the UI claimant having a stop-pay alert activated on their claim record 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

California regulations [22 CCR § 1253 (b)-(1)] require a claimant to register for work, as a condition of eligibility unless good cause is established, by entering a resume in CalJOBS® within 21 days after filing a claim for unemployment benefits. Regulations allow the department to waive the registration requirement for claimants that meet specific criteria (such as, union member in good standing, definite return to work date, participating in California Training Benefit program, etc.). If the claimant does not comply with the registration requirement, the EDD schedules the claimant for a Personalized Job Search Assessment (PJSA) or Reemployment Services and Eligibility Assessment (RESEA) appointment to review registration of work within CalJOBS® and efforts to search for work. During the assessment, the claimant is referred to a minimum of one additional subsequent service.

Failure to attend the PJSA or RESEA and subsequent services, along with meeting the registration requirement in CalJOBS®, are referred to UI adjudication and may result in a denial of UI benefits.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

The EDD provides all UI customers information on the CTB program, work search requirements, and CalJOBS® registration, and refers these individuals to their local AJCC to obtain employment and training services. At the AJCC, mandatory reemployment workshops connect UI customers with employment services provided under WIOA Title III. In addition, these workshops serve as an access point to inform customers about WIOA Title I and other partner programs and services. This collaborative partnership facilitates a streamlined referral process for UI customers to WIOA programs and services within the AJCC system.

The CTB program allows eligible UI customers to further their education, upgrade their skills, and/or learn a new trade to be more competitive in the labor market while receiving UI benefits. Under the CTB program, the traditional role of UI changes from that of partial wage replacement while the individual looks for work, to one of assisting the individual in training or retraining in an effort to return to full employment. UI customers may be eligible for the program if the individual is attending training authorized by WIOA, Employment Training Panel, Trade Adjustment Assistance, or CalWORKS, if the program and provider are listed on the Eligible Training Provider List, if the individual is an active journey-level union member attending union approved industry-related training, and more. Staff in the AJCCs can provide application assistance to UI customers interested in the CTB program.

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 services to the agricultural community, specifically MSFWs. The EDD provides these services through 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:

- Assessment of the unique needs of MSFWs in the area based on past and projected agricultural and MSFW activity in the State.
- Assessment of available resources for outreach.
- 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.
- Compliance assurance with requirements under 20 CFR 653.111 for significant MSFW one-stop centers.

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**

The value of total agricultural production in California, crop and livestock production combined, totaled $46 billion in 2016. This ranked California as the nation’s largest agricultural producer in 2016, outpacing Iowa ($26.8 billion) and Nebraska ($21.6 billion). California alone accounted for about one-eighth (12.9 percent) of the national agricultural production. California was far and away the nation’s leader in crop production in 2016, with crops produced valued at $35.6 billion. The state accounted for 18.3 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 2016, combining for 14.8 percent of total U.S. crop production. California’s livestock production was valued at $10.4 billion in 2016, fourth highest among all states after Texas, Nebraska, and Iowa. Table 1 shows the nation’s largest agriculture, crop, and livestock producing states in 2016.
period from 2010 through 2016, California’s agricultural production rose in value by $7.7 billion (19.9 percent). Crop production increased by $7.0 billion (24.3 percent) and livestock production grew by $0.7 billion (7.1 percent) over the seven-year period.

In 2016, crop production accounted for 77.3 percent of total agricultural production in California. By commodity group, fruit and nut products were valued at $19.4 billion in 2016, comprising over one-third (42.1 percent) of the total value of the state’s agricultural products and more than half (54.5 percent) of the value of the crops produced in the state. Vegetables and melons were valued at $8.0 billion, accounting for over one-fifth of the value of crops produced in California.

Livestock and livestock products made over one-fifth (22.7 percent) of the total value of California’s agricultural production in 2016. Dairy products were valued at $6.1 billion, comprising almost three-fifths (58.1 percent) of total value of the state’s livestock products. “Meat Animals” (cattle and calves and hogs) and poultry and egg products were valued at $2.5 and $1.3 billion, respectively in 2016.

On an individual commodity basis, milk and cream (dairy products) was California’s most valuable commodity in 2016, with cash receipts totaling $6.1 billion. Grapes and shelled almonds were California’s second and third most valuable commodities, with cash receipts totaling $5.6 billion and $5.2 billion, respectively. The cash receipts of six other California commodities exceeded $1 billion in 2016: cattle and calves, lettuce, berries, pistachios, tomatoes, and walnuts. Twelve of California’s 20 most valuable commodities in 2016 decreased in value from the prior year. Table 2 shows California’s twenty most valuable agricultural commodities in 2016, as well as their value and ranking in 2015.

On a cash receipt basis, California produced all of the nation’s almonds, pistachios, walnuts, garlic, plums and prunes, olives, artichokes, honeydews, kiwifruit, and figs in 2016. Eleven additional California commodities comprised more than four-fifths (80.0 percent) of national cash receipts: celery, avocados, tangerines, nectarines, broccoli, carrots, grapes, apricots, cotton lint, raspberries, and cauliflower. Lemons and strawberries accounted for more than three-quarters (75.0 percent) of national cash receipts. Accounting for more than half was dates, lettuce, tomatoes, safflower, chile peppers, spinach, peaches, and bell peppers. Table 3 shows the shares of cash receipts for California commodities as a share of national totals.

The estimated value of California’s exported agricultural products totaled $21.4 billion in 2016. In terms of value, California’s exports comprised over one-sixth (15.9 percent) of total U.S. agricultural exports in 2016. California was the nation’s top agricultural exporter in 2016, with exports over twice of those of Iowa. Table 4 shows the estimated value of the top ten states in terms of agricultural exports from 2011 through 2016.
billion (39.2 percent) from 2010 through 2016. Tree nuts were California’s most valuable export crop in 2016 with an estimated value of $7.1 billion, followed by “other plant products” which includes sweeteners, plantings seeds, cocoa, coffee, and other process foods ($3.7 billion), fruits ($5.1 billion) and vegetables ($2.7 billion).

Kern was the largest agriculture producing county in California in 2016, with agricultural production valued at $7.2 billion. The value of agricultural production exceeded $4 billion each in Kern, Tulare, Fresno, and Monterey counties and exceeded $2.0 billion each in Merced, Stanislaus, San Joaquin, Ventura, Imperial and Kings Counties. A total of 14 California counties each produced agricultural products valued at more than $1 billion in 2016. These counties are shown in Table 5.

The value of agricultural production decreased from 2015 to 2016 in 11 of California’s 14 largest agricultural counties. Stanislaus County (15.9 percent) experienced the largest over-the-year decrease in the value of its agricultural production, followed by San Joaquin, Madera and Monterey counties. In contrast, the value of agricultural production in Imperial, Kern and San Diego counties increased over the year.

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 farmworkers 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 agricultural workers than migrant and seasonal farmworkers (MSFWs).

According to official estimates from the California Employment Development Department (EDD), payrolls in California’s farm sector totaled 425,400 jobs in 2016. Farm jobs made up just 2.5 percent of California’s total industry employment in 2016.

On an annual average basis, California farm payrolls increased by 3,100 jobs (0.7 percent) from 2015 to 2016, and by 5,900 jobs (1.4 percent) from 2014 to 2015. Total farm employment has been remarkably stable over the last decade amidst year-to-year variability. From 2006 through 2016, annual average total farm employment in California grew by 50,200 jobs (13.4 percent), an average of 5,000 jobs per year.

Figure 1 shows the number of estimated farm jobs in California from 2006 through 2016.
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 (50.4 percent) of California’s agricultural jobs were in the San Joaquin Valley Region in 2016. Employers in the Central Coast and South Coast regions accounted for about one-third (32.7 percent) of the state’s agricultural jobs. Individually, the Central Coast and South Coast Regions accounted for 16.8 and 15.9 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 7.0 percent of the state’s agricultural jobs.

Table 6 shows the mean and median wages of agricultural occupations in California in the first quarter of 2016, with the occupations ranked by mean annual wage. The data were derived from information collected through the Occupational Employment Statistics (OES) Program, a federally sponsored survey program conducted through a cooperative agreement between the federal Bureau of Labor Statistics and the EDD.

Farmers, ranchers, and other agricultural managers, with a mean annual wage of $77,498, earned the highest wages in agriculture. This occupational group comprised of just 0.3 percent of overall agricultural employment in May 2015. The next highest paying agricultural occupations were: farm labor contractors ($62,649); agricultural inspectors ($43,959); first-line supervisors or managers of farming, fishing and forestry workers ($43,929); and animal breeders ($37,739). As a group, the four highest paying agricultural occupations comprised of just 2.3 percent of total estimated agricultural employment in May 2015.

Most California farmworkers earn low wages. The median annual wage in the three largest agricultural occupational groups, in terms of employment, was less than $21,000 in the first quarter of 2016: farming, fishing, and forestry occupations ($20,114); farmworkers and laborers, crop, nursery, and greenhouse ($20,003) and graders and sorters or agricultural products ($19,942). According to OES employment estimates, these three occupational groups comprised of 95.2 percent of total agricultural employment.

**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.

The Impacts of Agricultural Technology on Today’s Farm Workforce

Today’s farm employers have increased their reliance on mechanization to save on the cost of labor, counteract the impact of a reduction in farm labor resources (e.g., workers), and adjust to the increase in the minimum wage according to research conducted by the University of California-Davis (UCD) School of Agricultural and Resource Economics. The use of mechanization is not new to the U.S. agriculture industry that went from 95.0 percent of U.S. residents in agriculture in 1790 to less than 2.0 percent today.

The mechanization of labor activities has had various impacts on the farm labor workforce that range from increased worker productivity to the replacement of hired hands for advanced machinery. An example of this increased productivity is the use of hydraulic platforms, instead of having workers going up and down ladders to fill large bags of hand-picked produce.[[1]] In addition, workers are benefiting from the use of conveyor belts to move produce and this reduces the need of workers to carry harvested produce to various locations on the farm.

However, according to UCD research the production and harvesting of some of the nation’s largest agricultural commodities—corn, cotton, rice, soybeans, and wheat—have been mainly been mechanized.[[2]] In addition, machines have substituted human hands in even the most labor intensive of areas such as the planting and pruning of blueberries, peaches, and leaf lettuces.

The current means of data collection conducted at the state and federal level do not allow for an accurate estimate of the net employment impact of mechanization on the farm.
workforce, but qualitative data from various members of the farm industry (e.g., farm labor contractors, farmers, consultants) have reported its relative impact on employment.


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 labor tends to be highly seasonal, with peak periods of demand for work that is often of very 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 include any jobs filled by migrant and seasonal farmworkers (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 preliminary public use data from DOL’s 2015-2016 National Agricultural Workers Survey (NAWS) indicated that 56.0 percent of California farmworkers were undocumented, many of whom were employed under informal work arrangements. As such, official estimates of agricultural jobs most likely 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 2016 because data unavailability and limitations preclude making a precise estimate. This best estimate relies on official 2016 survey-based agricultural employment estimates, a 2017 study undertaken by the University of California at Davis (UC Davis) and EDD’s Labor Market Information Division (LMID), *Employment and earnings of California farmworkers in 2015*, that estimated the actual number of farmworkers in 2015 and calculated a ratio of actual farmworkers to the number of officially estimated farm jobs, and preliminary findings from the 2015-16 NAWS survey to estimate the number of MSFWs.
Migrant and seasonal farmworkers are typically employed as crop workers and demand for their labor ebbs and flows with the crop production cycle. Under the North American Industry Classification System (NAICS), crop production jobs are counted in two industries: crop production and farm labor contractors and crew leaders (FLCs). Whereas crop production jobs are mostly field-based and reported directly by growers, FLCs supply workers to farms, and a job reported by an FLC may include work done on more than one farm. In 2016, employment in crop production totaled 173,000 jobs and FLCs reported an additional 43,800 jobs, yielding a combined total of 316,800 crop production jobs in California. Three-quarters (75.2 percent) of all agricultural jobs in California in 2016 were in crop production.

The Employment and earnings of California farmworkers in 2015 study by UC Davis and LMID compared the number of agricultural workers to the number of officially reported farm jobs in 2015 based on an analysis of the comprehensive wage and employment records that are maintained by EDD. The study used social security numbers (SSNs) to identify and count the number of workers in agricultural establishments as coded under NAICS. After making adjustments for what appeared to be false or shared SSNs, the study determined that there were 848,000 unique SSNs reported by agricultural establishments in 2015. In contrast, the official EDD estimate was that California had 421,000 agricultural jobs in 2015. Based on these findings, the UC Davis/LMID study concluded that there were 2.0 agricultural workers for every reported agricultural job in California in 2015. The study also determined that this ratio has held steady since 2007.

Assuming that most MSFWs are primarily crop workers employed by growers and FLCs, the estimate of the number of MSFWs in California in 2016 was calculated as follows:

- In 2016, the reported number of crop production and FLC jobs totaled 173,000 and 143,800, respectively, for a total of 316,800 jobs in the crop production. Assuming that there were 2.0 farmworkers for every officially estimated job, this implies that there were 633,600 crop workers in California in 2016.
- Analysis of the preliminary 2015-2016 NAWS public use data indicated that 59.9 percent of California farmworkers reported that they worked for their employer on a year-round basis and 40.1 percent reported they worked on a seasonal basis.
- The preliminary 2015-2016 NAWS public use data also indicated that 16.0 percent of crop farmworkers 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 2016, yields an estimate that there were approximately 254,100 seasonal farm workers in California in 2016, of whom 40,700 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.

These calculations are also summarized in tabular format below.

Table 7

Estimated Number of Migrant and Seasonal Farmworkers in California in 2016

(Estimates are rounded to the nearest hundred)
## Total Jobs in Crop Production (Official Estimates) Assumed Farmworker to Job Ratio

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Jobs in Crop Production</td>
<td>316,800</td>
<td>2.0</td>
</tr>
<tr>
<td>Estimated Number of Crop Workers in California</td>
<td>633,600</td>
<td>40.1%</td>
</tr>
<tr>
<td>Share of Farmworkers Who Work Seasonally (NAWS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Number of Seasonal Farmworkers in California</td>
<td>254,100</td>
<td>16.0%</td>
</tr>
<tr>
<td>Share of Farmworkers Who Are Migrants (NAWS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Number of Migrant Farmworkers in California</td>
<td>40,700</td>
<td></td>
</tr>
</tbody>
</table>

Source: EDD, Labor Market Information Division

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.

[1] The NAWS defines a migrant farmworker as one who travels more than 75 miles to obtain a job in U.S. agriculture.

[1] The survey reference week is always the week that includes the 12th of the month.


## 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 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 Services Unit 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 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.
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 National Farmworker Jobs Program (NFJP) grantees which include the Center for Employment Training, California Human Development Corporation, Central Valley Opportunity Center, County of Kern Employer’s Training Resource, and Proteus, Inc. The NFJP grantees 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 Workforce Development 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 NFJP grantees 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 CalJOBSSM system.

In accordance with the DOL Training and Employment Guidance Letter (TEGL) 8-17, the MAO has participated in meetings with La Cooperativa and NFJP grantees to discuss the NFJP Memorandum of Understanding (MOU) as well as marketing and outreach efforts to create awareness among MSFWs. Future meetings will take place via ongoing quarterly conference calls and in person during the annual Western Association of Farmworker Advocates (WFAA) conference when all NFJP grantees, La Cooperativa Board Members, and local providers are attending. The MOU is currently in process and projected to be completed by June 30, 2018. Subsequently, the discussion to cross-train staff will be coordinated to ensure services to farmworkers are seamless.
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.

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:
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 Services 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 services 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 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 cleanup 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.

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.

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.
- 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.
B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

Information on the employment services 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 MAO recently rewrote the ES 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.

In accordance with TEGL 8-17, the MAO has discussed with NFJP grantees to begin publicizing the ES Complaint System including efforts to refer any complaints or apparent violations to the nearest AJCC EDD that serves agricultural employers. The MAO continues to work with federal and state enforcement agencies to help enforce employment laws and address complaints related to labor law violation.

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.

The EDD will continue its efforts to market this system to employers despite the limited success it’s 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.

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 convening’s 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 2016 submission of the Ag Outreach Plan and provided valuable feedback in compiling the final draft.

The EDD also only received comments and recommendations from La Cooperativa Campesina de California which is the association of the WIOA Section 167 DOL grantees for the State of California. Its five members include 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 indicates that EDD has met all equity service level indications for PY 2016-17 ensuring MSFWs continue to receive qualitatively equivalent and quantitatively proportionate services at significantly greater rates than non-MSFWs.

The EDD is also required to meet the minimum service level indicators of compliance which are established to ensure that MSFWs receive equitable employment services. During PY 2016-17, EDD met three out of four minimum service level indicators. The EDD did not meet the required level for field checks conducted due to the lack of resources and staff shortages.

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\textsuperscript{SM} tracks and populates data in the MIC Report. The EDD has trained staff and AJCC partners on the use of CalJOBS\textsuperscript{SM} and has created comprehensive tools on the CalJOBS\textsuperscript{SM} 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 DOL Employment and Training Administration require that states ensure equity of services for MSFWs and non-MSFWs. The MAO ensures MSFWs continue to receive qualitatively equivalent and quantitatively proportionate services similar to non-MSFWs by monitoring indicators of compliance on all service outcomes tracked for regular job seekers, including MSFWs. A summary of the more recent progress made by EDD includes the following:

- **Referred to Employment:** In PY 2016-17 the EDD exceeded the number of referrals to employment for MSFWs by 284 compared to PY 2015-16. 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 2016-17 the number of staff assisted services received by MSFWs decreased by 1,773 compared to PY 2015-16; however, the EDD still met the minimum service level to MSFWs. The EDD encourages farmworkers 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 2016-17 the number of MSFWs referred to supportive services decreased by 1,554 compared to PY 2015-16; however, the EDD still met the minimum service level to MSFWs. 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 2016-17 the number of MSFWs receiving career guidance decreased by 902 compared to PY 2015-16; however, the EDD still met the minimum service level to MSFWs. 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 2016-17 the EDD exceeded the number of job development contacts to MSFWs by 44 compared to PY 2015-16. 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, informal feedback in compiling the final draft.

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 Unified or Combined 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 California Department of Education (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 the 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 the 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. In addition, the CDE, through the professional development contractor, has been offering trainings on the English Language Proficiency Standards (ELPS) for Adult Education since January 2017. The ELPS, published by the American Institute for Research on October 2016 for the U.S. Department of Education, correspond to the CCRS for English Language Arts and Literacy, and Mathematical and Science Practices.

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 any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these 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—
  0. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  1. Is for the purpose of educational and career advancement.

Funding WIOA, Title II: AEFLA Providers

For grant year 2017-18, an open competitive application process was executed adhering to the thirteen considerations specified in the WIOA, Title II: AEFLA, effective July 2014. Successful grantees will be given the opportunity to continue to receive funds through a simplified reapplication process in program years two and three, 2018-19 and 2019-20. The reapplication will include the requirement that agencies provide a description of the steps the agency proposes to take to ensure equitable access to and participation in its Federally-assisted program per Section 427 of the General Education Provisions Act. 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 the 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 or developmental centers 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 a Request for Application (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, or 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 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 by 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, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

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 instruction provides academic standards-based curriculum integrated with career technical education (CTE). This instruction is established for adults to gain basic life skills, complete the courses necessary to attain a high school diploma or its equivalency, improve employment and career opportunities in order to transition into career or postsecondary training, be able to function in English at a high cognitive level, or gain the knowledge to obtain citizenship.

Adult education courses are offered in day, evening, and weekend formats, and may be delivered in a classroom setting, through distance learning programs, or a combination of the two. To meet the various needs of the adult students, agencies use an open-entry/open-exit or a managed enrollment process. The open-entry/open-exit model allows multiple and timely opportunities for students to enter adult education programs. Students may enter an instructional program at any time during the school year, attend class for an unlimited number of hours while acquiring appropriate skills and knowledge, exit the program upon goal attainment, exit the program due to external factors, and re-enter the program when able to do so. Managed enrollment permits learners to enter a class during specific predefined enrollment periods. There may be multiple entry points during a class term, however they are strategically timed so that the curriculum delivery is not interrupted. This also allows for classes that are specifically designed to deliver a set curriculum or content area and requires students to attend a specific class for the duration of the term.

The following is a brief description of the adult education literacy programs:

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 prepares them to transition to secondary education and job preparation classes. ABE programs include reading, 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 also designed to help students develop job readiness skills leading to employment, advance on the job, or enter adult secondary education classes.

English Language Acquisition

The goal of the English Language Acquisition (ELA) program is to prepare adult learners to be able to fluently speak, read, and write English. Students are placed in appropriate skill-level classes through general language proficiency assessments. 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 are as follows:

- Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings
- Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self-sufficiency
- Develop students’ receptive English language skills of listening and reading comprehension
- Develop students’ productive English language skills of speaking and writing
- Provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process

Adult Secondary Education

The primary goal of the Adult Secondary Education (ASE) program is to provide a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits or gain the knowledge necessary to attain a HSD or pass an HSE test. The ASE program is conducted within flexible time frames and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career programs.

Integrated Education and Training

Integrated Education and Training (IET) is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service delivery may incorporate one or both of the following teaching models:

Co-Teaching: The co-teaching model involves skills instruction in a workforce training program along with adult education and literacy, delivered in an integrated fashion. In this model, an adult education teacher and a workforce training teacher are teaching in the same classroom; and students are co-enrolled in both the adult education and the workforce training courses.

Alternating Teaching: In the alternating teaching model, students are co-enrolled in two different but coordinated courses. In this model, an adult education teacher and a workforce training teacher are teaching in two different classrooms; and students attend the two courses at different times.

Through the adult education professional development leadership contractor, a number of IET professional development resources and services are offered. A training module on IET is being updated to align with the CDE’s approved IET models. This training module will be available in two delivery formats: as a blended regional Community of Practice, which combines face-to-face meetings and online collaboration, and as facilitated online courses. The module guides teams consisting of an administrator, an academic instructor, and a technical skills instructor through the process of developing an action plan to implement IET program(s) aligned with the local provider’s IET vision. IET is also highlighted in a training module on Accelerating Learning to Facilitate Career Pathways. Additionally, videotaped interviews with IET practitioners are featured on the professional development leadership contractor’s Web site. Finally, two other training modules focus on related strategies to support workforce preparation: Integrated and Contextualized Instruction in the ESL and in the ABE/ASE Classrooms, respectively.
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:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- 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 local jails or local law enforcement departments responsible for managing the jail programs. Section 225 funds are also available to state correctional education programs. 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 program 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, 4 developmental centers, and 5 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, developmental 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 distributed the AEFLA grant funding in an open, competitive application process through an official Request for Application (RFA). The RFA detailed the grant requirements and the thirteen considerations specified in the WIOA, Title
II: AEFLA. In the application process, eligible providers addressed the thirteen considerations and showed evidence of demonstrated effectiveness in program areas for which they are applying. The competitive grant application set forth clear screening criteria for review. The CDE issued a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants were 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 a grant 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 that ensures 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 of each year on the CDE Funding Profile. 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 California Division of Juvenile Justice (CDJJ) 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 (IELCE) is an important offering to California adult immigrant learners. WIOA defines Integrated English literacy and Civics as:

Education services provided to English language learners (ELLs) 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 IELCE in three focus areas: Citizenship Preparation, Civic Participation, and IET. Learning gains are documented 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 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 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

3. IET within the IELCE program has a primary focus to prepare ELLs for, and place 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.

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. “Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available;
- Occur simultaneously; and
- Use occupationally relevant instructional materials.

To meet the IET requirements when designing the curriculum of an IELCE program, the program must:

- Have a single set of learning objectives and activities organized to function cooperatively;
- Be aligned with the state’s content standards for adult education; and
- Be part of a career pathway.

Students in an IELCE program must have the opportunity to be enrolled in both an adult education and literacy program and a workforce training program. Co-enrollment in the IELCE program may include one or more of the following options:

- ELLs are co-enrolled in a workforce training program provided through an America’s Job Center of California.
- ELLs are co-enrolled in the provider’s workforce training program, such as Career and Technical Education.
- ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
- ELLs are working directly with an employer through apprenticeship, pre-apprenticeship, or on-the-job training.

Initially, local providers developed 42 language and literacy objectives within five general categories. Of those objectives, 17 were identified as eligible for the IELCE program. In 2016, five new objectives focusing on integration with workforce preparation and training
activities were added. Agencies presently have the opportunity to develop new objectives as
needs evolve.

Detailed information and descriptions of the language and literacy objectives and the EL
Civics program can be found at https://www.casas.org/training-and-support/casas-peer-
communities/california-accountability/california-el-civics. Each objective consists of a Civic
Objective, Language and Literacy Objective, and an Additional Assessment Plan. Agencies
annually select objectives based upon a preliminary needs assessment through a survey of
their students.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE
REQUIREMENTS OF TITLE II, SUBTITLE C, AN INTEGRATED ENGLISH LITERACY
AND CIVICS EDUCATION PROGRAM AND HOW THE FUNDS WILL BE USED FOR THE
PROGRAM.

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 and WIOA partners to collaboratively
deliver IET activities.

For the grant year of 2017-18, the CDE will distributed the AEFLA grant funding in an open,
competitive application process through an official Request for Application (RFA). The RFA
detailed the grant requirements and the thirteen considerations specified in the WIOA, Title
II: AEFLA. In the application process, eligible providers addressed the thirteen
considerations and showed evidence of demonstrated effectiveness in program areas for
which they were applying. The competitive grant application set forth clear screening
criteria for review. The CDE issued a Grant Award Notification (GAN) to successful
applicants. Unsuccessful applicants were given a period to appeal. This is being 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
awarded start-up grants for IELCE programs funded under Section 243. These grants were
based on a funding formula that includes negotiated enrollment between the CDE and the
applicant and the estimated statewide Section 243 IELCE payment point value. As a condition of being awarded start-up funds, recipients were 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 at CDE Funding Profile. In addition to the general distribution of the sections 225, 231, and/or 243 application notifications, CDE posts 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 CDJJ 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 program (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 subgrantees. 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. The main objective of the assessment and accountability contract is to track the progress and success of students as well as the performance of local agencies to determine if they meet the goals and objectives of the WIOA. Working with the CDE, the contractor provides 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 contractor also assists the CDE in the collection of data for and implementation of 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. Working with the CDE, the contractor provides 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 assists the CDE in providing 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. In collaboration with the CDE, the contractor coordinates with other contractors to identify and address needs to improve the data collection process for federally funded programs in California and 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 WIOA 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.

