

- **II.b.2 — Goals**

***Requested Revision — Section II(b)1 Vision - refers to State Plan Goals as related to Program Assessment and Program Alignment. The State Plan should include specific strategies for addressing different populations including individuals with barriers to employment, unemployed individuals, etc.***

Revision Submitted

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.
- ***II.c.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).***  
***Requested Revision — The California State plan should summarize the strategies that will addresses the weaknesses identified in II(a)(2). While addressing some of these strategies -- need to improve policy coordination, creation of more apprenticeship opportunities and career pathways), there are other weaknesses that should be specifically addressed. The Unemployment Insurance, as a required One-Stop partner, is not mentioned in this section. The update plan narrative should address this key relationship.***

#### Revision Submitted

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 (CalJOBS<sup>SM</sup>) is accessible to both employers and job seekers throughout the state. CalJOBS<sup>SM</sup> 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 CalJOB<sup>SM</sup>, the EDD provides:

- Coordinated participation of UI trained staff in 19 AJCCs across the state, to provide mentoring and training on