MONITORING AND PROGRAM EVALUATION

As part of the CDE’s Federal Program Monitoring (FPM) process, the Adult Education Office conducts annual reviews to ensure local agencies provide effective and high quality services consistent with WIOA Title II legislation. 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
7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

California meets the General Education Provision Act (GEPA) requirements at the state level by ensuring that grantees have submitted a sufficient section 427 statement in the 2017—18 Re-Application for the WIOA, Title II: AEFLA grant. The California Department of Education also requires WIOA, Title II: AEFLA grantees to comply with general assurances that include compliance with:

- Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)

- Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972

- The affirmative action provisions of the Education Amendments of 1972

- The Age Discrimination Act of 1975

- Disability laws of (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)

- The general assurances further require that:

- The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

- The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934) California further meets the General Education Provision Act (GEPA) requirements at the state level by:

- Ensuring that communications to local providers and partners are in compliance with Section 508 of the Rehabilitation Act of 1973

- Providing professional development on serving the educational needs of English language learners

- Providing guidance on the use of technology to assist students with special needs, including distance learning

- Providing local providers with translations of critical forms, such as the Voluntary Authorization to Share Personally Identifiable Information and Records Form available in 14 languages including Arabic, Cantonese, Eastern Armenian, Hmong, Mandarin, Russian, Spanish, and Vietnamese.
**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:


The CDOR and the California State Rehabilitation Council (SRC) partner together to carry out the Rehabilitation Act to maximize the employment and independence for people with disabilities. Fundamental to the strength of the SRC is the diversity of perspectives, experiences, hometowns, constituencies, and disabilities represented on the Council. The 2017 SRC Annual Report (posted on CDOR’s website) provides information on the complete scope of the SRC’s efforts and accomplishments over the past term (October 2016 — September 2017).

Highlights of the SRC’s activities include:

- The SRC has engaged in timely and significant discussions on topics such as customer service, federal regulatory reform, CDOR’s student services, business engagement, and competitive integrated employment.

- The CDOR and the SRC jointly developed, reviewed and agreed to the priorities and goals for the 2018 modification to the VR Services Portion of the Unified State Plan.

- Over the past two years, the SRC has received quarterly updates on CDOR’s progress in meeting the priorities of: 1) services to youth and students with disabilities, 2) business engagement, 3) building program partnerships through capacity building, and 4) competitive integrated employment.

- During the SRC’s August 2017 quarterly meeting, seven recommendations were adopted. The SRC’s recommendations, with CDOR’s responses, are provided below:

**SRC Recommendation 2017.1 — Orientation** The SRC recommends that CDOR’s consumer orientation process continues to be significantly improved statewide to provide comprehensive, consistent, and accessible (in scheduling and materials) training on the VR process and informed choice. **SRC Recommendation 2017.2 — Work Incentives Planning**
The SRC recommends that CDOR makes work incentive planning services available to those consumers that need and want it from intake and throughout the VR process.

SRC Recommendation 2017.3 — Labor Market Information The SRC recommends that CDOR's training on labor market information be inclusive of all case service staff to ensure that consumers have access to this information in a regular and consistent manner during their plan development and implementation.

SRC Recommendation 2017.4 — Mentoring The SRC recommends that CDOR establish formal mentoring opportunities between consumers and former consumers with disabilities who are successfully employed. The benefits of mentoring opportunities and strategies are discussed in the "Work Matters" report.

SRC Recommendation 2017.5 — Communication During the First 90 Days of Employment The SRC recommends that CDOR establish a communication protocol for the first 90 days of a consumer's employment to ensure job accommodations and supports are provided and to support job retention and successful, continuous employment.

SRC Recommendation 2017.6 — Disability Awareness The SRC recommends that CDOR provide ongoing disability etiquette and inclusion training to all CDOR staff, in line with the disability awareness strategies in the "Work Matters" report. SRC Recommendation 2017.7 — Business Specialists The SRC recommends that CDOR refocus the duty statements and change the section assignments of the Business Specialists and Regional Business Specialists to DOR's Workforce Development Section.

- This will allow for more direct communication on business needs, training, best practices, and allow for more business engagement. A duty change will provide for less clerical and case management duties.

- This reassignment aligns the Business Specialists and Regional Business Specialists with the 14 regional sections that have already been assigned by the California Workforce Development Board.

2. THE DESIGNATED STATE UNIT’S RESPONSE TO THE COUNCIL’S INPUT AND RECOMMENDATIONS; AND

CDOR Response to Recommendation 2017.1

CDOR will review the orientation process for improvements consistent with the Core Values of 'investing in the future through creativity, ingenuity and innovation', and 'continuous improvement'. Materials are available in alternative formats so that they are accessible regardless of disability. With regard to scheduling, the availability for an optional, orientation workshop may be limited depending upon the need and staffing. We will identify improvements to better make information available to individuals who want to attend a workshop yet find it difficult to attend when offered, and to increase the opportunities to participate in a workshop.

CDOR Response to Recommendation 2017.2

We agree that consumers would benefit from the counseling of those employees who have special training regarding Social Security benefits and who may work one on one with individuals to assure them of the benefits of becoming employed. We will continue to
pursue additional resources, budget permitting, so that we may increases the opportunities for the personalized services. CDOR will also explore additional ways field staff can provide work incentive planning services to consumers earlier in the rehabilitation process.

**CDOR Response to Recommendation 2017.3**

We agree that understanding labor market information and how to utilize it to better support a consumer’s vocational goal is beneficial to “case service staff.” Business Specialists have received training online regarding using labor market information and counselors, who are instrumental in developing the Individualized Plan for Employment, must also have current knowledge of how to utilize labor market information in order to provide valuable information to consumers regarding their choice of vocation. CDOR is making the online training modules available to all CDOR staff members, and will emphasize the module on the utilization labor market information as a tool for team staff members, including the rehabilitation counselors for purposes of plan development.

**CDOR Response to Recommendation 2017.4**

CDOR agrees that mentoring may be invaluable to individuals with disabilities who are not yet employed or under-employed. While CDOR does not have a formal program, our social media offers the opportunity for consumers to connect with individuals who have received support from CDOR and who are now employed.

CDOR welcomes the opportunity to discuss, with the SRC, any model of a formal mentoring program that the SRC suggests for consideration. Among many of the discussion items are: How CDOR should identify mentors; how to address privacy and safety concerns; how to involve our stakeholders in exploring a formal peer mentoring program.

**CDOR Response to Recommendation 2017.5**

CDOR strongly agrees that supporting consumers during the first 90 days of employment is critical. CDOR Districts currently utilize the Vocational Rehabilitation Services Delivery (VRSD) Team Business Specialists to contact employed consumers during their first 90 days of employment. In addition, Community Rehabilitation Providers also contact employed consumers, as appropriate.

A protocol exists in the Business Specialist Guide, entitled “Job Retention.” District Administrators or their delegate will review the section in order to identify improvements in communication that may be made to assist the consumer in addressing any unmet accommodation needs with their employer and provide support as needed.

**CDOR Response to Recommendation 2017.6**

We agree that every employee should have the knowledge and sensitivity to communicate in a way that is respectful of all persons regardless of disability, ethnicity, race, gender, and sexual orientation. Further, we appreciate the National Taskforce on Workforce Development for Persons with Disabilities report, “Work Matters.” The Director shared the report when it was published so that every Executive on the Leadership Team could consider it in light of CDOR’s programs and share it with their staff.

We agree that ‘disability etiquette’ is important. Our web page has a number of resources for our staff including a document regarding ‘disability etiquette’ and we address concerns
as they come to our attention to raise awareness of perception around words and terms that may not be known to employees who do not have disabilities.

We have many ongoing efforts to continually share knowledge and sensitivity. Our Office of Civil Rights is conducting statewide training on a variety of issues entitled “Awareness, Empathy and Respect.” This training includes knowledge and sensitivity.

The Disability Advisory Committee comprised of CDOR employees with disabilities and interested in continuous improvement for a working environment that fosters inclusion and diversity, makes recommendations to the Director. The Disability Advisory Committee is identifying other training needs. The Disability Inclusion Advisory Committee is also developing a training module and will be recommending statewide training to begin this Spring. This month we will be providing training to every supervisor and manager regarding Talent Management which will include a review of our policies and procedures around the importance of providing necessary and timely accommodations to employees with disabilities. We are pleased to update the SRC on these and other efforts designed to maintain and improve the working environment that attracts and retains individuals with disabilities, and which is sensitive to the needs of people with disabilities who we serve.

CDOR Response to Recommendation 2017.7

We welcome the opportunity to further discuss the benefits of re-assigning CDOR’s Business Specialists and Regional Business Specialists (Specialists) to report to the Workforce Development Section (WDS) rather than to the District Administrators within each field division. The Specialists are a vital component of the local VRSD Teams that provide direct services to both CDOR’s job seekers and local business customers. By working closely with the local staff, we believe that the Specialists are most effective. WDS will continue to provide the Specialists with assistance and resources on regional, state and national employment information, monthly meetings to discuss challenges and opportunities and roles. We have notified the District Administrators of the concerns regarding utilizing Business Specialists to perform duties better suited for other members of the team to reaffirm roles and responsibilities.

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 educational 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 in any area of the State can apply for VR services at any local CDOR field office at any time. 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, or potentially eligible students with disabilities. 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.

- An authorizing case note 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 services provided are for CDOR applicants and consumers, or potentially eligible students with disabilities, 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 applicants and consumer, or potentially eligible students with disabilities.

Transition Partnership Programs
The CDOR administers 107 Transition Partnership Programs cooperative programs with Local Educational 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 Educational Agency or Special Education Local Plan Area will refer potentially eligible students with disabilities and eligible students with disabilities ages 16 through 21 who can benefit from Pre-Employment Transition Services and 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 Educational 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 II Cooperative Programs
The CDOR administers three WorkAbility II cooperative programs with Local Educational Agencies, Adult Schools, or Regional Occupational Programs. The goal of the WorkAbility II is to assist adult and out—of—school youth and adults 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 20 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 10 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 24 mental health cooperative programs with county mental health agencies and 30 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 may include vocational assessment, 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 one 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 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, or potentially eligible students with disabilities.”

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.

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 services 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: 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.

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 offer 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 Employment Development Department

Interagency Agreement: Provides CDOR with confidential California Employment Development Department wage and employer information to verify CDOR consumers’ cases can be closed as employed and conducting federally required evaluation of the federal VR program.

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 and state Social Security Reimbursement 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 other services and referrals deemed necessary such as transportation, job development, equipment maintenance and evaluation, and mobility assistance and communication. In addition, grant provisions as of federal fiscal year 2016-17 have been updated to align with WIOA. This adds a new category of core services under transitions: the transition of consumers from nursing homes and other institutions to home and community-based residences; assistance to consumers who are at
risk of entering institutions so that they may remain in the community; and facilitate the transition of youth with significant disabilities who have completed their secondary education or otherwise left school, to postsecondary life.

Grant 2: Independent Living Transition Services — Title VII B grants funds used to assist independent living centers with the one-time costs associated with assisting people with disabilities of all ages to transition from institutional settings to community settings.

Grant 3: Independent Living Youth Transition Grants — Title VII B grants funds used to design and implement Youth Transition Programs within California’s Independent Living Network for youth with disabilities, ages 14 to 24, which can serve as a model for service delivery at Independent Living Centers across the state.

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 18 organizations 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. CDOR has developed a Memorandum of Understanding with Department of Health Care Services to establish a framework for collaboration between CDOR and Department of Health Care Services to provide local technical assistance and support in order to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of vocational rehabilitation services available to individuals living with severe mental illness, with the ultimate goal of ensuring that consumers have access to a comprehensive, coordinated, and quality service delivery system.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The CDOR is the designated state entity for provision of Assistive Technology Act services and, as such, does not require additional agreements to coordinate AT Act and VR services. For additional 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 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.

The CDOR ensures coordination with education officials at the local, regional, and statewide level through a variety of mechanisms, as described below. At the local level, the CDOR has established cooperative agreements as described in description b and has established a list of all California secondary schools and assigned a CDOR staff liaison to each secondary school to ensure VR services are made available, particularly those that do not have a cooperative agreement. The CDOR also provides training and technical assistance at the local and regional level to education officials on VR and pre-employment transition services. The CDOR also coordinates services through an interagency agreement with the California Department of Education as described in response to section d.2.A.

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, each CDOR District has liaison staff to provide outreach, consultation, and technical assistance to local educational agencies seeking information on DOR Student services (Pre-Employment Transition Services) and 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 and California Department of Education collaboratively fund and provide a core series of regional training and technical assistance curriculum to local CDOR and Local Educational Agency staff and partners. Expert consultants provide training on topics related to Pre-Employment Transition Services and vocational services and supports leading to employment for students and youth with disabilities. The trainings include topics such as employment preparation, job development and placement; transition-age youth; benefits planning and management. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment. Trainings are provided, as mutually requested by CDOR and the local education agency. Approximately, 20 trainings are provided annually.

**Collaborative Team Process**

In the coordination of goals, objectives, and services for transitioning students with disabilities, CDOR and Local Educational 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 Educational 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 Educational 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.

When invited, CDOR staff attend Individualized Education Program meetings to actively participate in the planning and development of pre-employment transition services and transition services for the individual student.
For CDOR, a student’s Individualized Plan for Employment must be coordinated with the Individualized Education Program or 504 services, as applicable, for that individual in terms of the goals, objectives, and services identified in the education program.

**Determining Eligibility and Individualized Plan for Employment Development**

The CDOR is responsible for determining 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 an 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. When a service could be provided by either agency, the CDOR and local educational agencies use the following criteria to determine and assign the financial roles and responsibilities of each agency for the provision of the service:

- **Determine the purpose of the service** - Is it related more to an employment outcome or education?

- **Determine if the service is customary** - Is the service one that the local educational agency customarily provides under part B of the Individuals with Disabilities Education Act?

- **Determine the student’s eligibility for the service** - Is the student with a disability eligible for transition services under the Individuals with Disabilities Education Act?

The local agency (Local Educational Agency, Special Education Local Plan Area, or other entity) that develops the eligible student’s 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**
The CDOR conducts outreach through third party agreement partners. To do so, the 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 Educational 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. Each liaison assists in the identification of local coordination activities between CDOR and the local educational agency and is responsible for annually reviewing the interagency agreement with designated local educational agency staff. 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 VR 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 that are blind or visually impaired or deaf or hard of hearing.

**Cooperative Programs Action Committee**

To support the provisions of this Interagency Agreement, CDOR established a Cooperative Programs Action Committee comprised of representatives from the California Department of Education, Local Educational Agencies, community colleges, state universities, mental health agencies, and community-based organizations. The Cooperative Programs Action Committee provides feedback to CDOR in the development of policies and procedures to promote the services for individuals with disabilities.

**Pre-Employment Transition Services**

The CDOR will engage or engaged in the following activities to coordinate with schools and provide Pre-Employment Transition Services:

- Developed and published a “Services to Youth” Webpage on the CDOR Internet in January 2018.
- Established a CDOR School Liaisons to secondary schools in August 2017.
- Communicate the statewide availability of pre-employment transition services with Special Education Local Planning Area Directors and the Advisory Commission on Special Education.
- Outreach to schools and closer coordination between VR and Local Educational Agency staff that do not currently have a Transition Partnership Program 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 eligible and potentially eligible students with disabilities.
- Provide work incentives education and planning 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, CDOR will utilize a variety of methods to ensure the provision of Pre-Employment Transition Services to students with disabilities:

• Job Exploration Counseling: This service will be provided by CDOR VR team members. It will also be provided to some students with disabilities through Transition Partnership Programs third-party cooperative arrangements and through purchased services provided through other contracts or fee for service arrangements through local educational agencies, CRPs, or other providers.

• Work-Based Learning Experiences: CDOR VR team members will arrange for on-the-job trainings, internships, apprenticeships, work experiences, and other work-based learning experiences for students with disabilities through direct interaction with businesses, Transition Partnership Programs third-party cooperative arrangements, and through vocational services provided through other contracts or fee-for-service arrangements through local educational agencies or CRPs.

• Counseling on Postsecondary Education Opportunities: This service will be provided primarily by CDOR VR team members. Team members may also arrange for the provision of this service through contracts or fee-for-service arrangements through local educational agencies, CRPs, or other providers.

• Workplace Readiness Training: CDOR VR team members will provide training on workplace readiness skills, including soft skills, financial literacy, independent living skills, and resume development, or arrange for training through Transition Partnership Programs third-party cooperative arrangements as well as other contracts or fee-for-service arrangements through local educational agencies, CRPs, or other providers. As part of the financial literacy component, CDOR Work Incentives Planners will provide limited Work Incentives Planning services to students who are Supplemental Security Income or Social Security Disability Insurance recipients who need support and information regarding the impact of paid work experience on their benefits.

• Instruction in Self-Advocacy: The CDOR VR team members provide training on self-advocacy. It will also be provided to some students with disabilities through Transition Partnership Programs third-party cooperative arrangements as well as 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 standalone service to be provided through local educational agencies, independent living centers, or CRPs.

Activities that will support the Pre-Employment Transition Services methods above include the following:

• The CDOR released a Request for Proposal to contract for self-advocacy training on November 23, 2016. Three bidders were selected to execute their proposal in the northern, central, and southern regions of the State. The self-advocacy trainings included instruction in self-knowledge, identifying resources and needs, and personal self-advocacy planning. Self-advocacy training was provided to over 50 students with disabilities during the summer of 2017.
• The Transition Partnership Programs contract services will be revised to emphasize the provision of Pre-Employment Transition Services.

• The CDOR developed new CRP work experience services, in which work experiences are arranged by CRPs across the state that serve as the employers of record.

• The CDOR established and expanded contracted work experience opportunities through WE Can Work contracts, in which local educational agencies serve as the employer of record.

• The CDOR will establish other work opportunities in collaboration with the local America’s Job Center of California.

• The CDOR will develop additional work opportunities for students with disabilities on an ongoing basis by working directly with businesses and establishing the Community College Foundation as the employer of record.

• The CDOR will additionally prioritize the development of a fee-for-service service option for self-advocacy training.

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” for additional information on CDOR’s outreach efforts.

   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.

- **CDOR Student Services** — provides Pre-Employment Transition Service to students with disabilities through a work experience opportunity.

**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 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 CDOR Student Services (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 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, the California Department of Education, Local Educational Agencies, the California workforce development system, local county mental health agencies, Community Rehabilitation Programs, including Independent Living Centers, business partners, and other community partners to provide competitive integrated Supported Employment services to eligible individuals. The CDOR works with over 100 Supported Employment providers statewide with associated locations and satellite offices. The CDOR, the California Department of Developmental Services, and the California Department of Education additionally are establishing Local Partnership Agreements consistent with the Competitive Integrated Employment: Blueprint for Change. The Local Partnership Agreements are anticipated to encourage the sharing of resources to support person centered planning and pre-vocational services that may be provided prior to an individual’s referral to CDOR for Supported Employment. In California, CDOR and the Department of Developmental Services utilize the hourly rates for Supported Employment job coaching, intake, placement, and retention services that are statutorily—defined. The current rates were set in 2008 (Assembly Bill 1781). Sources of extended services 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, 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 (Welfare. & Institutions Code, section 4500, et. seq.) provides Californians with intellectual and developmental disabilities the right to obtain 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. The CDOR is an active participant in the Employment First Committee to help with transition planning.

• California Competitive Integrated Employment: Blueprint for Change Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California. 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. In March 2017, the Competitive Integrated Employment: Blueprint for Change was completed, and outlines plans for the following goals:

  — 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.

• Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) is a joint initiative of the U.S. Department of Education, Social Security Administration, Department of Health and Human Services, and Department of Labor and was awarded to California in October 2013. The 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.
• CA Career Innovations: Work-Based Learning Model Demonstration. The CDOR has partnered with San Diego State University, Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education and competitive integrated employment. The CDOR anticipates that 800 students with disabilities will participate in the project, including students with the most significant disabilities, who are ages 16 through 21, and have Individualized Education Program or 504 plans.

• Career Counseling and Information and Referral Services. Consistent with the WIOA, CDOR provides career counseling and information and referral services to all individuals employed at subminimum wage who are known to the CDOR, effective July 22, 2016. Individuals may become known to DOR through the vocational rehabilitation process, self-referral, or referral from other entities.

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. The 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 regard 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 regard to Pre—Employment Transition Services for students and youth with disabilities, CDOR provides this information in goals 1, 2, and 3 and 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;

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.

Collaborative efforts to support community integration of individuals who are eligible for
HCBS waiver programs include CDOR district staffs’ participation in person-centered
planning meetings, when invited. The CDOR is also supporting discussions with DDS for
improved coordination of IEPs and IPP for eligible individuals. The CDOR is also
collaborating with DDS to support opportunities for competitive integrated employment
through the CIE Blueprint as described in the response to description (f) - Arrangements
and Cooperative Agreements for the Provision of Supported Employment Services.

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. CDOR has developed a Memorandum of Understanding
with the Department of Health Care Services to establish a framework for collaboration
between CDOR and the Department of Health Care Services to provide local technical
assistance and support in order to strengthen existing CDOR Mental Health Cooperative
Programs or to develop new patterns of vocational rehabilitation services available to
individuals living with severe mental illness, with the ultimate goal of ensuring that
consumers have access to a comprehensive, coordinated, and quality service delivery
system. The CDOR is also a member of the California Mental Health Planning Council, which
evaluates the behavioral health system for accessible and effective care. It advocates for an
accountable system of responsive services that are strength-based, recovery-oriented,
culturally competent, and cost-effective.

1. 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, 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) 2017

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Total Positions</th>
<th>Current Vacancies</th>
<th>Projected Vacancies Over the Next 5 Years</th>
<th>Ratio of Consumers per Staff Member*</th>
</tr>
</thead>
<tbody>
<tr>
<td>VR Counselor</td>
<td>533</td>
<td>52</td>
<td>166</td>
<td>188</td>
</tr>
<tr>
<td>Teacher, Orientation and Mobility for the Blind</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>492</td>
</tr>
<tr>
<td>Medical Consultant</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>20,000</td>
</tr>
<tr>
<td>Dental Consultant</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td>Team Manager</td>
<td>105</td>
<td>4</td>
<td>38</td>
<td>950</td>
</tr>
<tr>
<td>Service Coordinator</td>
<td>165</td>
<td>17</td>
<td>64</td>
<td>606</td>
</tr>
<tr>
<td>Business Specialist</td>
<td>84</td>
<td>14</td>
<td>27</td>
<td>1,190</td>
</tr>
<tr>
<td>Position Title</td>
<td>Total Positions</td>
<td>Current Vacancies</td>
<td>Projected Vacancies Over the Next 5 Years</td>
<td>Ratio of Consumers per Staff Member*</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Case Support Staff</td>
<td>208</td>
<td>17</td>
<td>60</td>
<td>481</td>
</tr>
<tr>
<td>Consulting Psychologists</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>7,690</td>
</tr>
<tr>
<td>Optometric Consultant</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td>Work Incentive Planner</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>175</td>
</tr>
</tbody>
</table>

Data Source: CDOR’s Personnel Services Section and Budgets, Fiscal Forecasting and Research Section.

*Ratio based on total positions from FFY 2017.

**Comprehensive System of Personnel Development Personnel and Caseload Projections**

At the end of FFY 2017, CDOR actively provided VR services to 71,078 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 and 2 who apply on or before June 30, 2018, and consumers assigned to Priority Category 3 who apply on or before June 30, 2017 and have not withdrawn their application or been removed from the Waiting List due to failure to confirm continued interest in receiving VR services. 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 2018, 105 VRSD teams will provide services to an estimated 63,108 individuals in open status. On average, each VRSD team will provide services to approximately 601 individuals in a year. In FFY 2019, 105 VRSD teams will provide services to an estimated 64,023 individuals in open status. On average, each VRSD team will provide services to approximately 610 individuals in a year.

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, Business
Specialist, 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 Business Specialist, and two Case Support Staff; however, specific teams could vary due to resource or operational needs.

Orientation Center for the Blind

The Orientation Center for the Blind is a CDOR owned and operated training facility that assists job-seekers who are visually impaired and blind to adjust to their vision loss and acquire the skills and tools necessary to pursue competitive integrated employment. A specialized staff of qualified teachers, trainers and rehabilitation professionals provides comprehensive training and experiences tailored to assist each participant to reach their full potential for independence. At no cost to CDOR consumers, training is provided in daily living skills including cooking, independent travel, Braille and communication, assistive technology use, and the work readiness skills necessary for vocational success. Options for training include residential, individualized day programs, two-week skills assessments, or a combination of any of the above. The residential facility can support 36 participants at any given time.

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 five 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, and San Diego 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[1]-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 2016-2017[2]**

<table>
<thead>
<tr>
<th>University</th>
<th>Students Enrolled</th>
<th>Employees Sponsored by CDOR and, or, Rehabilitation Services Administration</th>
<th>Graduates sponsored by CDOR and, or, Rehabilitation Services Administration</th>
<th>Graduates from the previous academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Fresno</td>
<td>64</td>
<td>4</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>CSU Los Angeles</td>
<td>87</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>CSU Sacramento</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>52</td>
<td>20</td>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>87</td>
<td>55</td>
<td>47</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>79</td>
<td>99</td>
<td>73</td>
</tr>
</tbody>
</table>

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 2016-2017**
<table>
<thead>
<tr>
<th>University</th>
<th>Students Enrolled</th>
<th>Employees Sponsored by CDORand, or, Rehabilitation Services Administration</th>
<th>Graduates sponsored by CDORand, or, Rehabilitation Services Administration</th>
<th>Graduates from the previous academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Los Angeles</td>
<td>429</td>
<td>0</td>
<td>0</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>0</td>
<td>0</td>
<td>93</td>
</tr>
</tbody>
</table>

Data Source: CDOR's Staff Development Unit

[1] The Council on Rehabilitation Education has been replaced with the Council for Accreditation of Counseling and Related Educational Programs. All Rehabilitation Programs, including the California universities, will maintain their current Council on Rehabilitation Education accreditation until their next accreditation is due and transition to the Council for Accreditation of Counseling and Related Educational Programs accreditation.

[2] San Francisco State University no longer has a program dedicated exclusively to VR and was removed from the table.

iii. the number of students who graduated during the prior year from each of those 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, Business Specialists, 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 Assessment

• Staff Development Unit Statewide Training 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 focused on developing a diverse workforce that incorporates disability awareness, etiquette and inclusion best practices in service delivery and working with external stakeholders.

The Diversity and Inclusion Advisory Committee is currently developing a diversity and inclusion training with a focus on disability awareness and cultural competency. The training will give staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work.

The training will be piloted in the CDOR San Joaquin District in 2018.

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 Business Specialists 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 Peripatography. 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.


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:

• 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
• Youth
• Business Engagement
• Capacity Building

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

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 2018, 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 (AWARE)
• Disability Awareness and Etiquette
• Workplace Communication

Track 2: Academies - Provides policy based, training for each classification of the VRSD team: Team Manager, VR Counselor, Service Coordinator, Business Specialist, and Office Technician.

Track 3: Continuing Education — provides ongoing training on a range of current VR topics, including:

• Case Assessment
• Case Assessment Services
• Documentation
• Employment Outcomes
• Medical Aspects of Disability
• Post—Secondary Education
• Case (Record of Services) Process
• 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 through integration into current training materials and training regarding policy updates includes:
• 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, in 2016 the State of California amended Government Code 19995.4 to mandate initial and biennial leadership and development training for Staff Services Manager I, or equivalent, and above. The following training will be 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
• Mandatory Leadership and Development Biennial Training
• On-Demand Leadership training resource

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 Learning management system used for online meetings and virtual classroom instruction
• Timely processing of training request and reimbursement forms
• Conference Coordination

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.

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.

• Training and technical assistance from the Youth Technical Assistance Center (Y-TAC) and Workforce Innovation Technical Assistance Center (WINTAC).

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. For example, in the CDOR Van Nuys Foothill District, 76 percent of the district staff are bilingual, speaking more than 25 languages. 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. In addition, the CDOR’s Disability Access Services unit provides internal and external partners with training and technical assistance to ensure that all written materials intended to communicate with individuals with disabilities are accessible regardless of disability type.

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.
The CDOR and the California Department of Education have an established core series of trainings designed for CDOR and Local Educational Agency staff. These trainings are initiated by CDOR and local education agency cooperative program partners and include topics on VR-relevant subjects such as Employment Preparation, Job Development and Placement; Transition-Age Youth; Benefits Planning and Management; and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Trainings are provided, as mutually requested by CDOR and the local education agency. Approximately, 20 trainings are provided annually. Additionally, CDOR provides cross-training to Local Educational Agencies with designated school district VRSD teams to inform and support educators on CDOR services and application processes. The California Department of Education provides the CDOR with informational material for CDOR staff on mandated secondary transition planning under the Individuals with Disabilities Education Act for students who have an Individualized Education Program.

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 and the SRC jointly conducts a Comprehensive Statewide 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 Assessment was conducted during FFY 2014-15.

Comprehensive Statewide Assessment Methodology

Consistent with WIOA, CDOR, in collaboration with the State Rehabilitation Council conducted a Triennial Comprehensive Statewide Assessment (FFY 2014-15 - 2016-17). Cumulatively, quantitative and qualitative data informs the CDOR and SRC in the development of CDOR goals, objectives and strategies. The CSA additionally informs the Department as it develops outreach strategies to more effectively serve those identified as unserved and underserved.

The analysis for the remaining two-year period consists of data comparisons with the CDOR caseload information compared to similar data sets with local, state, and federal resources, such as the California Department of Education, California Department of Finance, California Employment Development Department, Department of Labor, and the American Community Survey. Qualitative data includes statewide focus groups with various stakeholders in Northern, Central, and Southern California and annual Consumer Satisfaction Survey results which was sent to over 23,000 CDOR consumers.

The qualitative data was aggregated and grouped into themes to identify specific areas where CDOR can improve or enhance strategies for services to consumers including students with disabilities and youth with disabilities, and the need for Pre-Employment Transition Services and for developing or improving CRPs within the state.
Comprehensive Statewide Needs Assessment - Year One Summary

The CDOR conducted year one of the Comprehensive Statewide Assessment in FFY 2014-15. Preliminary findings identified include:

- Additional specialized job development, job retention services, and counseling on natural supports for individuals with the most significant disabilities.
- Increase Pre-Employment Transition Services and career pathway services for Hispanic and Latino consumers.
- Increase outreach to individuals in the Asian American and Hispanic and Latino communities.
- Improve coordination with America’s Job Center of California, Adult Education Programs, and Dislocated Worker Programs.
- Outreach to Local Educational Agencies to provide information to students with disabilities regarding Pre-Employment Transition Services and youth with disabilities regarding transition services.
- Evaluate the current fee structure for CRPs and increase information-sharing between CDOR and CRPs to ensure well-sequenced services occur and are available statewide to consumers.

Comprehensive Statewide Needs Assessment - Year Two and Three Findings

The Comprehensive Statewide Assessment has identified students with disabilities as an underserved group by CDOR. In particular, Hispanic/Latino youth and students with disabilities are one ethnic group that are currently underserved by CDOR. For all ages, Hispanic/Latino and Asian American ethnic groups were previously identified as being underserved by CDOR. The CDOR has since increased services to these two ethnic groups and Hispanic/Latinos as a whole are no longer considered underserved. The Asian American ethnic group is still considered underserved; however, CDOR is making improvements toward sufficiently serving this ethnic population.

Community partners, including schools and Regional Centers, reported the need to have collaborative strategies to serve individuals with disabilities, including youth and students with disabilities. The needs identified include increased cross-training across partner agencies; increased collaboration to leverage services; and teachers and parents present during the Individualized Education Program process. These concerns were common areas among CDOR staff, community partners and parent groups as identified needs for improving vocational rehabilitation services.

The needs of individuals with the most significant disabilities are assessed in sections (j)(1)(B) and (D).

B. WHO ARE MINORITIES;

California Population

As prepared by the Demographic Research Unit from the California Department of Finance, the total estimated population for California is 39,693,627. Of the total population, 10.9% are reported to be an individual with a disability.
In 2016, the American Community Survey of California indicates the employment rate of working-age people with disabilities in California was 35.0%. The employment rate of working-age people without disabilities in California was 76.5%. The gap between the employment rates of working-age people with and without disabilities was 41.5 percentage points.

**Ethnicities:** According to CDOR FFY 2016-17 case records, consumers who report their ethnicity as Hispanic/Latino represent 36.9% of CDORs caseload followed by White (36.7%), African American (16.6%), Asian American (5.1%), American Indian (0.8%), and Pacific Islander (0.3%). During the FFY 2015-16, consumers who report their ethnicity as White represent 38% of CDOR’s caseload, followed by Hispanic/Latino (35%), African American (17%), Asian American, (4%), American Indian (1%), and Pacific Islander (1%).

**Findings:** According to the 2016 American Community Survey for California, 30.4% of individuals with a disability are Hispanic/Latino. The prior CSA (2011-2014) identified Hispanic/Latino as an underserved group. As a result of the prior CSA, CDOR conducted outreach to the Hispanic/Latino communities, including outreach in Fresno, and that outreach may be reflected in the increased representation by this ethnic group. The CDOR’s most recent caseload data more accurately represents California’s population and the Hispanic/Latino group is no longer considered underserved.

Furthermore, CDOR’s caseload data aligns with the American Community Survey findings which identifies White at 31%, followed by African American (7.5%), Asian (6.2%), Native American (0.5%), and some other race (2.6%). This comparative data indicates that individuals with disabilities that identify as Asian may be underserved by CDOR and have a need to increase information and referral on VR services. The CDOR will continue to increase its outreach efforts to underserved consumers.

**Primary Disability Impairments:** The FFY 2016-17 caseload data identifies Cognitive Impairments as the most commonly reported disability impairment (35.4%) followed by Psychosocial (Interpersonal/Behavioral) (21.0%); Other Mental impairments (8.0%); Other Physical impairments and Mobility Orthopedic/Neurological impairments (9.0%); Blindness and Blindness-Legal (3.8%); Deafness Primary Communication Auditory and Deafness Primary Communication Visual (3.9%); and Communicative impairments (1.7%).

During the FFY 2015-16 period, Cognitive Impairments was the most commonly reported disability impairment (34.8%) followed by Psychosocial (Interpersonal/Behavioral) (21.4%); Other physical impairments not listed and mobility orthopedic/Neurological impairments (9.5%); Other Mental Impairments (7.9%); Blindness and Blindness-Legal (4.3%); Deafness Primary Communication Auditory and Deafness Primary Communication Visual (4.2%); and Communicative impairments (1.6%).

**Findings:** In comparison, the 2016 American Community Survey of California identifies Cognitive disability as the second highest self-reported disability at 4.4% and Hearing disability at 3.0%. The highest reported disability was Ambulatory (6.1%). Participants of the Survey reported one or more disability, as appropriate, and may account for the differences between CDOR’s caseload data and American Community Survey data. The CDOR will need to conduct further research into whether this disparity in representation is indicative of underserved consumer populations or if the disparity reflects age-related onset of disabilities in populations that may not be seeking employment services. The DOR
will also continue to develop and employ strategies such as those identified in the Competitive Integrated Employment priority and goals that support individuals with disabilities which largely fall under the category of cognitive impairments.

**Educational Attainment:** According to the 2016 American Community Survey, the percentage of working-age people with disabilities in California with a high school diploma or equivalent was 26.8%, with some college or an associate degree was 33.0%, and with a bachelor's degree or more was 15.8%.

At case closure in FFY 2016-17, 32.5% of CDOR consumers attained a high school diploma or equivalent, followed by 23.0% had participated in some college or received an Associate's degree, and 11.0% had received a bachelor's degree or more.

**Findings:** Based on the American Community Survey data, it appears CDOR consumers with closed cases are less likely to have the same level of post-secondary education when compared to individuals with disabilities throughout California. There is a need for interested consumers to receive additional information and resources on post-secondary education from CDOR. The CDOR will better align its services to guide consumers toward higher educational attainment.

**Earnings:** According to the 2016 American Community Survey, the median annual earnings for an individual with a disability working full-time/full-year is $45,300 or $21.78 per hour. The CDOR caseload data indicates that in FFY 2016-17, the median annual earnings for consumers whose cases were closed successfully was $22,880 for full-time/full-year, based on $11.00 hourly earnings. In FFY 2015-16, the annual median earnings for consumers whose cases were closed successfully was $21,424 for full-time/full-year, based on $10.30 hourly earnings.

**Findings:** There is a significant discrepancy between the American Community Survey annual earnings for individuals with disabilities and CDOR's caseload data. CDOR consumers earn $22,420 per year (or 49.5%) less than the annual earnings for individuals with disabilities reported by the American Community Survey. The findings indicate CDOR caseloads may need to remain open beyond a minimum wage entry-level job so CDOR can continue to support consumers to eliminate the disparity. The CDOR will re-examine what is considered a case closure for job attainment as opposed to job experience attainment and plans to increase partnerships with local businesses to develop or expand work experience, internships, and employment opportunities for consumers.

**Consumer Satisfaction Survey**

The CDOR and SRC jointly collaborated to conduct the annual Consumer Satisfaction Survey. The CDOR sent the surveys in April 2016 to a total of 11,844 consumers in both open and closed status and received 2,253 completed surveys with 532 screen reader users. The response rate of 19.0% reflects a slight decrease from the 2015 response rate of 19.7%.

As part of the 2016 Consumer Satisfaction Survey, CDOR consumers were asked about the level of satisfaction with services from external service providers. 69% responded they were satisfied with the quality of service from their service providers. This reflects a 3% decrease from prior year. 66% responded they were satisfied with the timeliness of services from their service providers. This reflects a 3% decrease from prior year.
Findings: The data indicates a need to more closely monitor the quality and timeliness of services consumers are receiving from CRPs to ensure that the decreases in the data are not indicative of a new trend. The data also indicates a need to more broadly examine CRPs in California to ensure consumers have access to quality services.

Consumers were asked about their satisfaction with counseling services provided. 72% were satisfied with the prompt response to questions and requests by the counselor and/or CDOR team. This reflects a 2% decrease from prior year. 69% were satisfied with the level of vocational guidance and quality of counseling received. This reflects a 1% decrease from prior year.

Findings: The decrease in prompt responses and level of counseling and guidance suggests that consumers need faster communication with CDOR and additional counseling and guidance. The CDOR will identify ways to improve communication with consumers and counseling and guidance consumers receive.

Consumers who were employed at the time the survey was conducted were asked about their job satisfaction, effectiveness of CDOR services, health benefits, and whether their current employment consistent with their employment plan. 81% reported they were satisfied with their job. This reflects a 3% decrease from prior year. 81% reported that the services provided by CDOR were instrumental in their becoming employed. This reflects a 6% decrease from prior year. 17% reported they were dissatisfied with health benefits received from their job. This reflects a 3% decrease from prior year. 10% were dissatisfied that their job was not consistent with their employment plan. This reflects a 4% increase from prior year.

Findings: The decrease in job satisfaction indicates a need for consumers to receive additional counseling and guidance on employment opportunities. The decrease in consumers reporting CDOR’s services were instrumental in obtaining employment indicates a need for consumers to receive additional information, resources, and services to obtain employment. The increase in the number of consumers reporting that their current employment is inconsistent with their employment plan indicates a need for consumers to spend more time with their counselors when developing their employment plans or making amendments. The CDOR is addressing the identified needs by promoting consumer participation in career pathways and building new relationships with businesses at the state and local level as outlined in description (o).1 - State's Strategies.

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

The CDOR identified needs for individuals served through other components of the statewide workforce development system, including:

- 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, particularly English language learners in Asian community, which has been found to be underserved.

• Ensure physical, electronic, and programmatic accessibility to other Workforce Innovation and Opportunity Act core programs for individuals with disabilities.

• Increase Disability Awareness and Sensitivity Training at the America’s Job Center of California and other Workforce Innovation and Opportunity Act core program partners.

• More CDOR staff assigned to liaison with the America’s Job Center of California to ensure the unique needs of Californians with disabilities, particularly those with Cognitive and Psychosocial impairments, which continue to comprise the largest proportion of DOR service recipients.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The CDOR utilized comparison data as well as focus group findings to assess the needs of youth and students with disabilities and the need for transition services and pre-employment transition services.

Special Education Enrollment by Disability Category: The most recent (2016) data available from the California Department of Education's Special Education Division shows that students (ages 14 - 22) with specific learning disabilities account for the largest percentage (52.7%) of special education enrollment, followed by other health impairments (14.1%), autism (11.6%), intellectual disabilities (8.3%), emotional disturbance (5.9%), speech or language impairment (3%), orthopedic impairment (1.8%), hard of hearing (1.1%), multiple disabilities (1.1%), visual impairments (0.5%), deaf (0.5%), traumatic brain injury (0.4%) and deaf-blindness (0.03%).

Consumer Disability Categories: In FFY 2016-17 and 2015-16, the majority (62.8% and 63.2%) of CDOR's youth and student consumers were individuals with a cognitive disability (learning, thinking and processing information). Other highest percentage disability categories for CDOR youth and student consumers include psychosocial disabilities (12.1% for both FFYs); other mental impairments (3.7% and 3.8%); communicative impairments (3.0% and 2.8%); and deafness, primary communication visual (2.4% and 2.8%).

Findings: The CDOR's caseload data aligns with California Department of Education's data showing that students with specific learning disabilities account for the largest percentage (52.7%) of special education enrollment.

Ethnicity and Special Education Enrollment: The California Department of Education's 2016 data indicates that the ethnic group representing the significant percentage of students (ages 14 - 22) enrolled in special education is Hispanic (54.8%), followed by White (25.5%), African-American (10.6%), Asian (5.3%), Multi (2.5%), Native American (0.9%), and Pacific Islander (0.5%).

The California Department of Education captures data on twelve disability categories. Hispanic students represent the highest percentage of students (all ages) enrolled in special education in all disability categories tracked by the California Department of Education,
followed by White students. Specifically, Hispanic students (all ages) represented the majority (over 50%) of students enrolled in special education in the following disability categories: intellectual disability, hard of hearing, deaf, speech or language impairment, orthopedic impairment, specific learning disability, deaf-blindness, and traumatic brain injury.

**Youth and Student Consumer Ethnicities:** In FFY 2016-17, the majority of CDOR's youth and student consumers, ages 14 to 24, were Hispanic/Latinos (49.8%), followed by White (29.8%), African American (10.5%), Asian American (5%), American Indian (0.7%), and Pacific Islander (0.3%). In FFY 2015-16, the majority of CDOR's youth and student consumers, ages 14 to 24, were Hispanic/Latinos (48.2%), followed by White (31.5%), African American (11.0%), Asian American (3.7%), Pacific Islander (1.4%), and American Indian (0.7%).

**Findings:** When comparing CDOR's caseload data to the California Department of Education, the CDOR may be underserving Hispanic/Latino youth and students with disabilities. There are a greater percentage of Hispanic/Latino individuals ages 14-22 in Special Education than were served by CDOR in FFYs 2016-17 and 2015-16. There is a need to include families in the VR process for Hispanic/Latino youth and students with disabilities to address cultural barriers that prevent youth and students with disabilities from obtaining services. The CDOR will identify ways to address cultural barriers to increase the receipt of transition services and pre-employment transition services for youth and students with disabilities.

**Youth and Students Statewide Focus Groups**

The CDOR in collaboration with the SRC coordinated statewide focus groups regarding the needs of youth and students with disabilities and students’ needs for pre-employment transition services. The CDOR and SRC received input with the focus group design and coordination for stakeholder groups from the CDOR’s various sections and participating CDOR districts. Twelve focus groups and two informant interviews were conducted over a period from September 25, 2017, through October 31, 2017, and involved six CDOR districts including Blind Field Services in Southern, Central, and Northern California. CDOR collected over 400 comments from 128 stakeholders on-site in Riverside, San Bernardino, Fresno, Sunnyvale, Lawndale, San Diego, Chula Vista, and Sacramento. The stakeholder groups represented the Regional Centers, local school districts, Independent Living Centers, America’s Job Center of California, CDOR staff, CDOR and non-CDOR students and youth with disabilities, parents, and parent advocates.

Each focus group began with the following questions:

- What are the barriers to providing transition services to youth and students with disabilities?
- What are successful best practices in communication, interaction, and collaboration with youth and students with disabilities?
- What are effective messaging, outreach, and marketing strategies for youth and students with disabilities?
- How can CDOR and community partners better prepare students for career choices, work after high school, or competitive integrated employment.
Themes on the statewide need for transition services and pre-employment transition services included:

- Availability of work experience opportunities provided through transition services and pre-employment transition services to meet the need that all youth and students have of acquiring their first work experience.

- Parental involvement for youth and students with disabilities to obtain transition services and pre-employment transition services and achieve competitive integrated employment.

- Increased CDOR presence at Individualized Education Program meetings for youth and students with disabilities and parents to become informed about CDOR’s transition services and pre-employment transition services.

- Limited transportation prevents youth and students with disabilities from obtaining transition services and pre-employment transition services.

Students and youth were also asked questions regarding their experiences with school and transitioning from school, and included the following:

- What is working or worked for you at school to prepare you for graduation or transition from high school?

- How can the school and others better prepare you for work?

- Do you know where you would like to work and what skills will help you to succeed?

During the focus groups, the youth and students with disabilities identified areas that CDOR can improve attracting and engaging youth and students with disabilities. This included:

- Tailoring CDOR’s communication with youth and students with disabilities to increase awareness of CDOR’s mission and services offered.

- Increasing communication with schools and parents about CDOR services to ensure that all eligible youth and students are aware of services.

- Streamlining the referral process for students with disabilities to obtain CDOR pre-employment transition services.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The CDOR conducted focus groups with 16 CRPs and 19 participants to identify gaps with vocational rehabilitation and supported employment services. Three focus groups were conducted over a two-day period to identify:

- Barriers to providing services to consumers.

- Specific needs for vendors regarding the provision of youth and student services including competitive integrated employment or customized employment.

- How CDOR and community partners can improve collaboration to prepare all individuals, including students for career choices and work.
The focus groups contained a mixture of CRPs, including the deaf and hard of hearing, blind and visually impaired, technology, independent living, supported employment, and mental health.

The following high-level themes were identified:

- Need for consistent communication among partner agencies including the CDOR, California Department of Education and Department of Developmental Services regarding Supported Employment Services.

- CDOR, California Department of Education, Department of Developmental Services, and CRP vendors need cross-training regarding Supported Employment services to ensure that consumer needs for Supported Employment are adequately addressed through any point of consumer contact.

- The CDOR fee structure is not sufficient to sustain CRP services and needs to be increased for CRPs to sufficiently provide services to consumers.

- A need to increase partnerships between CRPs to promote information-sharing regarding job leads, services provided, and opportunities for new services such as customized employment.

- A need to continue to foster the relationship between the CDOR, California Department of Education, Department of Developmental Services, and CRPs to understand the services provided by each entity and ensure well-sequenced services occur.

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.

Number of Students with Disabilities in California: The CDOR estimates there are a total of 150,000 students with disabilities statewide as of Program Year 2015-16, and includes:

- 137,000 potentially eligible students with disabilities in special education.

- 8,000 students with disabilities who have a 504 plan or who are eligible for, but not participating in, special education.

- 5,000 students with disabilities who may be participating in postsecondary education.

During the FFY 2016-17, CDOR served 37,991 consumers between the ages of 14 to 24, which represented 37.6% of CDOR's total caseload. Of the 37,991 youth consumers, 28,068 were students with disabilities (ages 16 to 21), or 27.7% of CDOR's total caseload.

During the previous FFY, 2015-16, the CDOR served 34,698 consumers between the ages of 14 to 24, which represented 35.4% of CDOR's total caseload. Of the 34,698 youth consumers, 25,237 were students with disabilities (ages 16 to 21), or 25.6% of CDOR's total caseload. From FFY 2015-16 to 2016-17, the CDOR increased the percentage of youth consumers served by 2.2% and student consumers served by 2.1%.
Findings: While the CDOR has increased the number of students with disabilities served, there are approximately 120,000 students with disabilities that are potentially eligible for pre-employment transition services and 112,000 youth with disabilities that are eligible for either pre-employment transition services or transition services that CDOR has identified. Specific needs include:

- Increased availability of job exploration and preparation experiences.
- Improved and increased outreach to students with disabilities and youth with disabilities, and their parents, regarding available CDOR services. In particular, youth and student specific communication, such as texting.
- Additional opportunities for postsecondary education counseling and self-advocacy training.
- Increased CDOR presence at Individualized Education Program meetings for youth and students with disabilities and parents to become informed about CDOR’s transition services and pre-employment transition services.

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

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

CDOR Response: Annual Estimates.

The U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates that there are approximately 1,989,768 adults ages 18—64 with a disability residing in California. These individuals may qualify for VR services under Title I, Part B.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

   A. THE VR PROGRAM;

For FFY 2019, CDOR estimates it will provide a range of services to approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the response for Description (m) — Order of Selection. Approximately 36,511 applications will be received from individuals with disabilities; of which 32,112 may be determined eligible for services. Of the 100,000 individuals with disabilities, the CDOR approximates that 29,000 will be students with disabilities.

For FFY 2020, CDOR estimates it will provide a range of services to approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the
response for Description (m) — Order of Selection. Approximately 36,746 applications will be received from individuals with disabilities; of which 32,363 may be determined eligible for services. Of the 100,000 individuals with disabilities, the CDOR approximates that 30,450 will be students with disabilities.

Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2018, and Priority Category 3, who applied on or before June 30, 2017, 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 2019, CDOR anticipates 4,325 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 850 consumers will be funded from Title VI, Part B funds."

In addition, during FFY 2020, CDOR anticipates 4,022 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 833 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)(C) — 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

The 2017-18 Order of Selection Declaration effective July 1, 2017, declared that the department is serving individuals in Priority Category One and Two who applied on or before June 30, 2018 and Priority Three, who applied on or before June 30, 2017, including individuals who are on the Waiting list.

As of December 31, 2017, there are twelve (12) people on the waiting 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 charts below include the estimated costs of services and number of individuals to be served for each priority category.

**FFY 2019 Estimates of Cost of Services for Consumers Served**

<table>
<thead>
<tr>
<th>Priority Category</th>
<th>Title I or Title VI</th>
<th>Estimated Funds</th>
<th>Estimated Number to be Served</th>
<th>Average Cost of Services</th>
</tr>
</thead>
</table>


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<th>Estimated Funds</th>
<th>Estimated Number to be Served</th>
<th>Average Cost of Services</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Title I</td>
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<td>$2,115</td>
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<tr>
<td>Category 3: All Other Eligible Individuals</td>
<td>Title I</td>
<td>$501,490</td>
<td>243</td>
<td>$2,064</td>
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<tr>
<td>Students with Disabilities</td>
<td>Title I</td>
<td>$31,000,000</td>
<td>29,000*</td>
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</tr>
<tr>
<td>Totals</td>
<td></td>
<td>$182,557,000</td>
<td>100,000</td>
<td>$1,826</td>
</tr>
</tbody>
</table>

*Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

*Of the 29,000 students with disabilities, 15,000 are Potentially Eligible consumers.

**FFY 2020 Estimates of Cost of Services for Consumers Served**

<table>
<thead>
<tr>
<th>Priority Category</th>
<th>Title I or Title VI</th>
<th>Estimated Funds</th>
<th>Estimated Number to be Served</th>
<th>Average Cost of Services</th>
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<td>Category 3: All Other Eligible Individuals</td>
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<td>Title I or Title VI</td>
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<td>Estimated Number to be Served</td>
<td>Average Cost of Services</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-----------------</td>
<td>-------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<td>30,450*</td>
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<tr>
<td>Totals</td>
<td></td>
<td>$182,557,000</td>
<td>100,000</td>
<td>$1,826</td>
</tr>
</tbody>
</table>

Data Source: CDOR’s Budgets, Fiscal Forecasting and Research Section

*Of the 30,450 students with disabilities, 16,450 are Potentially Eligible consumers.

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: Fully implement pre-employment transition services through a realignment of staff and service delivery methods.

Goal: Increase coordination of services between CDOR and other partners to support students with disabilities.

Goal: Expand and improve California’s infrastructure and capacity for making available pre-employment transition services to students with disabilities in need of such services by utilizing pre-employment transition services Authorized Activities.

Goal: Collaborate with partners to provide information and referral to out-of-school youth with disabilities who are identified as unserved or underserved.

Priority: Business Engagement

Goal: Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Goal: Both internally and with CDOR’s partners, develop systems capacity, knowledge, skills, and abilities in order to effectively meet the needs of businesses.

Priority: Capacity Building
Goal: Establish or enhance partnerships to increase the capacity of CDOR and the WIOA core program partners 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, including those receiving Supported Employment services, 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 (l)(1).

A. **THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;**

The priorities and goals were based on input received from stakeholder focus groups, informant interviews, WIOA, collaboration with the California Workforce Development Board and the results of the Comprehensive Statewide 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 are youth but not all youth may be students. The first three Youth goals address students with disabilities. The fourth Youth goal is specific to youth with disabilities, in particular out-of-school youth with disabilities who are identified as underserved or underserved. The Business Engagement priority and its corresponding goals focus on business engagement and partnerships, and on systems capacity to meet the needs of businesses. The Capacity Building priority and its corresponding goal focus on building and broadening capacity within CDOR and core programs to serve individuals with disabilities. The Competitive Integrated Employment priority and its corresponding goal focus on increasing competitive integrated employment opportunities, outcomes and supports for adults and youth with disabilities, and individual participation in activities leading to competitive integrated employment.

B. **THE STATE’S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND**

The CDOR is currently establishing baseline indicators for the performance accountability measures and was unable to use the performance under the performance accountability measures to inform the development of the priorities and goals for the 2018 Modification to the 2016 — 2020 VR Services Portion of the Unified State Plan. The CDOR and SRC jointly developed the 2018 Modification to 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 FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.**
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 2019, CDOR estimates it will serve approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, including students with disabilities. The total spending for all consumers served is estimated at $182,557,000. CDOR estimates 13,073 individuals will be Closed-Rehabilitated, of which 3,642 will be in Priority Category 1, 8,050 will be in Priority Category 2, 17 will be in Priority Category 3, and 1,364 will be students with disabilities.

**FFY 2019 Estimated Service Numbers and Outcome Goals**

<table>
<thead>
<tr>
<th>Priority Category</th>
<th>Number Served</th>
<th>Closed-Rehabilitated</th>
<th>Closed-Other</th>
<th>Months In Plan To Closure</th>
<th>Cost of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26,337</td>
<td>3,642</td>
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<td>44,420</td>
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<td>17</td>
<td>121</td>
<td>31</td>
<td>$501,490</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,000*</td>
<td>1,364</td>
<td>1,868</td>
<td>18</td>
<td>$31,000,000*</td>
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<td><strong>Total</strong></td>
<td><strong>100,000</strong></td>
<td><strong>13,073</strong></td>
<td><strong>23,819</strong></td>
<td><strong>25</strong></td>
<td><strong>$182,557,000</strong></td>
</tr>
</tbody>
</table>

Data Source: CDOR’s Budgets, Fiscal Forecasting and Research Section

*Of the 29,000 students with disabilities, 15,000 are Potentially Eligible consumers.

During FFY 2020, CDOR estimates it will serve approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, including students with disabilities. The total spending for all consumers served is estimated at $182,557,000. CDOR estimates 12,969 individuals will be Closed-Rehabilitated, of which 3,613 will be in Priority Category 1, 8,050 will be in Priority Category 2, 17 will be in Priority Category 3, and 1,364 will be students with disabilities.
1,798 will be in Priority Category 2, 17 will be in Priority Category 3, and 1,353 will be students with disabilities.

**FFY 2020 Estimated Service Numbers and Outcome Goals**

<table>
<thead>
<tr>
<th>Priority Category</th>
<th>Number Served</th>
<th>Closed - Rehabilitated</th>
<th>Closed - Other</th>
<th>Months In Plan To Closure</th>
<th>Cost of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25,799</td>
<td>3,613</td>
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<tr>
<td>Students with Disabilities</td>
<td>30,450*</td>
<td>1,353</td>
<td>1,817</td>
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<tr>
<td>Total</td>
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<td>13,141</td>
<td>23,913</td>
<td>25</td>
<td>$182,557,000</td>
</tr>
</tbody>
</table>

Data Source: CDOR’s Budgets, Fiscal Forecasting and Research Section

*Of the 30,450 students with disabilities, 16,450 are Potentially Eligible consumers.

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 and 2 who apply on or before June 30, 2018, and consumers assigned to Priority Category 3 who apply on or before June 30, 2017, including individuals who are on the Waiting List. Individuals with the most significant disabilities are assigned to Priority Category 1, which is always served first and, within Priority Category 1, individuals are selected for services based on the date of application.

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.

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.

Goals and Plans for Distribution of Title VI, Part B Funds.

The CDOR’s goal for Title VI, Part B funds is identified in the response for Description (I) - 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 CDOR will utilize approximately $2,436,099 in Title VI, Part B funds to provide supported employment services to eligible individuals with most significant disabilities, prioritizing at least 50% of these funds for youth with most significant disabilities.

- During FY 2018-19, CDOR anticipates 4,325 consumers will receive supported employment services under Title VI, Part B and Title I funds. Of this number, an estimated 850 consumers will be funded from Title VI, Part B funds.

- During FY 2019-20, CDOR anticipates 4,022 consumers will receive supported employment services under Title VI, Part B and Title I funds. Of this number, an estimated 833 consumers will be funded from Title VI, Part B Funds.

The CDOR is working closely with the California Department of Education (CDE) and the California Department of Developmental Services (DDS) on the “Competitive Integrated Employment Blueprint.” The overarching goal of the Blueprint is to increase employment outcomes for adults and youth with intellectual disabilities and developmental disabilities.

Key deliverables of the Blueprint include the following:

- Issuing joint written guidance from CDOR, CDE, and DDS to support interagency collaboration and coordination at the statewide level as well as local collaboration between the three core partners (CDOR districts, local educational agencies (LEAs), and 21 regional centers).

- Developing Local Partnership Agreements that address joint actions to support competitive integrated employment, including referral processes for Supported Employment.

The CDOR will additionally make available services under section 603 to individuals with other disability types that need supported employment services, including those with mental health disabilities, traumatic brain injuries, and other most significant disabilities; and youth who need extended services that are not met under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.).

The CDOR intends to achieve its supported employment goals and priorities through the following actions:

- In accordance with 34 CFR 361.5(c)(9)(ii), issuing guidance on integrated settings to ensure that the VR teams determine on a case-by-case basis if an employment setting is integrated based on specific criteria.
Applying best practices from CaPROMISE to emphasize family engagement and a strong commitment to person-centered planning by building partnerships with LEAs, regional centers and others who know the individual well.

Coordinating with CDOR Districts to identify outreach strategies and procedures to unserved and underserved populations including minority groups, youth and students with disabilities, and individuals in rural areas who may be eligible for Supported Employment services.

Exploring natural supports as a source for extended services.

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 and California Department of Education Interagency Agreement includes specific requirements related to individuals considering sub-minimum wage employment. Actions include, but are not limited to:

- Communication by the California Department of Education with local educational agencies, parents, guardians, teachers, and students about the Section 511 requirements.

- CDOR maintains the documentation and provides a copy to the individual within specified timelines under 34 CFR 397.

- The local educational agency documents any services provided and gives the documentation to the student and CDOR.

- If a youth with a disability or, as applicable, the youth’s parent or guardian, refuses, through informed choice, to participate in the activities required by Section 511 or the implementing regulations in 34 CFR 397, documentation must, at a minimum:
  - Contain the information in 34 CFR 397.10(a)(2); and
  - Be provided by the CDOR to the youth within 10 calendar days of the youth’s refusal to participate.

- The CDOR School Liaison meets with local educational agency partners at least annually and review Section 511 requirements within the statewide interagency agreement.

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**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**

The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) is a primary funding source of extended services for individuals with intellectual and developmental disabilities in California.
The CDOR will provide extended services for youth with most significant disabilities for up to four years or until the youth is 25 years of age for those youth who are not eligible for extended services under the Lanterman Act. These may include youth with mental health disabilities, traumatic brain injuries, and other most significant disabilities.

The CDOR is currently developing policy and procedure for extended services for youth with the most significant disabilities.

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.

In regard 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.

The California Department of Developmental Services received state funding for paid internship programs for individuals with most significant disabilities and competitive integrated employment incentive payments to Community Rehabilitation Programs. CDOR will work collaboratively with the California Department of Developmental Services to leverage these paid internship programs to afford students and adults with the most significant disabilities work experience opportunities.

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 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 assessment, are identified below.

CDOR Priority: Youth

Goal 1: Fully implement pre-employment transition services through a realignment of staff and service delivery methods.

Objective 1.1: From July 1, 2018, to June 30, 2019, the CDOR will provide pre-employment transition services statewide to 29,000 potentially eligible and eligible students with
disabilities, ages 16 through 21, with an increase of at least 5 percent by June 30, 2020, increasing the number of students receiving pre-employment transition services to 30,450.

**Strategies:**

- Fully implement a potentially eligible case type statewide.
- Identified and redirected CDOR staff will provide and arrange the following five required pre-employment transition services through a combination of VR staff, purchased case services, and third-party cooperative agreements:
  0. Job exploration counseling
  1. Work-based learning experiences
  2. Counseling related to post-secondary opportunities
  3. Workplace readiness training
  4. Self-advocacy training
- Leverage internal and external resources to provide pre-employment transition services training to at least 300 CDOR district staff.
- Collaborate with the California Department of Education and other partners to explore transportation options, and accommodations and supports including assistive technology resources, to assist potentially eligible students who participate in pre-employment transition services.

**Objective 1.2:** Beginning July 1, 2018, and annually thereafter, the CDOR will provide no less than 2,000 students with disabilities with work-based learning experiences at an average of 100 hours per student for pre-employment transition services.

**Strategies:**

- Continue to contract for approximately $4.0 million dollars annually to local educational agencies for direct funding of work experience placements for students with disabilities.
- Utilize fee-for-service paid work experience with Community Rehabilitation Programs.
- Establish business partnerships on a continual basis to provide opportunities for pre-employment transition services.

**Objective 1.3:** From July 1, 2018, to June 30, 2020, the CDOR will develop at least two mechanisms to provide students with disabilities information about the statewide availability of pre-employment transition services.

**Strategies:**

- Maintain a ‘Services to Youth’ webpage on the CDOR Internet, including specific information about pre-employment transition services.
- Develop a communication plan to disseminate information on pre-employment transition services to students with disabilities and their families to increase awareness of CDOR’s mission and services offered, as identified in the Comprehensive Statewide Assessment.
• Identify ways to address cultural barriers that prevent students with disabilities from seeking CDOR services including Hispanic/Latino and Asian students with disabilities, as identified in the Comprehensive Statewide Assessment.

• Develop informational material about pre-employment transition services to share with teachers, students, and families at Individualized Education Program meetings; additionally, share informational material with regional center staff at Individual Program Plan meetings / person-centered planning meetings.

• Identify and map family resource organizations in each geographical area to share with CDOR districts.

• Establish at least one new communication method and, or, other technology innovation to expedite services and enhance youth engagement.

**Goal 2:** Increase coordination of services between CDOR and other partners to support students with disabilities.

**Objective 2.1:** Annually, the CDOR will participate with secondary transition organizations and stakeholders to develop an action plan for state capacity building on secondary education and transition services and establish baseline information on capacity building needs in order to develop future objectives.

**Strategies:**

• Co-lead regular meetings with the Community of Practice on Secondary Transition.

• Work with the California Transition Alliance to assist in the facilitation of at least one “Bridge to the Future” conference.

• Attend the annual National Technical Assistance Center on Transition Capacity Building Institute.

**Objective 2.2:** From July 1, 2018, to June 30, 2020, CDOR Districts will maintain a liaison to public secondary school districts; district school liaisons will communicate with applicable school district staff at least annually with increased communication based on the needs of the students at each school district. This will help increase communication with schools about CDOR services, a need identified in the Comprehensive Statewide Assessment.

**Strategies:**

• Update the CDOR School Liaison list no less than annually and post on the CDOR’s website.

• Revise the CDOR and California Department of Education Interagency Agreement to include pre-employment transition services.

**Goal 3:** Expand and improve California’s infrastructure and capacity for making available pre-employment transition services to students with disabilities in need of such services by utilizing pre-employment transition services Authorized Activities.

**Objective 3.1:** From July 1, 2018, to June 30, 2020, the CDOR will collaborate with the California Department of Education, local educational agencies, and/or other stakeholders to develop and conduct at least two pre-employment transition services Authorized Activities to address the need identified in the Comprehensive Statewide Assessment.
Strategies:

- Communicate opportunities with the California Department of Education, local educational agencies, and, or, other stakeholders to conduct one or more of the following nine pre-employment transition services Authorized Activities:

  5. Implement strategies to increase independent living and inclusion in communities and competitive integrated workplaces.

  6. Develop and improve strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education, and obtain and retain competitive integrated employment.

  7. Provide instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities.

  8. Disseminate information about approaches to achieve the goals of pre-employment transition services.

  9. Coordinate activities with transition services provided by local educational agencies.

  10. Improve policy, procedure, practice, and the preparation of personnel to achieve the goals of pre-employment transition services.

  11. Develop model transition demonstration projects.

  12. Establish or support multistate or regional partnerships involving states, local educational agencies, designated state units, developmental disability agencies, private businesses, or other participants to achieve the goals of pre-employment transition services.

  13. Disseminate information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

- Gather stakeholder feedback on the need for Authorized Activities to serve unserved and underserved students with disabilities as identified in the Comprehensive Statewide Assessment.

Goal 4: Collaborate with partners to provide information and referral to out-of-school youth with disabilities who are identified as unserved or underserved in the Comprehensive Statewide Assessment.

Objective 4.1: From July 1, 2018, to June 30, 2020, the CDOR will establish at least one statewide linkage with another California state agency to support information and referral to out-of-school youth with disabilities who are identified as unserved or underserved.

Strategies:
• Develop relationships with California State agencies such as the Department of Social Services and Department of Corrections and Rehabilitation, Division of Juvenile Justice to better identify unserved and underserved youth.

• Establish linkages with local AJCCs to provide summer internships for out-of-school youth.

• Develop at least one innovative strategy to support information and referral for out-of-school youth with consideration to cultural barriers that may prevent youth from seeking services.

• Provide information and referral resources to out-of-school youth on the CDOR ‘Services to Youth’ webpage.

• Collaborate with Independent Living Centers to disseminate information related to Independent Living Center transition services for out-of-school youth.

**CDOR Priority: Business Engagement**

**Goal 5:** Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

**Objective 5.1:** From July 1, 2018, to June 30, 2020, the CDOR will develop relationships and provide direct services to at least 100 new business partners. The CDOR developed relationships and provided direct services to 100 new business partners from 2016 through 2017. This effort will support CDOR’s efforts to increase median wages for consumers, as identified in the Comprehensive Statewide Assessment.

**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 of the Rehabilitation Act.

**Objective 5.2:** From July 1, 2018, to June 30, 2020, the CDOR will promote participation for consumers in career pathways (which are multi-entity, partnership efforts) to meet business sector and consumer employment needs identified in the Comprehensive Statewide Assessment.

**Strategies:**

• Work with Regional Business Specialist to review, disseminate and connect information from the Regional Planning Units.

• Continue to engage and expand business engagement with federal and state partners.

**Objective 5.3:** From July 1, 2018, to June 30, 2020, the CDOR will develop at least two new statewide partnerships with regional/national businesses on recruitment and retention for qualified individuals with disabilities.

**Strategies:**

• Maintain the CDOR Hot Jobs webpage for business partners and job seekers to use as a job search tool.

• Monthly calls with Regional Business Specialist to review and support local partnerships.

• Calls with National Employment Team with national business partners.

• Utilization of Talent Acquisition Portal (TAP) for businesses and job seekers.

**Goal 6:** Both internally and with CDOR’s partners, develop systems capacity, knowledge, skills, and abilities in order to effectively meet the needs of businesses.

**Objective 6.1:** From July 1, 2018, to June 30, 2020, at least 300 CDOR district staff will participate in training to increase knowledge, skills, and abilities to effectively meet the needs of businesses and CDOR consumers identified in the Comprehensive Statewide Assessment.

**Strategies:**

• Develop at least one training, specific to CDOR staff, on career pathways and the utilization of labor market information.

• Conduct monthly regional business sector calls.

• Maintain the CDOR Hot Jobs webpage for business partners and job seekers to use as a job search tool.

• Appoint and train 14 CDOR Regional Business Specialists to manage sector strategies in their assigned area.

**CDOR Priority: Capacity Building**
**Goal 7:** Establish or enhance partnerships to increase the capacity of CDOR and the WIOA core program partners to improve service delivery for adults and youth with disabilities.

**Objective 7.1:** From July 1, 2018, to June 30, 2020, CDOR in collaboration with the California Workforce Association and the State Workforce Board, will provide at least 30 disability access, disability accommodations, or disability awareness trainings within local regional planning units and make these available to all 45 local workforce development boards, America’s Job Center of California operators and local WIOA partners.

**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 referral resource information 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.

**CDOR Priority: Competitive Integrated Employment**

**Goal 8:** Increase competitive integrated employment opportunities, outcomes, and supports for adults and youth with disabilities, particularly those with the most significant disabilities, including those receiving Supported Employment services, and those underserved.

**Objective 8.1:** From July 1, 2018, to June 30, 2020, the CDOR will implement no less than 50 new Local Partnership Agreements between local educational agencies, CDOR districts, and regional centers to identify the ways in which the partners will work together to assist individuals with the most significant disabilities to achieve competitive integrated employment.

**Strategies:**

- The CDOR in collaboration with the California Department of Education, and the California Department of Developmental Services will provide technical assistance and guidance on the development of Local Partnership Agreements to local core partners.
- The CDOR in collaboration with the California Department of Education, and the California Department of Developmental Services will post resources to assist in the development of Local Partnership Agreements on the California Health and Human Services Competitive Integrated Employment webpage.
• The CDOR, the California Department of Education, and the California Department of Developmental Services will develop and distribute joint written guidance to local educational agencies, CDOR district staff, and regional centers that provides strategies for collaboration and coordinated service delivery in the local communities.

• The CDOR will continue coordinating and collaborating 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 that choose 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.

**Objective 8.2**: From July 1, 2018, to June 30, 2020, the Achieving Community Employment services team will provide at least 17,000 individuals earning subminimum wage with career counseling and information and referral services in partnership with over 130 14(c) Certificate Holders / Employers (based on Department of Labor Lists of all registered 14c certificate holders and number of workers paid subminimum wage issued in October 2017).

**Strategies:**

• The CDOR career counseling and information and referral service provision will include individualized person-centered services for individuals expressing a desire to explore and achieve competitive integrated employment.

• Increase outreach efforts with caregivers, partners, and employers to promote the benefits of transitioning individuals from subminimum wage jobs to competitive integrated employment.

• The CDOR’s Achieving Community Employment services team counselors will help individuals receiving career counseling and information and referral to enroll in VR services in collaboration with local CDOR staff; and will track, monitor, and support the individuals as they navigate through the VR services towards successful achievement of competitive integrated employment.

• Continually seek input from individuals and stakeholders to further enrich career counseling and information and referral resources, guidance, and materials for optimal service delivery in support of Section 511 of the WIOA and the Competitive Integrated Employment: Blueprint for Change goals.

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.
• 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 reused assistive technology devices 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, and 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 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, YouTube, 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 Community Rehabilitation Programs (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.

The baseline indicators for performance accountability indicators have not yet been established. Until that time, CDOR is implementing current and new strategies to improve performance including: monthly monitoring of performance indicator data; attending California Model Employer Initiative meetings in order to increase the number of individuals with disabilities in state employment; identifying and implementing improvements in furtherance of the State’s “Employment First” policy to gain integrated competitive wages for persons with intellectual and developmental disabilities; increasing jobs—driven employment and consumer self—sufficiency for consumers who are job ready through work incentives planning; establishing new partnerships with employers through the National Employment Team; maximizing the use of the 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, enhancing staff training curriculums to include the use of social media strategies and the electronic job application process.

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 continue to 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 45 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 needs.

The CDOR is providing intensive on-site regional training to workforce partners on topics that range from how to write accessible documents to disability awareness and etiquette. The CDOR has scheduled 82 statewide trainings through 2019. The CDOR also provides information on accessible meeting spaces, client flow in America’s Job Center of California, and technical assistance to CDOR District Administrators and Team Managers that sit on boards conducting accessibility reviews. The CDOR collaborates with the California Workforce Association in delivering training to the workforce development systems through the workforce development boards, regional planning units, and America’s Job Center of California staff on disability rights and awareness, employment opportunities, and equal access for individuals with disabilities. Training opportunities will become available through the California Training Institute of the California Workforce Association which will
provide flexibility for the California Workforce Development Board, regional planning units, and America Job Center of California to address any disability related training needs.

The CDOR provides training, technical assistance, and consultation to state and local government staff, public organizations, employers, and small businesses regarding disability related issues, equal employment opportunities, and physical and digital access for individuals with disabilities. The CDOR also collaborates with state entities to ensure that the communication and information technology infrastructure such as web, web content, information technology procurement, telecommunication, and any public or government communication is accessible for individuals with disabilities and others who use assistive technology.

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 conduct quarterly tracking of the progress toward meeting its priorities and goals as identified in Description (I) — 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 (I) — 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 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. The Accessible Web—based Activity Reporting Environment 6.2.4 update was implemented in November 2017. 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 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 CDOR, 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 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, CRPs, and WIOA program partners.

• Awareness of VR services and benefits of receiving services, particularly Hispanic and Latino youth and students with disabilities.

• The need to increase communication with schools and parents about CDOR services.

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 students with disabilities and transition services needs of youth 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.

The CDOR, jointly with the SRC, established seven goals for the 2016-2020 Unified State Plan. These goals were developed based on information from the Comprehensive Statewide 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 goal seven for Supported Employment).

2016-2020 STATE PLAN GOALS

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.

Achieved: Over 2,000 CDOR consumers received work-based learning (work experience) through the WE Can Work contracts and Transition Partnership Program contracts during FFY 2017.

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.
Achieved: In October 2015, CDOR's Cooperative Programs Section collaborated with CDOR districts and conducted a local needs assessment that gathered information on the transition service needs in each of the 14 CDOR districts. As a result of the needs assessment, the CDOR conducted an innovation survey with CDOR staff to gather new and existing practices and services for youth and students with disabilities.

Furthermore, the CDOR convened a “Transforming Youth Services” informational and brainstorming event with CDOR executive leadership and statewide managers across all districts to identify service gaps for students with disabilities. This group will continue to meet to further identify innovative practices and implementation strategies as it relates to student services.

In FFY 2017, the CDOR began enrolling potentially eligible students with disabilities in Pre-Employment Transition Services. The CDOR staff also conducted statewide outreach to potentially eligible students with disabilities not participating in a Transition Partnership Program. The CDOR developed a fact sheet and forms to facilitate a student's request for Pre-Employment Transition Services consistent with the students' individualized needs and informed choice.

**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.

Achieved: The CDOR is maintaining and updating a list of over 500 local educational agencies serving students with disabilities. This list serves as a resource for CDOR districts to conduct outreach to students with disabilities to initiate referral for CDOR services. This list was also used to establish a CDOR staff liaison to each of the local education agencies to ensure that schools have a single point of contact with CDOR that can provide them with outreach information and offer technical assistance to identify and refer eligible students.

**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.

Achieved: In June and July of 2017 two CDOR self-advocacy contracts provided self-advocacy services to youth with disabilities. The two contracts, one in Northern California and one in Southern California, were awarded through the Request for Proposals process. The curriculum included instruction in self-advocacy skills in an educational and home setting, self-knowledge and planning for future employment, personal self-advocacy planning, and identifying resources and needs. Approximately 50 youth received self-advocacy services through the contracts.

**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.

Achieved: In FFY 2017, the CDOR launched its “Hot Jobs” website, with more than 6,000 jobs posted to the website monthly. The CDOR hosted virtual job fairs with Wells Fargo and
CVS Health that CDOR consumers attended. Also, the “Lead” Business Specialist position has been implemented in CDOR's fourteen Districts to assist with business engagement and outreach and establish business partners at the individual district level. The Lead Business Specialists work to develop business relationships at the local level, increase business engagement, and promote best practices. Through these efforts, the CDOR exceeded the objective of establishing at least 100 new business partners and established approximately 150 new business partners across the state.

**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.

Achieved: The CDOR partnered with CBS to release a “Lights Camera Access 2.0” pilot. The event focused on media to provide a mentoring opportunity for individuals with disabilities.

The CDOR also partnered with Amazon to develop a business-based services pilot in the Bay Area to assist with the placement of CDOR consumers in Amazon’s Fulfillment Centers.

**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.

Achieved: In FFY 2017, the CDOR provided guidance to CDOR districts on how to use current local and regional labor market data during the consumer planning and placement process. In June 2017, the Lead Business Specialists were provided with training on both Local and Regional Workforce Development Plans and how these plans incorporate labor market information. The Business Specialists also receive monthly training on using labor market information and Cal Jobs, California’s online resource to help job seekers and employers navigate the state’s workforce system.

**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.

Achieved: In FFY 2016, the CDOR developed and implemented a work plan to enhance the WIOA core program partners’ capacity to serve individuals with disabilities. In FFY 2017, the CDOR continues to implement its work plan with the CDOR district administrators meeting with their respective workforce development boards to develop memorandums of understanding, which will include the local and regional strategic plans.

**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.

Achieved: In FFY 2017, CDOR’s Workforce Development Unit, in partnership with the California Workforce Association, developed resources and materials for use in cross-training and technical assistance efforts with WIOA core program partners. By sharing
information about programs and services, partners can identify opportunities to leverage resources to provide person-centered services seamlessly for persons with disabilities, particularly for youth 24 years old and under. CDOR released the training and technical assistance resources, the California Workforce Association Awareness and Etiquette training, in late 2017.

**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.

Achieved: In FFY 2017, the CDOR, in collaboration with the California Department of Education and the California Department of Developmental Services, released its final California Competitive Integrated Employment: Blueprint for Change (Blueprint). As part of the Blueprint implementation, the CDOR and its partners drafted a Local Partnership Agreement to assist local educational agencies, CDOR districts, and California Department of Developmental Services regional centers in establishing agreements; and a joint written guidance that will describe what is possible through collaboration. The guidance will support local collaboration leading to systems change, a refocusing on person-centered and driven processes resulting in increased opportunities for individuals with intellectual and developmental disabilities to prepare for and engage in competitive integrated employment.

**Factors Contributing to the Achievement of VR Goals**

In FFY 2016 and 2017, CDOR was successful in achieving all seven of its VR goals. Factors that contributed to the success included:

**Goal 1**

- Increased availability of work experience opportunities for students with disabilities.
- Developed a mechanism to track Pre-Employment Transition Services work experience placement.

**Goal 2**

- Developed a fact sheet and forms to facilitate a student’s request for Pre-Employment Transition Services.
- Conducted statewide outreach to enroll students with disabilities in Pre-Employment Transition Services.

**Goal 3**

- Awarded contracts to programs to provide students with disabilities Pre-Employment Transition Services, specifically self-advocacy.

**Goal 4**
• Conducted outreach to the business community by distributing posters, brochures, flyers, and quick response code cards at the local level.

• Provided Windmills training to local businesses.

**Goal 5**

• Partnered with CBS to release a “Lights Camera Access 2.0” pilot. The event focused on media to provide a mentoring opportunity for individuals with disabilities.

• Held monthly calls for CDOR Business Specialists to provide training on labor market information and Local and Regional Workforce Development Plans.

**Goal 6**

• Collaborated with Workforce Development Boards to develop resources and training materials.

• Identified opportunities to leverage resources to provide seamless person-centered planning among the core programs.

**Goal 7**

• Coordinated and collaborated with state partners, the California Department of Education and the California Department of Developmental Services, through an Interagency Leadership Workgroup to implement a statewide cross-departmental partnership.

• Coordinated with local 14 (c) certificate holders to provide information about competitive integrated employment opportunities to individuals employed at subminimum wage.

• Educated partners and employers regarding competitive integrated employment opportunities, outcomes, and supports for adults and youth with disabilities.

**PERFORMANCE ON THE STANDARDS AND INDICATORS**

**Strategies Contributing to the Successful Passing of Performance Indicators**

This information is not yet available - the baseline indicators are currently still being established for the new performance accountability indicators. However, the CDOR is 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 will contribute to or support consumers’ employment outcomes.

**B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.**

Factors Limiting the Achievement of VR Goals

The CDOR achieved all seven of its goals established in the VR Services Portion of the 2016-2020 State Plan.

Factors Limiting the Successful Passing of Performance Indicators

This information is not yet available — the baseline indicators for the performance accountability indicators are currently still being established.
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 baseline indicators for the performance accountability indicators are currently still being established.

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 in subminimum wage or extended employment 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.
4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

During FFY 2016 and 2017, 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 Assessment and the state's program priorities and goals. In 2016 and 2017, 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 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.

The CDOR Supported Employment Program provides Supported Employment services for individuals with the most significant disabilities, including youth with the most significant disabilities, to enable them to achieve an employment outcome of supported employment in competitive integrated employment. These services support opportunities for competitive integrated employment (including customized employment, as available) that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.

CDOR conducts the following activities with funds allotted for its supported employment Program:

- Provides supported employment services.
- Leverages other public and private funds to increase resources for extended services and expand supported employment opportunities.

CDOR reserves and expends 50 percent of its allotment for the provision of supported employment services, including extended services, to youth with the most significant disabilities (34 CFR 363.22).

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

CDOR provides ongoing services from the point of job placement until transition to extended services. Such services are mostly provided to consumers by CRPs and partner agencies. In areas where CRPs 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. Community Rehabilitation Programs providing supported employment services follow guidelines provided by CDOR’s Community Resources Development Section and the California Welfare & Institutions Code. CDOR guidelines include submitting timely reports to VR Counselors as well as providing efficient services to consumers. CDOR staff additionally assists 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 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 assessment for determining eligibility and priority category, and development of an Individualized Plan for Employment, including 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 have identified supported employment services are required to reach a competitive integrated 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 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.

Plan Development activities include but are not limited to the following:

- 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, 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.

Supported employment services begin at the point of placement and may include but are not limited to the following:

• Job coaching support services in an individual's placement if supports 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 Incentive Planners, and other third parties to identify appropriate work incentive programs as well as potential sources for ongoing support.

• Discrete post—employment services, if needed to support and maintain employment and are not available through extended services.

• As appropriate, career counseling and information and referral on opportunities for competitive integrated employment.

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 (Welfare. & Institutions. Code, § 4500 et seq.) funding is a primary source of extended services for individuals with developmental and intellectual disabilities in California. Per Title 29, USC section 795h, CDOR will use the 50 percent 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 job 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 and 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.

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 (Welfare. & Institutions 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 specified 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 I 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

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

SFLLL 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.

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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


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.


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,

CCCXLVI. HAS DEVELOPED AND WILL IMPLEMENT,
. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
A. 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
CCCXLVII. 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:

CCCXLVIII. 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

CCCXLIX. 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.

* 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.
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 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 two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as "baseline" indicators in the first plan submission. A "baseline" indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. "Baseline" indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as "baseline". The actual performance data reported by States for indicators designated as "baseline" in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as "baseline" indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

**Baseline Indicators for the First Two Years of the Plan**

**Title I programs (Adult, Dislocated Workers, and Youth):**

- Measurable Skill Gains
- Effectiveness in Serving Employers

**Title II programs (Adult Education):**

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

**Title III programs (Wagner-Peyser):**

- Effectiveness in Serving Employers
Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
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User remarks on Table 1
### TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

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User remarks on Table 2

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**User remarks on Table 3**

**TABLE 4. CREDENTIAL ATTAINMENT RATE**

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User remarks on Table 4

**TABLE 5. MEASURABLE SKILL GAINS**

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User remarks on Table 5
### TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

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**User remarks on Table 6**

### TABLE 7. ADDITIONAL INDICATORS OF PERFORMANCE

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<th>Measure</th>
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**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).

- 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, it is not a combined plan 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, CCCCCO, 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.

[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.”


[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.

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**LOCAL WORKFORCE DEVELOPMENT BOARDS AND AREAS**

California's 45 Local Boards operate to ensure the provision and coordination of WIOA Title I services in the forty-five 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-five 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.

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**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.
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 1,600 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. In addition to required transition services, WorkAbility I is a state-funded grant program awarded to approximately 270 LEAs to provide comprehensive pre-employment skills training, employment placement and follow-up for participating middle and high school students in special education who are making the transition from school to work, independent living and postsecondary education or training.
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 equality for 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 the SVRC-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 166 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 CaliforniaSM (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.

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**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.

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**CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION**

The CDCR is the agency responsible for operating the state’s adult and juvenile correctional facilities, which house approximately 121,000 inmates in 35 Adult facilities, 44 fire camps, and three juvenile facilities. CDCR also maintains jurisdiction of approximately 9,000 offenders housed in contracted facilities, in and out of state, and multiple community reentry facilities. The Department’s mission is to “enhance public safety through safe and secure incarceration of offenders, effective parole supervision, and rehabilitative strategies
to successfully reintegrate offenders into our communities." The department implements and oversees a number of rehabilitation programs with a primary goal of reducing recidivism (the rate at which inmates released from prison are convicted of new crimes). The State funds various categories of in-prison rehabilitation programs within CDCR: Academic Education (which includes adult basic education, high school/high school equivalency, and college coursework), Career Technical Education (CTE), various Cognitive Behavioral Treatment components, Employment Preparation, Substance Use Disorder Treatment, Arts-in-Corrections, and Innovative Grant Programs. CDCR is comprised of operational divisions including, but not limited to: Adult Institutions (DAI), Adult Parole Operations (DAPO), California Correctional Health Care Services (CCHCS), Facility Planning, Construction, and Management (FPCM), Juvenile Justice (DJJ), and Rehabilitative Programs (DRP).

Clients/Service Population: CDCR releases roughly 35,000 adult offenders to parole and county probation per year. Both prior to release and, in many cases, post-release, recipients of CDCR’s rehabilitative services participate in programs that seek to improve the likelihood participants will lead a productive, crime-free life upon their return to society by addressing the underlying factors that led to their criminal activity.

Strengths: CDCR maintains a budget of about $304.5 million to operate nearly 114,000 annual slots in its rehabilitation programs. Additionally, the Department maintains a $170 million budget to operate 22,500 slots for post incarceration services offered through community reentry centers. Slots generally represent the number of inmates who could be enrolled for the full duration of the program in any given year.

CDCR’s workforce training programs include CTE programs in 20 different fields and six industry sectors. Each of the 35 regionally accredited California adult schools maintain the same curriculum and training procedures, ensuring uniformity in content delivery and transferability between prison programs. All in-prison career training programs are designed to prepare participants for the current job market and are informed by labor market data provided by the Employment Development Department’s (EDD) Labor Market Information Division’s (LMID).

Weaknesses: CDCR continues to improve internal processes to ensure program participants are assigned to appropriate education and workforce training programs. CDCR does maintain records of rehabilitative achievements such as academic and industry certifications, but historical records continue to be problematic. Many of these certifications are available to view online for both individual program graduates and potential employers. CDCR continues to improve communication efforts with the community through its Division of Adult Parole Division Operations to ensure parole agents utilize CDCR’s student data system for proper placement in community programs. While CDCR continues to face challenges in providing complete information to county probation departments, future training and pilot programs will seek to improve communication with probation partners, especially in larger counties.

CALIFORNIA PRISON INDUSTRY AUTHORITY (CALPIA)

CALPIA was established in 1982 as a semiautonomous State agency to develop and operate California's prison industries in a manner analogous to the private sector. CALPIA provides
work assignments in industrial, agricultural, and service enterprises. The goods and services produced are sold to California State departments as well as local government entities. CALPIA’s goal is to train offenders with job skills, good work habits, basic education, and provide job support in the community as a means of preventing recidivism among participants. Participants are required to earn a high school equivalency credential within two years of hiring and are offered nationally-recognized certifications in professions such as dental technology, food handling, agriculture, welding, industrial safety and health, electrical systems, and mechanical systems maintenance.

**Clients/Service Population:** CALPIA serves CDCR offenders who participate in the Agency’s work assignments. The Agency hires about 7,000 inmates annually and operates in 34 prisons throughout the State.

**Strengths:** CALPIA participants statistically have lower recidivism rates than CDCR offenders. Over a three-year period, beginning in FY 2007-08, CALPIA participants returned to prison 26 to 38 percent less often than offenders released from the CDCR general population. CALPIA’s Career Technical Education (CTE) program graduates have a recidivism rate of 7.13%. An updated study on recidivism, conducted by the University of California, Irvine will be completed by the end of this fiscal year.

**Weaknesses:** CALPIA is currently limited to 7,000 work assignments for 130,000 CDCR offenders. Many of CALPIA’s enterprise have waitlists for potential participants while other enterprises and programs have unfilled vacancies.


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**California Department of Child Support Services**

**California Health and Human Services Agency** (pg.66 CA Unified Strategic Plan)

As one of California’s key public workforce development institutions, California Health and Human Services (CHHS) represents the Department of Aging, Department of Rehabilitation (DOR), California Department of Social Services (CDSS), Department of Child Support Services (DCSS) 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, sustainability to families, and other traditionally underrepresented populations with high unemployment rates.

**California Department of Child Support Services (DCSS)**

DCSS serves as the state Title IV-D agency and is responsible to the Federal Government for the overall administration and regulatory oversight of the Child Support Program. Services are delivered through a network of over 48 local and regional child support agencies (LCSAs) that serve over 3.5 million children and families annually. DCSS oversees the entire administration of the Child Support Program and ensures compliance with all federal requirements and laws.

The vision of DCSS is that all parents are engaged in supporting their children. This is achieved through the delivery of services including: establishing paternity, locating parents, establishing child and medical support orders, enforcing and modifying child and medical support orders, and collecting and disbursing child support payments.
**Clients/Service Population:** DCSS has a current caseload of 1.2 million cases and serves over 3.5 million children and families. In Federal Fiscal Year (FFY) 2015-2016, 297,057 of the 1.2 million cases were receiving public assistance and 647,448 formerly received public assistance. The remaining cases are families who have never received public assistance.

**Strengths:** DCSS has strong relationships with local child support agencies (LCSAs) who facilitate the services we offer in every county. Each LCSA offers comprehensive services to our program participants that promote parental responsibility. The California Child Support Program has indicators that identify targeted groups challenged with meeting their parental responsibilities. Once these targeted groups are identified, the program offers various services to meet their needs. Additionally, DCSS and LCSAs successfully partner with multiple state and local agencies to ensure program goals are achieved.

**Weaknesses:** DCSS serves a high percentage of needy families living below the federal poverty level. Our program population has significant barriers to obtaining employment and supporting their parental responsibility. Some of their barriers include: Incarceration, military service, being juvenile parents, or being undocumented parents.

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**THE DEPARTMENT OF DEVELOPMENTAL SERVICES**

**Program Summary:** The Department of Developmental Services (DDS) is the agency through which the state provides services and supports to individuals with ID/DD (intellectual disability, cerebral palsy, epilepsy, autism and related conditions). Services are provided primarily through contracts with 21 nonprofit organizations called regional centers which help find and access the services and supports available to individuals with ID/DD (including pre-employment and employment support services).

In keeping with California’s Employment First Policy, the DDS Work Services Program addresses the employment needs of consumers by providing work and community integration opportunities through Supported Employment Programs (SEPs). Supported Employment (SE) services through the Department of Rehabilitation (DOR) and regional centers are aimed at finding competitive work in a community integrated work setting for persons with severe disabilities who need ongoing support services to learn and perform the work. Support is usually provided by a job coach who meets regularly with the individual on the job to help him or her learn the necessary skills and behaviors to work independently. The DOR is the main vocational rehabilitation program SE service provider for adults with developmental disabilities. However, if the DOR is unable to provide services due to fiscal reasons, the regional center may be able to help individuals served get a job by funding SE through other means if these services are available in their area.

Work Activity Program (WAP) services through the regional centers include paid work, work adjustment (developing good work safety practices, money management skills, and appropriate work habits) and supportive habilitation services (social skill and community resource training) typically in a sheltered work shop setting. WAPs provide paid work in accordance with Federal and State Fair Labor Standards. Today, several regional centers are beginning efforts to work with WAP service providers to change the service delivery model to be integrated and focused on achieving Competitive Integrated Employment (CIE) opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In
Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB) x2-1), the legislature authorized the development of two new programs to increase CIE opportunities. One program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

**Client/Service Population:** As of January 2016, DDS, through regional centers or developmental centers, provided services to 291,896 consumers, of which 141,207 were of working age (18-61 years old).

**Strengths:** DDS, through regional centers, is an entitlement program, which provide a large variety of person-centered services. Person-centered individual program planning assists consumers and their families to build on each individual’s capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team. The IPP captures the services and supports and who will provide those services and supports including those funded by entities other than the regional center and those the regional center will fund.

**Weaknesses:** The challenges faced by the DDS system today include meeting the needs of individuals under the entitlement while staying within the allocated resources. To achieve this, regional centers collaborate with agencies in their local communities to coordinate services from a variety of sources. The regional center through the IPP team process can identify the gaps in services and then develop the resources needed to meet the identified gaps. This can create a variation across regional centers, which can be both a strength of the system and a challenge. For example, if a regional center planning-team, along with a client, decided that the client would benefit from a certain community-based service in their area, the regional center could fund that service; however, if that same client moved to a different regional center catchment area, that same community-based service may not be available, which may at least temporarily affect the types of services provided to the client.

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**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 resources of 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.

In all industry sectors, it is the policy of the State Board that pre-apprenticeship training must connect directly to apprenticeship programs approved by the California Division of Apprenticeship Standards (DAS). This is required by state law if utilizing Workforce Innovation Opportunity Act (WIOA) funds (AB 554, T. Atkins, Chapter 499, Statutes of 2011). In the construction industry, it is the clear policy of the State Board that pre-apprenticeship training utilize the Multi-Craft Core Curriculum (MC3). This is also required in state statute if using WIOA funds (AB 2288, A. Burke, Chapter 692, Statutes of 2016).

The Multi-Craft Core Curriculum (MC3) is an apprenticeship readiness curriculum developed by North America’s Building Trades Unions (NABTU) National Training Directors. These programs provide a gateway for local residents, particularly those from underserved communities, including women, people of color and transitioning veterans, to gain access to the building trades’ state-approved and registered apprenticeship programs. The Multi-Craft Core Curriculum (MC3) is a standardized comprehensive pre-apprenticeship curriculum that delivers an industry-recognized credential. Job seekers get to explore different trades through these introductory programs and decide which one is the best fit. The building trades and construction contractors get a pool of qualified, diverse candidates who have received a minimum of 120 hours of rigorous instruction.

To become an MC3 training provider, an entity must contact a local building trades council in the entity’s area of operation. For approval as a new MC3 provider, a building trades council must submit an MC3 Implementation Plan to the NABTU for approval and for specific instructions on access to and use of the curriculum.

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 CCCCCO 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.

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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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
The sections in this chapter discuss how the State Board will carry out its 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, 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.

- **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.

### 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 publicly 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;
o a State Board lead workgroup on AJCC service delivery ("The One-Stop Design Workgroup");
o a EDD-State Board workgroup on labor market information; and
o 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 teams: the State Plan and Policy Development Team; the Regional Implementation and System Alignment Team, and the Policy Implementation and Administrative Support Team. 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.

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THE POLICY IMPLEMENTATION AND ADMINISTRATIVE SUPPORT TEAM

The Policy Implementation and Administrative Support Team is responsible for the implementation of WIOA policies and directives while also providing administrative support for 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:

- **WIOA Policies/Procedures and Directives**
  - create, develop and implement policies and procedures as they relate to WIOA
  - create, develop and distribute WIOA related directives to the field

- **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**

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THE STATE PLAN AND POLICY DEVELOPMENT TEAM
The State Plan and Policy Development Team 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 State Plan and Policy Development Team 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.

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**THE REGIONAL IMPLEMENTATION AND SYSTEM ALIGNMENT TEAM**

The Regional Implementation and System Alignment Team 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 Regional Implementation and System Alignment Team 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. The Regional Implementation and System
Alignment Team 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.

CalWORKS Participants - As of January 2017, the statewide average of the population receiving CalWORKs benefits is 2.8%. Nine of California’s counties, largely in the far north, central valley and southern border, have a participation of greater than 4%. Four counties have a participation of greater than 6%.

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.

Immigrant Job Seekers and their Families - Matching the skills of immigrant workers to the changing economy, and capitalizing on training and education received prior to coming to California, can help increase economic mobility for immigrant workers and their families.

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 State Plan and Policy Development Team 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 Regional Implementation and System Alignment Team 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-Stop.
   - 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.

In addition, since the State Plan was drafted, the State Board and the EDD have issued the following One-Stop Directives:

- WSD15-12 - WIOA Phase I Memorandums of Understanding
- WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs
- WSD16-14 - Selection of AJCC Operators and Career Services Providers
- WSD16-20 - Certification Process for Comprehensive AJCCs
- WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs

WSD15-12 - WIOA Phase I Memorandums of Understanding

This policy provides guidance on the development of Memorandums of Understanding (MOUs) under the Workforce Innovation and Opportunity Act (WIOA).

WSD16-09 - WIOA Phase II Memorandums of Understanding - Comprehensive AJCCs

This policy provides guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU). This policy applies to all Local Workforce Development Boards (Local Board) and America’s Job Center of California SM (AJCC) required partners.

WSD16-14 - Selection of AJCC Operators and Career Services Providers

This policy provides the guidance and establishes the procedures regarding the selection of America’s Job Center of California SM (AJCC) Operators and Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker Career Services Providers. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-20 - Certification Process for Comprehensive AJCCs

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of California SM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board).

WSD16-22 - WIOA Phase II MOUs - Affiliate and Specialized AJCCs
This policy provides the guidance and establishes the procedures regarding Workforce Innovation and Opportunity Act (WIOA) Phase II Memorandums of Understanding (MOU) for affiliate and specialized America’s Job Center of California (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board) and AJCC required partners.

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.


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
o 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

o "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

o supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion

o integrated service delivery: braiding resources and services to meet client needs

o 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.

**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** (3 boards): Sonoma, Solano, Workforce Alliance of the North Bay  
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 RPUUs are identified on the map on the next page.

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**THE ROLES AND FUNCTIONS OF Core Partners Including Specific Activities That Will Be Undertaken to Implement “Regional Sector Pathways”**

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**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 CCCC0’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 programs will 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 entities will 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.

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**LEVERAGING THE CALIFORNIA IMMIGRANT SERVING ORGANIZATIONS AND THE REFUGEE RESETTLEMENT PROGRAM TO BETTER SERVE IMMIGRANT AND REFUGEE POPULATIONS IN WORKFORCE PROGRAMS**

As noted earlier, one-third of California’s workforce is foreign-born. Numerous state agencies and service providers across the workforce and human services systems have specific expertise in serving immigrant, Limited English Proficient (LEP), and refugee jobseekers. This expertise can be a valuable resource for fellow service providers and other stakeholders in the workforce development system.

Various departments within the Labor Workforce Development Agency, California Health and Human Services Agency, and the California Department of Education contract with immigrant-focused community-based organizations (CBOs) to deliver critical services to the immigrant, LEP, and refugee communities. These programs include employment services, ESL, supportive services, and legal services that directly advance various workforce development goals for immigrants. The CBOs form a loose network of providers and potential workforce partners with experience and expertise in providing culturally and linguistically competent services to the immigrant, LEP, and refugee community, including those that hold foreign degrees.

The California Refugee Resettlement Program (RRP), administered by the Refugee Programs Bureau (RPB) of the California Department of Social Services (CDSS), and delivered through county welfare departments and non-profit Resettlement Agencies provides a particularly robust opportunity for partnership. Counties with high concentrations of refugee arrivals receive federal funding to provide employment services to refugees. County welfare departments typically work with non-profit Resettlement Agencies that specialize in serving newly arrived refugees, to provide employment services with the goal of achieving refugee self-sufficiency and integration. The counties and Resettlement Agencies provide refugees with English language training, job club, vocational assessment, on-the-job training, skills training and post-employment services. Resettlement agencies also encourage partnership with other workforce providers to implement strategies that provide training around financial literacy, coaching, asset building and business development, licensing and other entrepreneurial training. Resettlement agency funds also support services that address barriers to employment such as social adjustment, interpretation and translation, and citizenship and naturalization.

Other entities serving immigrants and English Language Learners in California include grantees of the National Farmworker Jobs Program (NFJP). These organizations have knowledge of the community, cultural and language needs of immigrant jobseekers, and can help the broader workforce system implement programs that best serve these vulnerable populations, including farmworkers and rural communities.

While the before-mentioned partners (Resettlement Agencies and NFJP) have refugee or immigrant specific funding attached that can and should be leveraged, given the overall numbers of refugees and immigrants in California’s workforce, local partnerships that draw on additional state, federal, and community resources should also be created and leveraged.
We encourage braiding of resources, and in particular leveraging resources and programs, especially in situations where there are highly restrictive policies that preclude long term employment and career pathway services (e.g. Resettlement Agencies).

These partnerships can benefit partners in the broader workforce system, as the expertise of immigrant-serving entities in providing employment services to vulnerable populations reflects a shared mission -- with fellow workforce providers -- in removing barriers to employment for hard-to-serve populations. For this reason, we encourage local workforce partners to coordinate with refugee and immigrant serving entities via refugee forums in impacted counties. Many of our refugee serving partners have experience in delivering services that are trauma-informed, culturally responsive and linguistically appropriate and we should leverage these lessons and practices. In addition the State Advisory Council on Refugee Assistance and Service through its representatives across the state can help offer more insight and share best practices on how to better serve refugee and immigrant populations.

**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 into a similar agreement with DOR to promote access to competitive integrated employment at the local level, in coordination with the California Competitive Integrated Employment Blueprint partners, the Department of Developmental Services (DDS) and the California Department of Education (CDE),
so as to ensure opportunities for persons with intellectual and developmental disabilities to prepare for and obtain quality jobs.

- 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 assist individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. One new opportunity for “earn and learn” experiences is the Paid Internship Program (PIP) available for youth and adults with ID/DD funded by regional centers.
EDD-Workforce Services Branch Field Staff (Title III)

The programs funded 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 staff enable 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 programs have 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 well sequencing 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.

• 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.
  
  o A local level partnership activity currently underway is the development of local partnership agreements between core partners including, DOR districts, LEAs, and regional centers. DOR district staff as core partner will reach out to community partners, such as AJCCs, to be included in the agreements.

• 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. More information regarding Local Partnership Agreements, the California Competitive Integrated Employment Blueprint and other Competitive Integrated Employment resources can be found on the California Health and Human Services Agency website:  

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:

  o 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.

  o 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.

  o 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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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:
  - labor market information systems
  - data systems
  - communication systems
  - job banks
  - 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:
  - assessment of core programs
  - assessment of One-Stop program partners
  - previous assessment results (from the previous two years)

- Provide a description of the state's approach to using program data including the following:
  - 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.

UPDATE ON DATA-SHARING EFFORTS

Federal and state law direct the California Workforce Development Board (CWDB) to develop a Workforce Innovation and Opportunity Act (WIOA) State Plan. Federal law also directs the CWDB to develop strategies for technological improvements to facilitate access to and improve the quality of services and activities provided through the workforce system. Federal law also directs the CWDB to develop strategies for aligning technology and data systems across WIOA partner programs, which include federally funded adult education, vocational rehabilitation, and job and career services programs operated by various state and local government entities. Assembly Bill 2148 (K. Mullin, Chapter 385, Statutes of 2014) similarly directs the CWDB to create an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes and labor market impacts from community college career technical education, Employment Training Panel (ETP) programs, Workforce Investment Act (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. Federal law also directs the State to conduct program assessment and evaluation of relevant workforce programs and to invest WIOA discretionary funds for this purpose.

Under the WIOA State Plan required by federal law the CWDB is working with State Plan partners to address the foregoing statutory mandates. Since the submission of the State Plan in 2016, the California Workforce Development Board has been working with its State Plan partners on a data-sharing pilot project.

The Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-SKILLS) data initiative is an interagency and multi-departmental effort to pool participant and program performance data across workforce, education, and human service programs and funding streams. CAAL-SKILLS will use common performance measures to examine participating program outcomes by region, provider, service, demographics, and industry. The project will develop the capacity to evaluate and assess participating programs efficacy, allowing program administrators and policymakers access to actionable data so that programs can be designed to improve program participant outcomes. CAAL-SKILLS is intended to meet the statutory requirements of AB 2148 (K. Mullin, Chapter 385, Statutes of
2014) and AB 1336 (K. Mullin, Chapter 211, Statutes of 2017) and WIOA 116(e) evaluation and assessment requirements.

Participating departments include CWDB, DSS, ETP, DIR-DAS, EDD, CCCCO, CDE, SBE and DOR. The following information provides an overview of progress to date:

**November 2016 - January 2017**

1. Orientation meeting with the Governor's Office
2. Project 'kick-off' meeting with the Executive Steering Committee
3. Steering Committee Members assigned Program Leaders to serve as the single-point-of project contact and representative of their organization
4. Orientation Meeting with the Department of Finance
5. Orientation Meetings with Program Leaders

**February - April 2017**

1. Project Charter was approved by the Executive Steering Committee
2. Established the CWDB Project Team, including: Technical Project Manager (MOU with the Department of Technology), Chief Technical Architect (Consultant), Senior Technical Analyst (Consultant), and Technical Analyst (Employee: New Hire)
3. Selected vendor to complete the Preliminary Assessment of Data Availability and Data Quality
4. Refined the Project Participation Agreement (A.K.A. Interagency Agreement) based on CAAL-Skills partner feedback
5. Completed the following activities associated with the Analysis of Data Availability and Data Quality:
   1. Drafted Analysis of CAAL-Skills Data Requirements
   2. Completed Data Availability and Quality Analysis Phase Kick-off meetings with DSP
   3. Distributed the Data Availability and Quality Analysis Questionnaire to DSP
   4. Provided Data Availability and Quality Analysis Questionnaire overviews to DSP
   5. Submitted Data Availability and Quality Analysis questionnaires to Data Sharing Partners
   6. Partners completed questionnaires and completed review of questionnaires and prepared for partner interviews.
   7. Completed the Project Management Plan and associated sub-plans
   8. Key Technical Documents have been written, including the:
      1. Technical Requirements Analysis
      2. General Technical Plan
      3. CAAL-Skills Pilot Technology Alternatives Analysis
4. CAAL-Skills Pilot Hosting

5. Location Alternatives Analysis

8. Received Agency Information Officer and Information Security Officer support for the recommended Pilot Hosting and Technology Alternatives.

9. Completed Requirements Analysis for AB 2148 Dashboard (Version 2.0)

10. Met with Steering Committee Members (individually) to preview and seek their support of the Pilot Technology and Hosting Environment Alternatives.

11. Received Steering Committee direction/decision on the CAAL-Skills Pilot Technology and Hosting Alternatives.

12. Completed procurement documentation (for equipment, software and services).

**May - July 2017**

1. Completed procurements and received CAAL-Skills equipment (server, UPS and desktop)

2. Completed software installation and configuration

3. Drafted the Detailed Technical Plan

4. Completed the Data Availability and Quality Analysis

5. Completed the draft Data Sharing Agreement

6. Completed analysis of data available from pilot counties

7. Completed draft Concept of Operations

8. Completed Labor Agency Legal review of the Data Sharing Agreement

9. Created Data Requirements Specifications for Data Sharing Partners

**August - October 2017**

1. Completed Data Requirement Specification review meetings with Partners

2. Received Partner cost and schedule estimates to fulfill the requirements in the Data Requirement Specification

3. Completed CAAL-Skills orientation with the California Department of Corrections and Rehabilitation

4. Managed agreement with EDD Internal Partners (Contracts & Fiscal) on CAAL-Skills Data File Preparation agreement for EDD WSD, LMID, UI-Tax and ETP.

5. Updated Interagency (Partnership) Agreements and received internal approval of updates to include cost and schedule for Data Formatting and File Preparation, for partners including: CCCCO, DSS, DOR and DIR-DAS.

6. Received internal approval of agreement with CASAS to create data file for CDE.

7. Completed Draft Technology Recovery Plan

8. Conducted Data Sharing Agreement orientation meeting with the partner Attorneys
9. Received list of statutory constraints from pilot partner Attorneys.
10. Began Market Research

**November 2017 - January 2018**

1. The following project and program management plans are complete:
   1. Technology Recovery Plan
   2. System Security Plan
   3. Human Resources Management Plan
   4. Data Governance Plan
   5. Quality Management Plan
   6. Change Management Plan
   7. Concept of Operations
   8. Program Practice Documents

2. Successfully completed the Information Security & Privacy Assessment of CAAL-Skills

3. Received IT Certification and Accreditation approval from the Information Security and Privacy Office

4. Interagency Agreement Amendments or other agreements, to complete the work of preparing the CAAL-Skills Data File, have been completed for the following: CCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID), DIR-DAS and CDE (All partners except DSS).

5. The Data Sharing Agreement has been established for the following: CCCCO, ETP, DOR, EDD (Workforce Services, UI Tax & LMID) and DIR-DAS (All partners except DSS and CDE).

6. Test Data Files have been received from CCCCO, ETP and DOR

**Next Steps & Planned Activities:**

1. Receive Test Data Set from:
   1. EDD - Workforce Services
   2. EDD - LMID
   3. EDD - UI-Tax
   4. DSS for Pilot Counties
   5. DSS Statewide and CDE

2. Validate partner test data files

3. Request and receive production data file from partners

4. Complete the Data Sharing Agreement with CDE and DSS
5. Confirm DSS-preferred contracting approach for Pilot-County data
6. Determine level of CDCR level of engagement for the CAAL-Skills Pilot
7. Complete Technology Practice Documents
8. Complete Staff Management Plan
9. Refine the Concept of Operations and Practice Documents as needed
10. Complete Market Research to identify what other States doing and assess technology alternatives

**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.

**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.

**The Employment Development Department’s Labor Market Information Division**

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 its 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:
  - external communication portal for job seekers and employers (service focused)
  - 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:
  - TopsPRO Enterprise, utilized by CDE
  - CalJOBS™, utilized by EDD
  - 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:

- a regional enumeration of the number of existing and new training and education programs created regionally in response to industry workforce needs

- a regional enumeration - the number of middle-skill industry-valued and recognized postsecondary credentials awarded in the region

- 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 Enterprise 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.

**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:
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 programming 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 consortia, 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 adults enrolled 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.**

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:
  - **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
  - **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.

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
 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.

**AB 2288 (A. Burke, Chapter 692, Statutes of 2016)** modified the Unemployment Insurance Code to require the State Board and each local board to ensure that federal Workforce Innovation and Opportunity Act of 2014 funds respectively awarded by them for pre-apprenticeship training in the building and construction trades fund programs and services that follow Multi-Craft Core Curriculum (MC3). The law also requires that providers of pre-apprenticeship programs funded with WIOA funds help increase the representation of women in those trades by developing a plan for outreach and retention of women in these pre-apprenticeship programs.

**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 CCCCCO 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.

**New One-Stop Certification Policy**

WSD16-20 - Certification Process for Comprehensive AJCCs

This policy provides the guidance and establishes the procedures regarding certification of comprehensive America’s Job Center of CaliforniaSM (AJCC) locations. This policy applies to all Local Workforce Development Boards (Local Board), and is effective immediately.

**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:

**Mike Rossi, Chair**
Advisory Board, Shorenstein Properties LLC
Senior Advisor, San Francisco 49ers
Board Chairman, CounterPoint Capital Partners LLC

**Josh Becker**
Chief Executive Officer - Lex Machina

**Robert Beitcher**
President and Chief Executive Officer - Motion Picture and Television Fund

**John Brauer**
WED Executive Director - California Federation of Labor

**Jerome Butkiewicz**
San Diego Gas and Electric

**Bill Camp (Emeritus)**
Executive Board - Sacramento Labor Council

**Jamil Dada**
Senior Financial Manager - Provident Bank-Riverside County Branches
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 Equal Opportunity 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 Services An 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 Persons After 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)
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**

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.

14. The CWDB and DOR will provide support, technical assistance/professional development, through staff or referrals to local resources, and linkages to community based organizations/regional centers providing services to individuals with disabilities to local, and where appropriate, regional partnerships implementing the WIOA Program Strategies and DOR Program Priorities. DOR and CWDB will provide information to locals on best practices and model partnerships using both policy research and information from the field. Pending available resources, DOR may provide directly or refer to other available resources disability expertise and technical assistance to inform service provision.

15. The DOR will provide access to the Talent Acquisition Portal (DOR consumers only), Schedule A, and the LEAP program to qualified job seekers with disabilities. The Local Boards will provide access to CalJOBS labor exchange website and other services.

16. DOR will provide access to Vocational Rehabilitation services including training, self-advocacy training, assessments, career counseling/exploration; OJT/work experience; benefits planning; job placement services and assistive technology for eligible individuals with disabilities.

17. DOR will provide a single point of contact for AJCC business services staff and employers requesting assistance with section 503 federal contracting hiring compliance. Additionally, DOR will provide training to AJCC business services staff on Section 503 federal contracting hiring compliance.

18. CWDB and DOR and other partners will work together to identify methods to share data and develop a common outcomes reporting system.

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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.

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COORDINATION AGREEMENTS AMONG STATE PLAN PARTNERS

CALIFORNIA DEPARTMENT OF REHABILITATION (DOR)-WORKING GROUP

PARTNERSHIP AGREEMENT

FEBRUARY 2018

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; these partnerships, along with CDE and local educational agencies, and DDS and the 21 regional centers, will also help facilitate Local Partnership Agreements.

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, including physical and programmatic accessibility, 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.

14. The CWDB and DOR will provide support, technical assistance/professional development, through staff or referrals to local resources, and linkages to community based organizations/regional centers providing services to individuals with disabilities to local, and where appropriate, regional partnerships implementing the WIOA Program Strategies and DOR Program Priorities. DOR and CWDB will provide information to locals on best practices and model partnerships using both policy research and information from the field. Pending available resources, DOR may provide directly or refer to other available resources disability expertise and technical assistance to inform service provision.

15. The DOR will provide access to the Talent Acquisition Portal (DOR consumers only), Schedule A, and the LEAP program to qualified job seekers with disabilities. The Local Boards will provide access to CalJOBS labor exchange website and other services.

16. DOR will provide access to pre-employment transition services to eligible and potentially eligible students with disabilities, and Vocational Rehabilitation services including training, self-advocacy training, assessments, career counseling/exploration; OJT/work experience; benefits planning; job placement services and assistive technology for eligible individuals with disabilities.

17. DOR will provide a single point of contact for AJCC business services staff and employers requesting assistance with section 503 federal contracting hiring compliance. Additionally, DOR will provide training to AJCC business services staff on Section 503 federal contracting hiring compliance.

18. CWDB, and DOR with data that it receives from its CIE Blueprint partners, DDS and CDE, will discuss statewide strategies to achieve the performance measures in the CIE Blueprint.

**DOR Policy Priorities and WIOA Program Strategies**
**Services to Youth:**

DOR Priority -- Physical, programmatic and electronic access for youth with disabilities, ages 14 through 24; and student with disabilities, ages 16 through 21, including the following:

Access to One-Stop career services and WIOA Title 1 Youth program (WIOA Strategies: Integrated Service Delivery and 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 recipients of pre-employment transition services and DOR consumers with local training and education providers based on alignment of needs, desires, and capacities.

DOR outreach to youth and students 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, including pre-employment transition services for eligible and potentially eligible students with disabilities.

**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 competitive integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with intellectual disabilities or developmental disabilities (ID/DD).

(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, in coordination with CIE Blueprint partners DDS and CDE, will provide disability expertise and CIE technical assistance to the Local Boards, partners, and employers (Planning Guidance Tier: Recommended).

Business partners will be invited to participate in Local Partnership Agreements (LPAs) between LEAs, DOR districts, and regional centers to create engagement with local and regional business partners, resulting in "job-driven" training and other pathways to CIE for youth and adults with ID/DD in both the public and private sectors. More information regarding Local Partnership Agreements, the CIE Blueprint and other Competitive Integrated Employment resources can be found on the California Health and Human Services Agency website: http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx

Vehicle: DOR and CWDB state executive staff will 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 - these services may continue with regional centers continuing support services once an individual is considered stable in the workplace (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)

The CIE Blueprint, along with other CIE related resources, is now available in multiple languages on the California Health and Human Services CIE webpage.

**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.

**TITLE II PLANNING WORKGROUP AGREEMENT (CAREER PATHWAYS)**

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Carlos Bravo
CDE Staff: Christian Nelson, Carolyn Zachry
CCCO 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 (CCCO) 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 permissive 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 LWDA's 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.

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**CORRECTIONS-WORKFORCE PARTNERSHIP AGREEMENT**

Partners California Department of Corrections and Rehabilitation (CDCR), California Prison Industry Authority (CALPIA), California Workforce Development Board (CDWB), and the California Workforce Association (CWA), agree that the CWDB, CWA, CDCR, and CALPIA will partner to reduce recidivism and achieve the three policy objectives of the state workforce 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.

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**PART 1: GENERAL PRINCIPLES OF CORRECTIONS-WORKFORCE PARTNERSHIP**

763. This partnership agreement between CWDB, CDCR, CALPIA, and CWA serves as a general blueprint for the building of local and/or regional partnerships to reduce recidivism and improve the labor market outcomes for formerly incarcerated and other justice-involved individuals.

764. Partners CWDB, CDCR, CALPIA, and CWA agree that WIOA State Plan policy strategies will be utilized, as appropriate, to improve labor market outcomes for
formerly incarcerated and other justice-involved individuals; these policy strategies include:

0. Sector Strategies
1. Career Pathways
2. Organizing Regionally
3. Earn and Learn
4. Supportive Services
5. Integrated Service Delivery and Braided Resources
6. Building Cross-System Data Capacity

765. CDCR, CWDB, CALPIA, and CWA will implement each of the foregoing WIOA program strategies, as appropriate, through a value-added partnership in which each partner contributes to the partnership on the basis of its programmatic expertise and its statutory and operational duties; Part 2 of the agreement (below) identifies the relevance of each WIOA State Plan strategy to the Corrections-Workforce partnership, and the typical roles and responsibilities that partners will play with respect to the implementation of each program strategy.

766. CWDB, CDCR, CALPIA, and CWA will identify existing relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen Regional Planning Units (hereafter, RPUs); CWDB will summarize and provide information on the industry sectors and occupations emphasized in each of the 14 regional plans; CDCR and CALPIA will utilize this information to evaluate rehabilitation program design and will, as appropriate, consider how it might change its rehabilitative programs to better align educational and training offerings with labor market trends.

767. CWDB, CDCR, CALPIA, and CWA recognize that not all WIOA program strategies are appropriate for all individuals served by CDCR programs and that workforce services and supportive services are individualized and geared to the needs of the individual to ensure a customer-centered approach to service delivery.

768. CWDB, CDCR, CALPIA, and CWA also recognize that community based organizations with a history of serving and working with formerly incarcerated and other justice involved individuals, contribute a unique and critical role in preparing this population to connect with, enter, participate in, and succeed in workforce development programs and employment by offering comprehensive supportive services, culturally competent healing practices, and other effective approaches that transform lives and ensure basic needs are met.

769. CDCR and CWDB will communicate both jointly, and individually with their local counterparts (Local Boards and local and regional Parole Offices) on the need to partner to collectively implement WIOA program strategies. This communication will occur using joint letters, and when appropriate, relevant policy directives; it is the responsibility of the State partners to work together to provide both technical
assistance and consistent messaging to local and regional programs on the implementation of this partnership agreement at the local and/or regional level.

770. 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 agreements worked out between Local Boards, Regional Planning Units, parole offices, reentry programs, community based organizations, and other stakeholders; partners will endeavor to leverage existing funds and resources but the ability to build concrete partnerships on the ground is contingent on the availability of resources to staff and fund these partnerships and partners will work together to secure adequate resourcing for the implementation of this partnership agreement.

771. CWDB will issue “tiered” policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships for serving formerly incarcerated and other justice involved individuals at the local and regional level to facilitate the implementation of WIOA program strategies.

772. Partners CDCR, CWDB, CALPIA, and CWA agree that a memorandum of understanding (MOU) will be developed between each Local Board and/or RPU, and Local and Regional Parole offices concerning the operation of the One-Stop delivery system and how services will be provided to formerly incarcerated and other justice involved individuals; MOUs will specify services provided, funding for those services and the policy mechanisms to integrate parole and workforce services in each Local Area or RPU; at a minimum these MOUs shall specify the methods of referral between Local Boards, Parole offices, reentry service providers, including local community based organizations, and One-Stop partners and operators; the primary focus of these agreements shall be the coordinated delivery of services between local and/or regional partners and Comprehensive One-Stops in the Local Workforce Areas, though satellite One-Stops may be utilized as an appropriate service delivery vehicle if agreed to by Local and/or Regional partners; Initial efforts to build such partnerships will begin where need is likely greatest, taking into consideration the volume of parolee releases, the density of the formerly incarcerated in local and regional areas, the regional unemployment rate, and the regional recidivism rate;

773. CWDB will draft local and regional planning guidance that will establish new Local and/or Regional Plan requirements to be submitted as part of the Local and Regional Plan revisions required under WIOA.

774. CDCR, CALPIA and CWDB staff will work jointly to assess the level of partnership between Parole programs and Local Boards and/or RPs.

775. Partners CWDB, CDCR, and CALPIA will provide support, technical assistance/professional development, through staff or referrals to expert resources, and linkages to community based organizations providing services to formerly incarcerated and other justice involved individuals to local partnerships, and where appropriate, regional partnerships implementing WIOA Program Strategies. CDCR and CWDB will provide information to locals on best practices and model partnerships using both policy research and information from the field. Contingent
on available resources, CDCR may provide directly, or refer to other available resources, expertise and technical assistance to inform service provision.

776. CWDB, CDCR, and CALPIA will work together to identify methods to share data and evaluate and assess CDCR and CALPIA programs, and will work together to integrate CDCR and CALPIA into the CAAL-Skills project.

777. CWDB will direct Local Boards and/or RPUS to develop a database of employers that hire ex-offenders.

778. CWDB, CDCR, CALPIA, and CWA, will work together to develop a database, organized by RPU, with information about CBOs that provide services to the formerly incarcerated and/or other justice involved individuals in each RPU.

PART 2: WIOA PROGRAM STRATEGIES: RELEVANCE TO CORRECTIONS PARTNERSHIP AND ROLES AND RESPONSIBILITIES OF PARTNERS

STRATEGY 1

WIOA Program Strategy: Sector Strategies

Relevance to Partnership: The industry engagement piece of this work is handled by Local Boards organized into regional planning units and local and regional Community College Career Education programs. CDCR and CALPIA have little need to participate in industry convening for purposes of regional workforce program alignment with employers; CDCR and CALPIA, however, should utilize work on regional workforce needs assessment to inform rehabilitative programming where possible.

Roles and Responsibilities: CWDB, CDCR, CALPIA, and CWA will identify existing relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs; CWDB will summarize and provide information on the industry sectors and occupations emphasized in each of the 14 regional plans; CDCR will utilize this information on industries and occupations to evaluate rehabilitation program design and will, as appropriate, consider how it might change its programs; Partners working at the local and or regional level should ensure that information on regional labor market needs is also shared with community based organizations and other local stakeholders working with this population to foster greater partnership alignment and impact.

Vehicle to Implement: Workgroups staffed by CDCR and CWDB; Local and/or regional partners operating at the local or regional level

STRATEGY 2

WIOA Program Strategy: Career Pathways

Relevance to Partnership: The ability of formerly incarcerated and other justice involved individuals to participate in Career Pathway programs post-release is conditional on a robust system of supports being in place for them to do so. For many formerly incarcerated and other justice involved individuals, immediate employment rather than continued training, or immediate employment combined with continued education or training may prove a better alternative short term strategy than would an exclusive focus on training and
education involving no immediate plans for job search and placement. On the other hand, due to the lower educational attainment levels of many formerly incarcerated and other justice involved individuals, an exclusive focus on employment will do little to raise the medium to long term earnings potential of individuals reentering society. Case managers will need to balance the needs for skills-upgrading and education with the need for immediate employment when determining how to best serve the formerly incarcerated and other justice involved individuals.

**Roles and Responsibilities:** Prerelease CDCR and CALPIA will work to provide offenders with education (including remedial education) and/or workforce training and certification that provides individuals with a marketable set of skills; CDCR and CALPIA will provide Local Boards and CBOs information on the educational and training background of individual being served so that local program and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

**Vehicle:** Local and Regional Planning Guidance; Local and/or regional agreements between CDCR, CALPIA, and Local Boards and/or RPUs. Local Boards and/or RPUs and CDCR and CALPIA will need to help the formerly incarcerated and other justice involved individuals wishing to matriculate and continue on a career pathway determine where they can continue their education and training, whether it be through the relevant Adult Education Block Grant consortia, the Local Community College, or some other education or training provider.

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**STRATEGY 3**

**WIOA Program Strategy: Regional Partnerships**

**Relevance to Partnership:** The extent to which CDCR and CALPIA build regional partnerships with the workforce system or work primarily with Local Boards in Local Areas depends on the circumstances on the ground. CDCR and CALPIA will be provided information from workforce regional plans which they can use to inform training and education program content. Regional coordination strategies for the provision of services may prove useful in high volume release areas but in RPU areas where there is not a significant population of ex-offenders, coordination with Local Boards may prove to be more appropriate. In both cases, local and regional partnerships should include, to the extent feasible, community based organizations.

**Roles and Responsibilities:** CWDB, CDCR, CALPIA, and CWA will work jointly to ensure that reentry services and workforce services are integrated in all 14 regions of the state. Regional planning agreements are the preferred method of integration though the planning guidance issued by the State Board may allow some flexibility on whether integration takes place via regional or local partnership and regional or local plans.

**Vehicle:** Local and Regional Planning Guidance; Local and/or regional agreements between Parole, Community Based Organizations, CALPIA, and Local Boards and/or RPUs.

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**STRATEGY 4**

**WIOA Program Strategy: Earn & Learn**
**Relevance to Partnership:** Earn and Learn strategies are probably one of the most important of the State Plan strategies for this particular target population because of the need for formerly incarcerated and other justice involved individuals to secure an immediate source of income, as well as the need to for them to develop a marketable skill set.

**Roles and Responsibilities:** The State Board will follow the lead of Labor Agency, DIR-DAS, Cal-HR, and DGS with respect to developing partnerships designed to move the formerly incarcerated and other justice involved into apprenticeable occupations and civil service jobs. As part of this partnership, the State Board will build on the grant work it does concerning special populations to include grants that serve the formerly incarcerated. This work will be built into existing grant programs, including those pertaining to preapprenticeship in the Building and Construction Trades. The State Board will share its expertise concerning promising and best practices in preapprenticeship programs with CDCR and CALPIA and will make CDCR and CALPIA aware of CWDB funded preapprenticeship programs serving the formerly incarcerated.

**Vehicle:** State Coordinated Strategy headed by Labor Agency and DIR; Local and Regional Planning Guidance; Grant Programs

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**STRATEGY 5**

**WIOA Program Strategy: Supportive Services**

**Relevance to Partnership:** Many formerly incarcerated and other justice involved individuals are likely to need a whole variety of supportive services as they work to secure employment. The kind of supportive services and the decision whether to provide these services to any given individual depends on that individual’s particular needs and capacity to participate in programming absent the provision of supportive services. Under WIOA, supportive services are defined as "services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities." In recognizing the lifelong trauma often faced by formerly incarcerated and other justice involved individuals, supportive services can and should include trauma informed healing approaches that foster improved emotional and mental health. The ability to provide supportive services to individuals is contingent on need, the availability of funds, and the roles and responsibilities of the various partners at the Local and Regional level. WIOA Title I funds can be used for the provision of supportive services but every dollar spent on supportive services for a particular individual is a dollar that cannot be spent on broader program costs. The partners may want to consider pursuing specific resources through the budget process to fund supportive services for the formerly incarcerated and other justice involved under the partnership.

**Roles and Responsibilities:** Local Boards and/or RPUs will work with local and regional Parole offices to determine which programs are able to fund supportive services for the formerly incarcerated, conducting an inventory and develop asset maps of the types of funding that can be utilized and the types of services that can be funded by each of the partners. To the extent feasible, these efforts will involve coordination with local community based organizations that have extensive experience in working directly with this population. State level partners CDCR, CWA, CWDB, and CALPIA will evaluate whether a budget strategy to line item state funds for this purpose is recommended.
**Vehicle:** Local and Regional Planning Guidance; Local and/or regional agreements; Grant Programs

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**STRATEGY 6**

**WIOA Program Strategy: Integrated Service Delivery**

**Relevance to Partnership:** Coordinating and integrating service delivery across the workforce and corrections system is the cornerstone of any workforce corrections partnership. The defunct CA New Start program was largely built around a model of integrated service delivery in which education, training, and employability skills were taught to offenders while still in custody, rehabilitative services were provided post-release, and local Parole offices established a network of relationships with AJCCs which served as a bridge to employment through job placement activity. While the scope of this partnership agreement is somewhat broader than the New Start partnership, the coordinated provision of services across programs envisioned by New Start will serve as a baseline model for this new partnership.

**Roles and Responsibilities:** As with New Start, CDCR will develop/build upon Transition Programs at CDCR institutions to address the job readiness and work authorization documentation needs of individuals pre-release and will seek to link parolees to the AJCCs and social service agencies in their county of last residence.

CDCR’s responsibilities in this partnership are as follows:

- Assess the rehabilitative risk to re-offend and the criminogenic needs of inmates, develop rehabilitative case plans and offer services to inmates as available which may improve employability and decrease recidivism upon release;
- Inform inmates about in-custody training/services and community-based services that will be available to them during parole or probation through the AJCCs to encourage their participation in rehabilitative services offered;
- Establish a link between in-prison employment programming and post release job placement services at the Career Centers to assist formerly incarcerated and other justice involved individuals in securing and retaining employment;
- Implement policies and procedures needed for referral of parolees to Career Centers by the Parole Agents of Record (AOR) and Probation Officers; such policies and procedures shall include, as appropriate, a means to communicate relevant case management and needs-assessment and education and training background on formerly incarcerated and other justice involved individuals to Local and Regional workforce partners so as to facilitate access to needed services, further education and training referral, and the use of appropriate job placement strategies;
- Collaborate with AJCC staff to monitor a parolee's progress toward employment;
- Organize Community Stakeholder (Employer) Forums in counties statewide;

CWDB’s responsibilities in this partnership are as follows:

- Shepherd Local and Regional Corrections partnerships
Convene Local Boards and AJCC operators for the purpose of introducing and facilitating on-going collaboration and continuous improvement of Local and Regional Partnerships to serve the formerly incarcerated and other justice involved individuals;

Assist with identification and procurement of training needed to equip Career Center staff with the skills needed to work with formerly incarcerated and other justice involved individuals in the community;

Facilitate negotiations between CDCR, EDD, CALPIA, Local Boards and/or RPU's and AJCCs for the purpose of articulating service delivery for the ex-offender population.

Ensure that Local Boards and their Career Centers are adequately staffed and trained to provide career services to the formerly incarcerated and other justice involved individuals.

Ensure that local boards and Career Centers create and maintain a list of employers ready to hire parolees and supplement the list as additional employers are identified.

Local Board responsibilities:

Through local and/or regional Career Centers, provide, as needed and also permitted by eligibility rules available resources and priority of service requirements, appropriate basic and individualized career services identified in WIOA Joint Final Rule Section 678.430. These include the following:

(a) Basic career services must be made available and, at a minimum, must include the following services, as consistent with allowable program activities and Federal cost principles:

1. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;

2. Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the TANF program, States must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services, which could be implemented through the provision of paper application forms or links to the application Web site;

3. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive services needs;

4. Labor exchange services, including -

   (i) Job search and placement assistance, and, when needed by an individual, career counseling, including -

      (A) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and

      (B) Provision of information on nontraditional employment; and
(ii) Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system;

(5) Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs;

(6) Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including -

(i) Job vacancy listings in labor market areas;

(ii) Information on job skills necessary to obtain the vacant jobs listed; and

(iii) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;

(7) Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers;

(8) Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s one-stop delivery system;

(9) Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: Child care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for TANF, and other supportive services and transportation provided through that program;

(10) Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.

(i) "Meaningful assistance" means:

STRATEGY 7

WIOA Program Strategy: Cross-system Data Capacity

Relevance to Partnership: As of October 25, 2017, CDCR has agreed to participate in the CAAL-Skills interagency and multi-departmental data sharing project.

Roles and Responsibilities: CWDB, CDCR, and CALPIA will work together to integrate CDCR and CALPIA into the CAAL-Skills workforce data-sharing project.

Vehicle: CAAL-Skills Project Management Team, CDCR assigned staff
Participants:

Kim McCoy Wade, California Department of Social Services (CDSS)
Daniel Rounds, California Workforce Development Board (CWDB)
Cathy Senderling-McDonald, County Welfare Directors Association (CWDA)

Partnership Overview:

The Labor and Workforce Development Agency (LWDA), California Workforce Development Board (CWDB) and Employment Development Department (EDD) oversee the local and regional workforce system and Workforce Innovation and Opportunity Act (WIOA) programs, which include regional planning units (RPU), local workforce boards, and American Job Centers of California (AJCCs). The local workforce system’s training services are delivered by a variety of service providers which are listed on the Eligible Training Provider List.

The California Department of Social Services (CDSS) provides statewide oversight for CalFresh and the CalFresh Employment and Training (E&T) Program, which is administered locally by county Human Service agencies. As of 2018, 36 county Human Service agencies offer CalFresh E&T to CalFresh recipients on a voluntary basis. Program services are delivered by county Human Service agencies and a variety of other service providers, including Community Based Organizations (CBOs) and community colleges, which are described in the CalFresh E&T State Plan.

These entities, along with additional partners, are actively working to expand access to CalFresh E&T, and to improve the quality and diversity of CalFresh E&T services offered. To this end, they are committed to building state and local partnerships to support program expansion and achieve quality outcomes. These efforts align well with the three policy objectives outlined in California’s WIOA State Plan. These three objectives include:

- **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 employers and businesses with the skilled workforce they need to compete in the global economy, and the workforce a clear connection to good jobs, wages, and careers.

- **Enabling upward mobility for all Californians** Workforce and education programs need to be accessible for all Californians, including diverse populations and those with barriers to employment. They also need to ensure that all Californians have access to a marketable set of skills and are able to reach the level of education necessary to ensure economic security and increased opportunity.

- **Aligning, coordinating, and integrating programs and services** Programs and services must economize limited resources, while providing services based on each client’s potentially unique needs so as to facilitate skills-attainment.

Note: the WIOA One-Stop system is a network of partners and service providers that coordinate and connect education, training, workforce development, and related services for job seekers and businesses.

**General Principles of CalFresh E&T Partnership**
This partnership agreement serves as a **general blueprint** for the building of local and/or regional partnerships focused on the goals of the CalFresh E&T Program:

0. Expanding access to the CalFresh E&T Program
1. Increasing the quality and diversity of CalFresh E&T services offered
2. Integrating CalFresh E&T with the public workforce system as much as possible
3. Achieving outcomes in jobs and wages for CalFresh E&T participants

WIOA designates priority of service to focus on **recipients of public assistance**. For this purpose, CalFresh recipients are considered recipients of public assistance. To ensure that CalFresh recipients generally and CalFresh E&T participants have access to all suitable workforce programs available, local practitioners should be well versed in the workforce and education services available in their geographic area.

WIOA State Plan CalFresh E&T **partners** include:

0. CDSS
1. CWDA
2. CWA
3. CWDB
4. LWDA
5. Any other State Plan Partners who wish to participate, such as, Community Colleges

WIOA State Plan CalFresh E&T **partners** agree that WIOA State Plan policy **strategies** will be utilized, as appropriate, to improve labor market outcomes for all CalFresh recipients and CalFresh E&T participants. These policy strategies include:

0. Sector Strategies
1. Career Pathways
2. Organizing Regionally
3. Earn and Learn
4. Supportive Services
5. Integrated Service Delivery and Braided Resources
6. Building Cross-System Data Capacity

WIOA State Plan CalFresh E&T **partners** will **collaborate** to implement each of the foregoing WIOA program strategies, as appropriate, through a value-added partnership in which each partner contributes on the basis of its programmatic expertise, as well as its statutory and operational duties.
WIOA State Plan CalFresh E&T partners recognize that not all WIOA program strategies are appropriate for all CalFresh E&T participants. State partners also recognize that workforce services and supportive services are customized and geared towards the needs of each client, in order to ensure a customer-centered approach to service delivery.

The nature of local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery, will be determined locally, as well as regionally. This local and regional work depends on agreements established between county Human Service agencies, local workforce development boards, community colleges, adult education providers, CBOs, and other stakeholders.

WIOA State Plan CalFresh E&T partners recognize that CBOs with a history of serving and working with CalFresh recipients, such as vocational training providers and social enterprises, contribute a unique and critical role with respect to workforce development programs and employment. These CBOs offer basic skills and occupational training, job and career search assistance, and supportive services.

County Human Services agencies with successful third-party partnerships serve as one model for the development of additional CalFresh E&T providers, including social enterprises. No later than June 1, 2018, CDSS, in consultation with the County Welfare Directors Association (CWDA), will issue guidance specific to partnering with social enterprises in the development and implementation of CalFresh E&T.

Though local partnerships are voluntary, state partners will communicate both jointly and individually with their local counterparts (county Human Service agencies and workforce boards, respectively) on the need and opportunity to collectively implement WIOA program strategies, as appropriate. This communication may occur via email, policy guidance, technical assistance, telephone call, webinar, site visit, and/or training. State partners are committed to working together to provide both technical assistance and consistent messaging to local and regional programs on the implementation of this partnership agreement at the local and/or regional level. State partners will also provide resources on best practices and model partnerships, using both policy research and information from the field.

The CWDB will issue a policy brief to local boards to identify and encourage the adoption of best practices and model partnerships for serving CalFresh E&T participants at the local and regional levels. This will help facilitate the implementation of WIOA program strategies.

The CWDB, with input and agreement from CDSS, California Workforce Association (CWA), CWDA, and other E&T stakeholders will draft local and regional workforce planning guidance in the summer of 2018. This guidance will establish new Local and/or Regional Plan requirements and recommendations to be submitted as part of the Local and Regional Plan revisions required under WIOA in the spring of 2019.

CDSS will lead the annual USDA E&T Planning process with county Human Services agencies and state contractors in spring and summer each year, with input and agreement from CWDA and other stakeholders.
CalFresh E&T’s national **reporting measures**, which are due to the federal Food and Nutrition Service annually, now align more closely with WIOA performance measures. State partners will work together to identify methods for collecting, sharing, and evaluating CalFresh E&T data. A few examples of this work to date are the Cross-System Analytics and Assessment for Learning and Skills Attainment project, the Fresh Success program collection methods, and CDSS’ development of a new online resource center for workforce partners.

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**DEPARTMENT OF CHILD SUPPORT SERVICES AND WORKFORCE SYSTEM PARTNERSHIP**

Partners the California Department of Child Support Services, the California Workforce Development Board (CDWB), and the California Workforce Association (CWA), agree to work to help unemployed non-custodial parents find and retain employment. The partnership shall be informed by and designed in a manner consistent with the objectives of the WIOA 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.

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**GENERAL PRINCIPLES AND AGREEMENT TO PARTNER MOVING FORWARD**

810. This partnership agreement serves as a general blueprint for the building of local and/or regional partnerships to facilitate job placement and retention for unemployed non-custodial parents.

811. Partners agree that WIOA State Plan policy strategies will be utilized, as appropriate, to improve labor market outcomes for non-custodial parents; these policy strategies include:

   0. **Sector Strategies**
   1. Career Pathways
   2. Organizing Regionally
   3. Earn and Learn
   4. Supportive Services
5. Integrated Service Delivery and Braided Resources

6. Building Cross-System Data Capacity

812. Partners will implement each of the foregoing WIOA program strategies, as appropriate, through a value-added partnership in which each partner contributes to the partnership on the basis of its programmatic expertise and its statutory and operational duties.

813. Partners recognize that not all WIOA program strategies are appropriate for all individuals and that workforce services and supportive services are individualized and geared to the needs of the individual to ensure a customer-centered approach to service delivery.

814. Partners will communicate both jointly, and individually with their local counterparts on the need to partner to collectively implement WIOA program strategies in an innovative way to help non-custodial parents find and retain employment. This communication will occur using joint letters, and when appropriate, relevant policy directives; it is the responsibility of the State partners to work together to provide both technical assistance and consistent messaging to local and regional programs on the implementation of this partnership agreement at the local and/or regional level.

815. 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 agreements worked out between Local Boards, Regional Planning Units, and relevant local and regional stakeholders.

816. Partners will continue to work in a workgroup over the course of the early months of 2018 to identify practices and operational methods that may be used by Local Boards, RPU's, and their regional and local partners to better serve unemployed non-custodial parents. The work of this workgroup will inform local and regional policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships for serving unemployed non-custodial parents.

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APPENDIX A: TITLE I PROGRAM SPECIFIC REQUIREMENTS AND ASSURANCES

REVISIONS TO APPENDIX A REFLECT THE FOLLOWING CONSOLIDATIONS OR NAME CHANGES OF LOCAL WORKFORCE DEVELOPMENT AREAS:

List of Local Workforce Development Areas 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
Merced County Workforce Development Board
Monterey County Workforce Development Board
Mother Lode Job Training [Amador, Calaveras, Mariposa & Tuolumne]
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]
THE PROCESS USED FOR DESIGNATING LOCAL AREAS AND THE PROCESS USED FOR IDENTIFYING REGION AND PLANNING REGIONS

The state's process used for designating local areas is included in Directive WSD14-10. 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 or 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 both 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 WSD15-17. 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 RPU’s 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 RPU.

**APPEAL PROCESS FOR DESIGNATION OF LOCAL WORKFORCE DEVELOPMENT 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:

824. 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.

825. 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.
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.

The hearing record will close 60 calendar days from the start of the hearing process.

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.

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.

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**APPEAL PROCESS 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 21 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 10 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 15 calendar days after the hearing.

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**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

WORKFORCE ACCELERATOR FUND

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 through ‘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 into 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.

POPPULATION 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 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.

**GOVERNOR’S SET ASIDE FUNDING. RAPID RESPONSE FUNDS, AND LAYOFF AVERSION STRATEGIES**

State policies and procedures to provide rapid response have been updated since the State Plan was drafted. The State Board and EDD issued WSD16-04 - Rapid Response and Layoff Aversion Activities, which consolidates previous Workforce Investment Act (WIA) Rapid Response guidance into a single comprehensive directive, and distinguishes Rapid Response activities from Additional Assistance. It provides the California Workforce Development Board’s (State Board) policy framework for Local Workforce Development Boards (Local Board) to design and implement a local/regional business engagement strategy and articulates the role of layoff aversion within effective Rapid Response systems.

This policy does not make any changes to the current formula allocation methods for Rapid Response funds. It also provides direction and guidance for conducting layoff aversion activities as required by the federal Workforce Innovation and Opportunity Act (WIOA).

This policy applies to all recipients of WIOA 25 Percent Dislocated Worker funds, and became effective upon release. This policy contains only state-imposed requirements. This directive finalizes Workforce Services Draft Directive WSDD-142 http://www.edd.ca.gov/Jobs_and_Training/pubs/wsdd-142.pdf, issued for comment on May 6, 2016. The State Board received 12 comments. The comments did not result in any changes to the directive. This directive supersedes Workforce Services Directive WSD14-03, dated September 3, 2014.

Federal law requires that states set aside not more than 25 percent of their WIOA Dislocated Worker funding for two statewide activities:

- Rapid Response to assist workers and businesses at risk of layoff or affected by layoff.
- Additional Assistance for Local Boards to apply for if there is a significant increase in unemployment in their areas caused by plant closure, downsizing, natural disaster, or "other events."
Federal law provides discretion to the Governor to develop specific policy. In California, current policy is to formula-allocate the Rapid Response funds (half of the total 25 percent funds) to Local Workforce Development Areas (Local Area).

California’s Rapid Response system has evolved since the implementation of WIA, with Local Boards leading innovative and proactive local Rapid Response systems. In addition, the WIOA requires states and Local Areas to include layoff aversion as an integral component of Rapid Response policy.

In response to this evolution, the State Board established a Rapid Response/Layoff Aversion Workgroup to consolidate various state guidance into a single comprehensive document and to recommend policy, consistent with the WIOA, that requires proactive business engagement and layoff aversion strategies that can assist a business to avoid layoffs through an incumbent worker training program, use of the Work Sharing Program, or in the event of layoffs, assists workers in quickly re-entering the workforce through rapid re-employment services.

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**RAPID RESPONSE**

The primary purpose of Rapid Response as stated in federal guidance is to enable affected workers to return to work as quickly as possible following a layoff, or to prevent layoffs altogether. To accomplish this, the workforce development system must be coordinated, comprehensive, and proactive in communicating with business. This includes providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access, and coordinating with regional partners to reduce duplication.

A sound business engagement infrastructure should include early warning systems, which are necessary to ensure a timely response to worker dislocations. Early indicators can be recognized in a variety of ways, including through close communication with employer representatives, industry groups, organized labor, utilities, or through local media. Rapid Response also tracks labor market trends, increased Unemployment Insurance claims, public announcements through the California Worker Adjustment and Retraining Notification (WARN) Act notices, and analyzes economic data to assess the health of businesses. In each region, systems should be in place to regularly monitor all potential early warning indicators and notification channels, and employers must be informed about their legal responsibilities to issue advance notifications of layoffs and closures.

It is critical that regional business engagement teams build relationships with employers, labor organizations, workforce and economic development agencies, training institutions, service providers and community-based organizations. Proactive business engagement systems rely on good intelligence. Their value to economic development efforts can be increased by providing ready access to information regarding available talent. Regions can gain a competitive edge when they can leverage accurate information about regional economic trends, labor markets, new business development, impending layoffs, regional assets, and education and training resources.

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**THE ROLE OF LAYOFF AVERSION**
A layoff aversion strategy helps employers retain a skilled workforce and/or provides workers rapid transition to new employment, minimizing periods of unemployment. Layoff aversion is a central component of a high-performing business engagement strategy, requiring a shared responsibility among numerous partners at the state, regional, and local levels.

It is important to emphasize that Rapid Response does not stop layoffs. The intent of layoff aversion as a business engagement strategy is to provide business solutions to companies that want to save jobs. To save jobs, a business engagement team must be able to identify an at-risk company well in advance of layoffs, get executive level commitment to work together, assess the needs of the company, and deliver solutions to address risk factors. This requires a new culture of prevention and a strong infrastructure, including clarity of roles among regional partners. It requires data collection and analysis of regional labor market and industry sector trends, early warning mechanisms that can alert of problem areas and well-trained staff with capacity to build relationships among businesses, labor organizations and civic leaders.

Led by regionally coordinated Local Boards, business engagement teams should be built on regional partnerships among a range of organizations and intermediaries that can help identify and design appropriate business and employment solutions. Local Boards should include a variety of partners including the Department of Commerce’s Trade Adjustment Assistance for Firms, the Manufacturing Extension Partnership or other sector-based partnerships, public and private economic development entities, Chambers of Commerce, Small Business Development Centers, community-based organizations, community colleges, local labor councils, and others.

Business engagement activities such as customized training, incumbent worker training, and work sharing strategies are among the many WIOA funded strategies that the workforce system can deploy to assist companies in averting layoffs.

As described in the Department of Labor’s (DOL) TEGL 03-15, incumbent worker training provides both workers and employers with the opportunity to build and maintain a quality workforce. Incumbent worker training can be used to help avert potential layoffs of employees, or to increase the skill levels of employees so they can be promoted within the company and create backfill opportunities for the employers. Under Section 134(d)(4) of WIOA, Local Boards can use up to 20 percent of their adult and dislocated worker funds to provide for the federal share of the cost of providing incumbent worker training. Incumbent worker training needs to take into account the following factors:

- The characteristics of the participants in the program.
- The relationship of the training to the competitiveness of a participant and the employer.
- Other factors the State or Local Boards may determine appropriate (e.g., the number of employees participating in the training, wage and benefit levels of those employees [both pre and post participation earnings]), and the existence of other training and advancement opportunities provided by the employer).

Employers are required to pay for a significant cost of the training for those participants in incumbent worker training; this can be done through both cash
and/or in-kind payments. The wages paid to participants, while in training, may be considered as a source of matching funds. Rules for matching funds are provided in the Uniform Guidance and DOL exceptions at 2 CFR 200.306 and 2 CFR 2900.8, respectively. Under Section 134(d)(4)(D) of WIOA, the minimum amount of employer share in the incumbent worker training depends on the size of the employer:

- At least 10 percent of the cost for employers with 50 or fewer employees
- At least 25 percent of the cost for employers with 51 to 100 employees
- At least 50 percent of the cost for employers with more than 100 employees

Employer share must be reported on the ETA-9130 quarterly financial report. The DOL encourages states and Local Areas that use incumbent worker training to ensure contracts with employers provide sufficient information to include participants in reporting. Incumbent workers should be reported in the WIASRD under element number 911 until a new reporting layout is available.

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**DEFINITIONS AND RESOURCES**

*Business Cycle* - A business cycle is identified as a sequence of four phases:

- Contraction - A slowdown in the pace of economic activity
- Trough - The lower turning point of a business cycle, where a contraction turns into an expansion
- Expansion - A speedup in the pace of economic activity
- Peak - The upper turning of a business cycle

*Customer Relationship Management Module (CRM)* - The CRM is a CalJOBS service based tool, supported by the Employment Development Department (EDD), which allows Local Boards and their partners who have access to the CalJOBS system to record, track and report a variety of business engagement activities at the individual company level.

*Economic Development* - The International Economic Development Council defines economic development as a program, group of policies, or activity that seeks to improve the economic well-being and quality of life for a community, by creating and/or retaining jobs that facilitate growth and provide a stable tax base. For a good resource, see the California Association of Local Economic Development and the Governor’s Office of Business and Economic Development.

*Employer Contact (Rapid Response 121 Report)* - A visit to an employer by staff for the purposes of conducting Rapid Response activities. This visit may be in person, by telephone or through the use of other interactive technology. This is a cumulative report.

*Employer Contact (122 Report)* - This form is used only to report the development, implementation and completion of a business solution strategy(s) relating to and
resulting in job retention at the current place of employment and the rapid re-employment (talent transfer) of affected workers. This is a cumulative report.

Employment Training Panel (ETP) - The ETP provides incumbent worker training funding to employers to assist in upgrading the skills of their workers through training that leads to good paying, long-term jobs. The ETP is a funding agency, not a training agency. Businesses determine their own training needs and how to provide training. ETP staff is available to assist in applying for funds and other aspects of participation.

*Incumbent Worker* - An employee of a business applying for incumbent worker training funds to up-skill and/or retrain in accordance with the WIOA.

*Incumbent Worker Training* - Developed with an employer or employer association to upgrade skills of a particular workforce. The employer agrees to retain the trained worker(s) upon completion of the training. Frequently, such training is part of an economic development or layoff aversion strategy.

*Jobs Retained* - A layoff is averted when (1) a worker’s job is retained with the current employer that is at risk of downsizing or closing, or (2) when a worker at risk of dislocation transitions to a different job with the same employer.

*Layoff Aversion* - The process of using a series of activities, studies, and networks to examine a business or sector’s cycle, organizational conditions, markets, and broad community relationships etc., in an effort to determine workforce and economic solutions that can mitigate job loss or save jobs.

Manufacturing Extension Partnership (MEP) - The National Institute of Standards and Technology’s Hollings MEP works with small and mid-sized U.S. manufacturers to help them create and retain jobs, increase profits, and save time and money. The MEP also works with partners at the state and federal levels on programs that put manufacturers in position to develop new customers, expand into new markets and create new products.

*Rapid Re-Employment (Talent Transfer)* - A laid off worker is hired by a different employer and experiences short term unemployment (45 calendar days or less). To qualify for this activity, a confirmed job offer must be on file from the hiring employer and issued within 45 days of the date the participant becomes unemployed.

Small Business Development Centers of California (SBDC) - The SBDCs provide training and nocost one-on-one counseling to help small businesses and entrepreneurs overcome obstacles to growth. Topics range from: start-up assistance, planning for growth and expansion, technology and innovation and access to capital.

Work Sharing Program/Short Term Compensation - Work Sharing is described in Section 1279.5 of the California Unemployment Insurance Code and provides employers with an alternative to layoffs and provides their employees with the payment of reduced Unemployment Insurance benefits.
Note: This activity is considered a job saved/retained as this strategy does minimize the impact on the Unemployment Insurance fund and should be reported on the Layoff Aversion Form 122.

POLICY AND PROCEDURES

The EDDs WSIN15-21 communicated to the local workforce system the availability of a new module for CalJOBS. Local Boards and their staff responsible for business outreach activities are strongly encouraged to use this module to track all business engagement activities. Local Boards are encouraged to provide access to and training for the CalJOBS CRM module, as use of this module regionally across Local Areas will help eliminate duplicate contacts from local/regional agencies to the same employers, provide information regarding historical activities and the types of activities being conducted with an individual employer.

On May 18, 2004, the State Board adopted a Dislocated Worker 25 percent funding policy, which includes the following components and related recommendations.

Dislocated Worker 25 Percent Set-aside

State Board policy specifies that the state will set aside 25 percent of the state’s WIOA Dislocated Worker funding for California’s Rapid Response System and for Additional Assistance to dislocated workers in Local Areas. Of this 25 percent, one-half is reserved for Rapid Response activities and one-half is reserved for Additional Assistance to Local Areas. The state will reserve a portion of the 25 percent Additional Assistance funds for statewide dislocated worker activities.

Rapid Response Funding

The Rapid Response set-aside funds will be allocated based on a three-part formula and layoff aversion component as follows:

- **Baseline funding** is allocated equally among Local Areas to ensure, at a minimum, that some capacity exists in each Local Area for the coordination and conduct of Rapid Response activities. Allocations to Local Areas comprised of more than one county will include an additional allocation of $50,000 for each additional county. Of the Rapid Response set-aside funds, 30 percent will be reserved for this baseline funding.

- **Layoff-based funding** is for Local Areas that serve regions where significant numbers of dislocation events occur. This allocation will be based on quantitative layoff data. Funds Page 8 of 10 will be allocated to Local Areas in proportion to the number of affected workers offered Rapid Response services in response to layoffs reported to the state. This methodology will ensure California meets WIOA requirements to provide services to assist groups of workers affected by mass layoffs, permanent business closures, and natural or other disasters. Of the Rapid Response set-aside funds, 45 percent will be reserved for this layoff-based funding.

- **Hold-Harmless** minimizes funding losses from year-to-year. A portion of the Rapid Response set-aside funds will be used to ensure that no Local Area receives less than 75 percent of their prior-year share of statewide funds distributed for baseline
and layoff-based activities. This policy also limits any Local Area’s year-over funding increase to 100 percent of their prior-year allocation.

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**LAYOFF AVERSION FUNDING**

Layoff Aversion activities will be funded from the previously state-held Rapid Response Competitive Solicitation Fund. These funds will be distributed to Local Areas based on the Local Area’s relative share of the Rapid Response formula allocations.

Additional Assistance Funding Additional Assistance Funding will continue to be available as currently outlined in WSD13-2, Dislocated Worker Additional Assistance Projects. An updated future policy directive will be issued to separate Additional Assistance from Rapid Response guidance and clarify the policy and procedures for use of these funds.

**Uses of Rapid Response 25 Percent Funds**

Description of the required and allowable uses of Rapid Response funds:

**Categorization of Rapid Response Activities**

**Title 20 Code of Federal Regulations Notice of Proposed Rule Section 682.330**

<table>
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<th>Activity</th>
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<th>Prohibited</th>
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<td>X</td>
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<tr>
<td>Assessing layoff aversion potential</td>
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<td>X</td>
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<tr>
<td>Conducting orientation meeting with employees</td>
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<tr>
<td>Providing TAA orientation</td>
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</table>

Providing layoff aversion technical assistance to employer

Conducting business services workshops

Training affected workers to upgrade skills for another position in company

Attending Regional Roundtable

Attending conferences
Conducting interview technique workshops X*

Conducting job search assistance and resume writing workshops X*

Completing Unemployment Insurance applications X

Job fair or information expo not related to a dislocation event X

* Local Workforce Development Areas may conduct group workshops (e.g. job search assistance and/or resume writing workshops) as part of on-site Rapid Response to business closures or significant layoffs and charge the cost to their 25 Percent Rapid Response funds if they have determined, in consultation with the local workforce services manager, that EDD workforce services staff are not available to conduct such workshops.

Layoff aversion activities are a required activity in WIOA. It is the state’s policy priority that the full scope of required Rapid Response activities, as described in the WIOA, must be provided in each Local Area.

The scope of business solutions that may be provided at Rapid Response events is not restricted to the activities described in Section 134 of WIOA. Local Boards are encouraged to leverage other local or state funding sources to provide a broader scope of business solutions. Examples include assisting with Trade Adjustment Assistance, Unemployment Insurance claim filing, economic development, financial assistance counseling, and mental health counseling.

REPORTING

Baseline, layoff-based, and hold-harmless Rapid Response funds will continue to be issued to each Local Board, in the master subgrant, as grant codes 540 and 541. These formula funds may be spent on the wide range of required and/or allowable activities. Participants receiving Page 9 of 10 Additional Assistance services must be enrolled in grant code 241. Local Boards shall continue to report participant enrollments receiving incumbent worker training using Rapid Response formula funds under grant code 2274.

Layoff Aversion funding will be issued under grant codes 292 and 293 in each Local Board’s master subgrant. These funds can be spent and the wide range of required and/or allowable activities. Local Boards are to report participant enrollments receiving incumbent worker training using layoff aversion funds under grant code 2274.

Rapid Response Reporting Requirements (121 Report)

Activities to be included on the Rapid Response 121 Report are those relating to employer contacts in response to layoffs or closures, as defined by the State Board. The Rapid Response 121 report must be completed to report all employer layoff/closure planning/orientation meetings. Planning meetings and/or orientations of nine or less employees are for information only and will not be used in the calculation of the dislocation-based formula funding factor.

Complete a separate line item entry for each employer contact occurring on different days, locations, or employers. Complete a single line item entry if multiple sessions are conducted.
on the same day, for a single employer with the note of how many multiple orientations were made that day. Note - this is a cumulative report.

The Rapid Response 121 Report and line item instructions are included as Attachments 2 and 3. The Rapid Response 121 Report must be completed quarterly and submitted via email by the 20th of the month following the quarter’s end to the Local Area’s assigned Regional Advisor, with a “cc” to the Local Area administrator.

**Layoff Aversion Reporting Requirements (122 Report)**

This is a new report, specifically developed to capture and report business solution strategies delivered to business during any stage of the business cycle that relate to and result in job retention and/or rapid re-employment. A 122 Report may be submitted for a “single” job retained at an existing employer and/or a single rapid re-employment with a different employer. It is important that Local Area staff consider and document how layoff aversion activities will result in a positive outcome before allocating resources. Note - this is a cumulative report. It is not a register of local activities. It is to be used to report only business solutions (incumbent worker training to prevent a layoff, Work Sharing or Talent Transfer) completed during the reporting quarter.

For completion of the business solution strategy, documentation of outcomes must be attached to the 122 Report and retained locally for audit purposes. Note - the Local Board’s administrative, fiscal, and program activities will be subject to the state’s monitoring.

The 122 Report and line item instructions are included as Attachments 4 and 5. The 122 Report must be completed quarterly; it is a cumulative report and submitted via email by the 20th of the month following the quarter’s end to the Local Area’s assigned Regional Advisor, with a “cc” to the Local Area administrator. The reporting period is from April 1 to March 31 of the following year.

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**STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS**

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.

**Early intervention and TAA**
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. ATAA/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 WSD14-15.

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.

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**ALTERNATIVE TRAINING MODELS**

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 taken large strides in their efforts to partner with Local Boards to implement new employee training to provide qualified and skilled new workforce, 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.

**Registered Apprenticeship** 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 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 WSD15-07. In addition, the Governor recently enacted AB 509 (H. Perea, 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.

**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 Directive WSD15-23.

**Transfer Criteria**

In 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 funds

To 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.

GRANTS FOR YOUTH ACTIVITIES AND WIOA YOUTH PROGRAM REQUIREMENTS

State policies and procedures on grants for youth activities and youth program elements have been updated since the State Plan was drafted. The WSD17-07 - WIOA Youth Program Requirements provides the guidance and establishes the procedures regarding the Workforce Innovation and Opportunity Act (WIOA) youth program, including the 75 percent out-of-school (OS) youth and 20 percent work experience minimum expenditure requirements. This policy applies to Local Workforce Development Boards (Local Boards) and Local Workforce Development Areas (Local Areas), and is effective immediately. This policy contains some state-imposed requirements. This Directive finalizes Workforce Services Draft Directive WIOA Youth Program Requirements (WSDD-171), issued for comment on September 14, 2017. The Workforce Development Community submitted three comments during the draft comment period.

This policy supersedes Workforce Services Directive WIOA Youth Program Requirements (WSD16-01), dated July 6, 2016.

The WIOA Section 129 introduces key investments in OS youth and work experience. Specifically, it increases the minimum OS youth expenditure rate from 30 percent under WIA to 75 percent under WIOA, and introduces a 20 percent work experience expenditure requirement. Additionally, it adds new program elements, increasing the number of required youth program elements from 10 under WIA to 14 under WIOA.
Operational implementation of the WIOA youth program began July 1, 2015, with all provisions taking effect July 1, 2016. Local Areas were expected to use their PY 2015-16 WIOA youth formula funds to properly align their youth programs and services in preparation for full WIOA youth program implementation effective July 1, 2016.

On August 19, 2016, the DOL issued the WIOA Final Rules. Among other things, the WIOA Final Rules establish a poverty rate of 25 percent for a high poverty area, allow Local Boards to directly provide youth services, allow for youth work experiences education and work components to be provided sequentially, and clarify youth program eligibility. The DOL has also published three additional TEGLs since 2015 providing further guidance and clarification for the WIOA Title I youth program. Therefore, the state is issuing its third iteration of the WIOA Youth Program Requirements directive to ensure state guidance is in full alignment with the WIOA Statute, the WIOA Final Rules, TEGL 23-14, TEGL 8-15, and TEGL 21-16.

Although some of the deadlines for implementation of the WIOA requirements have passed, the Employment Development Department (EDD) chose to retain past deadlines in this directive for compliance monitoring purposes.

POLICY AND PROCEDURES

Definitions

For the purposes of this directive, the following definitions apply:

Adult Education - academic instruction and education services below the postsecondary level that increases an individual's ability to: read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment (WIOA Section 203).

Attending School - an individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an IS youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However, if the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered OS youth if the eligibility determination is made after youth decided not to attend postsecondary education. Youth on summer break are considered IS youth if they are enrolled to continue school in the fall (TEGL 21-16).

Not Attending School - an individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:

WIOA Title II Adult Education, YouthBuild, Job Corps, high school equivalency program, or dropout re-engagement programs.

- Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are the exception; they are considered IS youth (Title 20 CFR Section 681.230).
Non-credit bearing postsecondary classes only (TEGL 21-16).

A charter school program that provides instruction exclusively in partnership with WIOA, federally-funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps (in alignment with EC Section 47612.1).

**Offender** - An adult or juvenile subject to any stage of the criminal justice process or an adult or juvenile who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or convictions or for whom services under WIOA may be beneficial (WIOA Section 3[38]).

**Postsecondary School** - California community colleges, and accredited public and private universities (EC Section 66010).

School - any secondary or postsecondary school (Title 20 CFR Section 681.230). These include, but are not limited to: traditional K-12 public and private (e.g., continuation, magnet, charter, and home) schools.

School Dropout - an individual who is no longer attending any school and has not received a secondary school diploma or its recognized equivalent (WIOA Section 3[54]). Per TEGL 8-15, this term does not include individuals who dropped out of postsecondary school.

Secondary School - a nonprofit institutional day or resident school, including a public secondary charter school, that provides secondary education, as determined under state law, except that the term does not include any education beyond grade 12 (Title 20 U.S.C. Section 1401[27]).

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**YOUTH ELIGIBILITY CRITERIA**

The WIOA Section 129(a)(1) provides new eligibility criteria for the WIOA youth program. To be eligible to participate in the WIOA youth program, an individual must be an OS youth or an in school (IS) youth.

Youth enrolled after July 1, 2015, must meet the WIOA eligibility criteria. After July 1, 2015, all WIA youth participants who are enrolled in the WIA youth program must be grandfathered into the WIOA youth program, even if the participant would not otherwise be eligible for the WIOA. Local youth programs are not required to complete an eligibility redetermination if the participant has been determined eligible and enrolled under the WIA. Furthermore, these participants must be allowed to complete the WIA services specified in their individual service strategy.

**OS Youth Eligibility**

In order to receive services as an OS youth, an individual must meet the following eligibility criteria:

863. Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships).
864. Age 16-24 years old.

865. One or more of the following barriers:

0. A school dropout.

1. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year quarter. i. Note - If the school does not use school year quarters, Local Areas must use calendar quarters.

2. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.

3. An offender.

4. A homeless individual or a runaway.

5. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.

6. An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers).

7. An individual with a disability.

8. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

(Title 20 CFR Section 681.210)

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an OS youth at time of enrollment and is subsequently placed in school is still considered an OS youth. Additionally, an individual who is an OS youth and between the ages of 16-24 at the time of enrollment, and is now beyond the age of 24, is still considered an OS youth until exited.

**IS Youth Eligibility**

In order to receive services as an IS youth, an individual must meet the following eligibility criteria:

866. Attending school, including secondary and postsecondary school.

867. Age 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an IS youth [TEGL 21-16 and EC 56026]).

868. Low income individual.

869. Meets one or more of the following barriers:
0. Basic skills deficient.
1. An English language learner.
2. An offender.
3. A homeless individual or runaway.
4. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
5. Pregnant or parenting (custodial and non-custodial parent including noncustodial fathers).
6. An individual with a disability.
7. An individual who requires additional assistance to complete an educational program or secure and hold employment.

(Title 20 CFR Section 681.220)

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an IS youth and between the ages of 14-21 at the time of enrollment, and is now beyond the age of 21, is still considered an IS youth until exited.

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LOW-INCOME

Under WIOA, a youth who receives or is eligible to receive a free or reduced lunch under the Richard B. Russell National School Lunch Act, is considered to be low-income. While the free/reduced lunch low-income category primarily applies to IS Youth, OS youth may also qualify as low income if the youth is a parent living in the same household as a child who receives or is eligible to receive free or reduced price lunch based on their income level. However, not all youth who receive a free or reduced priced lunch automatically qualify as lowincome for the WIOA youth program eligibility. In areas where a school district subsidizes all student meals under the Hunger-Free Kids Act of 2010, the Local Area must base low-income status on an individual student’s eligibility to receive free or reduced price lunch or on the youth’s ability to meet one of the other low-income categories under WIOA.

A youth living in a high-poverty area is automatically considered to be a low-income individual. A high-poverty area is a Census tract or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey (ACS) 5-Year data. Local Areas may access ACS 5-Year data on the U.S. Census Fact Finder website to determine the poverty rate. TEGL 21-16, Attachment 2 - Determining Whether Youth are Living in a High Poverty Area, provides step-by-step instruction on how to calculate the poverty rate.

Calculating Income

For income calculation purposes, if an individual is not living in a single residence with other family members that individual is not considered a member of a family. When
determining a youth’s eligibility based on low-income status, Local Areas must do the following:

- Include Unemployment Insurance as income.
- Include child support payments as income.
- For IS youth with a disability, consider only the youth's own income rather than their family’s income.

(TEGL 21-16)

**Low-Income Exception**

The WIOA maintains a five percent low-income eligibility exception where five percent of Local Area youth participants who ordinarily would need to be low-income do not need to meet the low-income provision. However, because not all OS youth are required to be low-income, the five percent low-income exception under WIOA is calculated based on the five percent of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria. The five percent low-income exception may include OS youth under eligibility categories 3c and 3i, IS youth, or a combination of both, not to exceed five percent of all WIOA youth participants served in a given program year.

**Requires Additional Assistance**

Under WIOA, no more than five percent of IS youth enrolled in a given program year may be found eligible based solely on meeting the criterion, “requires additional assistance.” This limitation applies to IS youth enrolled on or after July 1, 2015. Therefore, participants that were enrolled under WIA and carried into WIOA would not be factored in.

Local Boards are responsible for establishing local definitions and eligibility documentation requirements for “requires additional assistance” as it relates to both OS and IS youth. The local policy should be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified in the policy objectively requires additional assistance. As outlined in California’s Unified Strategic Workforce Development Plan 2016-2020 (State Plan), examples could include, but are not limited to, the following:

- Have repeated at least one secondary grade level or are one year over age for grade.
- Have a core grade point average 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 OS youth).
- Have been fired from a job within the 12 months prior to application (applies to OS youth).
- Have never held a full-time job for more than 13 consecutive weeks (applies to OS youth).

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**OS YOUTH**

The WIOA shifts the primary focus of youth formula funds to support the educational and career success of OS youth. As a result of this shift, the cost per participant under WIOA may increase as many OS youth require more intensive and costly services. Consequently, fewer participants might be served under the WIOA youth program due to the more intensive and costly services for the increased emphasis on the OS youth population.

**OS Youth Expenditure Requirement**

Local Areas must spend at least 75 percent of their WIOA youth formula allocation on youth workforce investment activities for OS youth (WIOA Section 129[a][4]). The OS youth expenditure rate is calculated after subtracting funds spent on administrative costs.

Some Local Areas may not have been immediately prepared to spend at least 75 percent of their PY 2015-16 youth funds on OS youth. These Local Areas were required to demonstrate progress towards meeting the requirement through increased expenditures on OS youth (compared to their PY 2014-15 youth expenditures). Specifically, by June 30, 2016, Local Areas were required to increase their PY 2015-16 OS youth expenditures by at least 10 percentage points over their PY 2014-15 OS youth expenditures, and have a minimum OS youth expenditure rate of 50 percent.

Beginning with the PY 2016-17 youth funds, Local Areas are required to meet the full 75 percent OS youth expenditure requirement. The EDD calculated PY 2015-16 OS youth expenditures at the end of the first program year of the two year availability of the funds (i.e., June 30, 2016), and provided the figure to each Local Area. Local Areas that did not meet the 75 percent expenditure rate with their PY 2015-16 youth funds were required to submit a corrective action plan to their assigned Regional Advisor by December 31, 2016. The corrective action plan was required to include the following information:

- How the Local Area planned to meet the 75 percent OS youth expenditure rate with their PY 2016-17 youth formula funds.
Strategies the Local Area had taken to secure contractors, establish partnerships, and transition their youth program focus from IS youth to OS youth.

Beginning PY 2016-17, Local Areas must submit a corrective action plan for any program year in which they do not meet the 75 percent expenditure OS youth expenditure rate. A corrective action plan is included as Attachment 2 to this Directive.

**Recruiting OS Youth**

Under WIA, some Local Areas may have been serving low numbers of OS youth. These Local Areas should have used the first year of WIOA implementation (i.e., July 1, 2015, through June 30, 2016) to align their youth program design to start increasing recruitment and outreach to move towards meeting the 75 percent OS youth expenditure requirement.

Youth outreach and recruitment are among the limited instances in which WIOA youth funds may be expended on costs related to individuals who are not yet participants. However, youth program services may not be provided until a formal eligibility determination being made.

For tips and best practices regarding outreach and recruiting OS youth see Attachment 3 of this directive, Outreach and Recruitment of OS Youth.

**WIA 30 Percent Expenditure Requirement**

The WIA 30 percent OS youth expenditure requirement continued to apply to Local Areas serving OS youth with WIA funds after July 1, 2015. The OS youth expenditure rates are tracked and reported on a specific program year’s allocation. For the PY 2014-15 WIA youth formula allocation, the 30 percent OS youth expenditure minimum applied.

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**WORK EXPERIENCE**

The WIOA places a priority on providing youth with occupational learning opportunities through work experience.

**Work Experience Criteria**

Work experience provides IS and OS youth an invaluable opportunity to develop workplace skills. Paid and unpaid work experiences must include academic and occupational education (provided either concurrently or sequentially) and may include the following:

- Summer employment opportunities and other employment opportunities available throughout the school year. Local Areas may, but do not have to, provide summer employment opportunities. Under WIA, summer employment was its own program element. Under WIOA, it is incorporated into work experience. Local Areas have the flexibility to decide which work experiences are provided as long as the Local Area spends at least 20 percent of their WIOA youth formula allocation on work experience (Title 20 CFR Section 681.620).
o Pre-apprenticeship programs. Pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program. Pre-apprenticeship programs include the following elements:

- Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
- Access to educational and career counseling and other supportive services, directly or indirectly.
- Hands-on, meaningful learning activities that are connected to education and training activities.
- Opportunities to attain at least one industry-recognized credential.
- A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program (Title 20 CFR Section 681.480).

o Internships and job shadowing. Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant and may last anywhere from a few hours to a week or more (TEGL 21-16).

o On-the-job training (OJT) opportunities. OJT means training by an employer that is provided to a paid participant while engaged in a job that meets the following criteria:

  - Provides knowledge or skills essential to the full and adequate performance of the job.
  - Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant or up to 75 percent in circumstance of extraordinary costs of providing the training and additional supervision related to the training.
  - Is limited in duration to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate (WIOA Section 3[44]).

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Further, Local Areas may decide who provides the academic and
occupational education component. The academic component may take place inside or outside the work site, and the work experience employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means (TEGL 21-16).

Youth formula funds may be used to pay a participant’s wages and related benefits for work experience in the public, private, for-profit or non-profit sectors when the participant’s objective assessment and individual service strategy indicate that a work experience is appropriate.

Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of work experience. Allowable expenditures beyond wages may include the following:

- Staff time spent identifying potential work experience opportunities.
- Staff time working with employers to develop the work experience.
- Staff time spent working with employers to ensure a successful work experience.
- Staff time spent evaluating the work experience.
- Classroom training or the required academic education component directly related to the work experience.
- Orientation sessions for participants and employers.
- Incentive payment to youth for an achievement directly tied to the work experience.
- Employability skills/job readiness training to prepare youth for a work experience.

LOCAL POLICY

Local Boards must establish local policies regarding work experience. At a minimum, these policies need to address the following:

- The duration of the work experience assignment.
- Limitations on the number of hours.
- Appropriate incentives and stipends, including limitations on the types and dollar amount.

The WIOA youth provisions went into effect July 1, 2015. Local Boards were required to begin implementing the work experience requirements July 1, 2015, and establish local policy and procedures for work experience no later than January 1, 2016.

Work Experience Expenditure Requirement

Local Areas must spend at least 20 percent of their WIOA youth formula allocation on work experience (WIOA Section 129[c][4]). Leveraged resources cannot be used to fulfill any part of the 20 percent minimum work experience expenditure.
requirement (TEGL 21-16). The work experience expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for IS youth and OS youth.

State Technical Assistance

The EDD calculates work experience expenditures at the end of the first program year of the two year availability of the funds, and provides the results of these interim calculations to each Local Area and their Regional Advisor by September 30th. The Regional Advisor will assist Local Areas that appeared to be in jeopardy of not meeting the 20 percent work experience expenditure requirement by the end of the funding period.

Calculating OS Youth and Work Experience Expenditures

The Local Area’s OS youth and work experience expenditure rates are tracked for a specific program year youth allocation. The EDD will determine whether Local Areas met their expenditure requirements upon completion of expenditures of all funds in the specific program year’s youth allocation as follows:

Each Local Area’s total youth allocation is issued as a subgrant under grant code 301. This amount is located on Line I item 5 of the Summary of WIOA Expenditures Report for Grant Code 301. At the end of the two-year life of the youth formula funds, the total allocation is adjusted by subtracting the actual administration costs (Line III item 3) reported on the June 30 expenditure report for Grant Code 301. The remaining dollar amount for a Local Area that fully spent its allocation (which is equal to the program dollars spent shown on Line V item 3) is the amount upon which the 75 percent OS youth and 20 percent work experience expenditure requirement will be based. The amount reported for OS youth (Line V, item 2) must be at least 75 percent of the total program expenditures (Line V, item 3). The amount reported for work experience (Line V item 3b) must be at least 20 percent of the total program expenditures (Line V, item 3).

IS YOUTH

Under WIOA, fewer resources are available to serve IS youth. As a result, Local Areas should identify resources and/or establish partnerships with youth providers that can provide services to IS youth. Local Boards, in collaboration with youth standing committees, may consider leveraging resources and establishing partnerships to continue serving IS youth that are cost effective, and reach more students.

Transitioning WIA IS Youth Participants

Local Areas may have been serving large numbers of IS youth as they transitioned into WIOA on July 1, 2015. Although there was a shift in emphasis under WIOA to OS youth, Local Areas should not have prematurely exited WIA IS youth from the program.

Local Areas could have used a portion of their remaining PY 2014-15 funds for services to IS youth in order to assist them in successfully completing the program, while focusing PY 2015-16 funds on OS youth, consistent with the minimum 75 percent OS youth expenditure requirement on OS youth.
PERMISSIBLE USE OF YOUTH FUNDS

*Individual Training Accounts*

In order to enhance individual participant choice in their education and training plans and provide flexibility to Local Areas, Local Areas may use youth funds for Individual Training Accounts (ITA) for OS youth between the ages of 16 to 24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List can be used.

*Braiding Funds*

Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. Local Areas may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:

- The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit.
- The cost benefits two or more programs in proportions that can be determined without undue effort or cost.
- The youths meet the eligibility requirements for each program from which they are receiving funds.

An example is when the WIOA Title I youth program and the WIOA Title II adult education program are used to serve eligible youth. The WIOA Title I resources can provide career guidance, work experiences, and leadership development, while the WIOA Title II resources can provide adult education and literacy activities.

*(TEGL 21-16)*

*Incentives*

Local Areas may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. When offering incentive payments, Local Areas must do the following:

- Tie the incentive to the goals of the specific program.
- Outline in writing the incentive before the commencement of the program providing the payment.
- Align the incentive with the local program’s organizational policy.
- Meet the requirements in 2 CFR part 200.

*(Title 20 CFR Section 681.640)*

YOUTH STANDING COMMITTEES

Youth councils are not required under WIOA. However, Local Boards may continue to operate a youth council as a standing committee. The Youth Standing Committee may
provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. Youth Standing Committees should recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources. If so delegated by the Local Board after consultation with the chief elected official, the Youth Standing Committee may oversee eligible youth providers.

An existing youth council may be designated as the Youth Standing Committee or a Local Board may design a Youth Standing Committee to meet the needs of the Local Area’s youth program. If a Local Board does not establish a Youth Standing Committee, the Local Board is still responsible for conducting the oversight of youth activities under WIOA Section 129(c).

Local Boards that choose to design a new Youth Standing Committee are reminded that the membership must include: (1) a member of the Local Board, who must chair the committee, (2) members of community based organizations with a demonstrated record of success in serving eligible youth, and (3) other individuals with appropriate expertise and experience who are not members of the Local Board. The committee may also include parents, participants, and youth.

(Title 20 CFR Sections 681.100 - 681.120)

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**PROCUREMENT OF WIOA YOUTH SERVICE PROVIDERS**

Local Boards may directly provide some or all of the youth workforce service activities. If a Local Board serves as the youth service provider and performs other roles such as fiscal agent or AJCC Operator, the Local Board must have appropriate firewalls in place between the staff providing services, the staff responsible for oversight and monitoring of services, and the Local Board. The firewalls must conform to Title 20 CFR Section 679.430 for demonstrating internal controls and preventing conflicts of interest.

If a Local Board chooses to award grants or contracts to youth service providers for some or all activities, the Local Board must award such grants or contracts through a competitive process that does the following:

- Takes into consideration the ability of the youth service provider to meet performance accountability measures.
- Meets the procurement standards specified in Uniform Guidance and the DOL Exceptions.
- Follows state and local procurement laws.

Local Boards must also identify youth service providers based on criteria in the State Plan (Title 20 CFR Section 681.400). The State Plan establishes that Local Boards should select service providers that do the following:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of OS youth.
- Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries.
o Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into postsecondary education, and obtain employment within their chosen career path.

o 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.

o Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.

o Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Local Boards may do the following:

o Award youth service provider contracts on a sole source basis where the Local Board determines there is an insufficient number of eligible youth providers in the Local Area.

o Assign the function of selecting service provider contracts to the standing youth committee (if the Local Board has established a standing youth committee).

When the Local Board awards a grant or contract to a youth service provider who also fulfills another role in the Local Area, a written agreement with Local Board and the Chief Elected Official must provide clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

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**TRANSITIONING CONTRACTS**

As Local Boards transitioned from WIA to WIOA, they were required to ensure their Request for Proposals (RFPs) and youth service provider contracts incorporated the new WIOA youth provisions, (e.g., new eligibility requirements for IS and OS youth, increased expenditure requirements for OS youth and work experience, and the five new program elements). Local Areas were allowed to either undergo a contract modification with their existing providers, if permissible, or procure new service providers. Since youth enrolled beginning July 1, 2015, had to meet the new WIOA eligibility criteria, Local Boards were required to have modified their existing contracts and/or procured new youth service providers by July 1, 2015. If a Local Area procured new youth service providers, the state encouraged the use of one-year contracts with additional option years, rather than multi-year contracts, to allow maximum flexibility during WIOA implementation.

Local Boards may have opted to retain current WIA youth service contracts temporarily for various reasons (e.g., the contract did not include a clause that allowed for modifications to conform to new legislation, regulations, or requirements, etc.). The State Board and EDD wanted to provide Local Boards adequate time to transition to the new WIOA requirements, and, therefore, allowed Local Boards to retain their WIA youth service contracts through PY 2016-17. However, all RFPs and youth service provider contracts must have incorporated the new WIOA provisions by July 1, 2017.
The WIOA Section 129(c)(2) includes 14 program elements, which include the original 10 program elements under WIA (which have been consolidated to nine, as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements: (1) financial literacy, (2) entrepreneurial skills training, (3) services that provide labor market and employment information about in-demand industry sectors or occupations available in the Local Areas, (4) activities that help youth prepare for and transition to postsecondary education and training, and (5) education offered concurrently with and in the same context as workforce preparation activities and training for specific occupation or occupational clusters.

Local Areas are not required to provide all 14 required elements to each participant. Local Areas have the flexibility to determine which specific services a youth will receive based upon the youth’s assessment and service strategy. Local Boards, however, must ensure that all 14 program elements are available in their Local Area.

**Program Element 1 - Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services**

Tutoring, study skills training and instruction that lead to a high school diploma or its equivalent, including a recognized certificate of attendance or similar document for individuals with disabilities, are reported under program element 1. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Local Areas may provide tutoring, study skills training, and instruction in a one-on-one or group setting, through resources and workshops.

Program element 1 also includes secondary school dropout prevention strategies that keep a youth in school and engaged in formal learning or training. These activities include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction (TEGL 21-16).

**Program Element 2 - Alternative Secondary School Services or Dropout Recovery Services**

Alternative secondary school services that assist youth who have struggled in traditional secondary school education, are reported under program element 2. These services include, but are not limited to, basic education skills training, individualized academic instruction, and English as a Second Language training.

Program element 2 also includes dropout recovery services aimed at getting youth who have dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program (TEGL 21-16). Examples of these services include credit recovery, counseling, and educational plan development. While there is some overlap with dropout prevention strategies (program element 1), the activities within both program elements are provided with the goal of helping youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.

**Program Element 3 - Paid and Unpaid Work Experience**

Work experience is covered in detail on pages 12 through 15 of the directive.
Program Element 4 - Occupational Skills Training

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupation fields at entry, intermediate, or advanced levels. Local Areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the Local Area.

Occupational skills training must meet the following criteria:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential.
- Meet the quality standards in WIOA Section 123.

(Title 20 CFR Section 681.540)

Program Element 5 - Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation

This program element reflects an integrated education and training model. While basic academic skills that occur as part of alternative secondary school services or dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3) and occupational skills training (program element 4) are counted as other program elements when provided separately and at different times, this program element refers to the concurrent delivery of workforce preparation activities, basic academic skills, and hands-on occupational skills training in a specific occupation, occupational cluster, or career pathway (TEGL 21-16).

Program Element 6 - Leadership Development Opportunities

This program element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Positive social behaviors include the following:

- Exposure to postsecondary educational possibilities.
- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and team work training
- Training in decision-making such as determining priorities and problem solving.
- Citizenship training, including life skills training such as parenting and work behavior training.
- Civic engagement activities which promote quality of life in a community
Other leadership activities that place youth in a leadership role such as serving on the Standing Youth Committee.

(Title 20 CFR Section 681.520)

**Program Element 7 - Supportive Services**

Supportive services are services that enable an individual to participate in WIOA activities. Supportive services include, but are not limited to, the following:

- Linkages to community services.
- Assistance with transportation.

**PROGRAM DESIGN**

The WIOA enhances the youth program design through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment and individual service strategy. Additionally, the WIOA requires that the individual service strategy be directly linked to one or more of the performance indicators. A program design framework is an essential step to help Local Areas develop comprehensive service strategies based upon individual needs. Local Boards, in collaboration with a youth standing committee, can provide direction and leadership to assist local youth programs on improving the quality and effectiveness of youth services. A program design framework consists of an objective assessment, an individual service strategy, case management, and follow-up services that lead toward successful outcomes for youth participants (WIOA Section 129(c)(1)).

**Assessment Requirements**

The WIOA youth program design requires an objective assessment of academic levels, skill levels, and services needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement. Local Areas must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results. For basic skills assessment, Local Areas are not required to use assessments approved by the Department of Education's National Reporting System (NRS), nor are Local Areas required to determine an individual's grade equivalent or educational functioning level, although use of both tools is permitted. Local Areas may also use previous basic skills assessment results if such previous assessments have been conducting with the past six months.

In contrast to the initial assessment requirements described above, if Local Areas measure Educational Functioning Level (EFL) gains after program enrollment under the measurable skills gain indicator, the Local Area must use an NRS-approved
assessment for both the EFL pre and post-test to determine a youth’s educational functioning level.

In addition to the initial assessment, a career assessment can help youth understand how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments. Local Areas may provide career assessments through the WIOA youth program staff and/or through referrals to national and community-based partners and resources.

(TEGL 21-16)

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**STATE POLICY FOR “REQUIRES ADDITIONAL ASSISTANCE TO COMPLETE AND EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT”**

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).
**THE STATE’S DEFINITION OF “ALTERNATIVE EDUCATION”**

According to the California Education Code Section 58500, an alternative school is a type of school designed to achieve grade-level (K-12) standards and meet student needs.

Examples of alternative schools include, but are not limited to: continuation, magnet, and charter schools. If the youth participant is attending an alternative school at the time of enrollment, the participant is considered to be in school.

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**THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL**

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 school. These include, 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.

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**BASIC SKILLS DEFICIENT 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.
**TITLE I-B ASSURANCES**

18. The state has implemented a policy to ensure adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;

19. 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;

20. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of Local Board members;

21. The state established written policy and procedures to ensure Local Boards are certified by the Governor every two years in accordance with WIOA section 107(c)(2);

22. The state established a written policy and procedure for how the individuals and entities represented on the State 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;

23. 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);

24. 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;

25. If a state 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;

26. Priority of Service for covered persons is provided for each of the Title I programs;

27. The state agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report; and

28. 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);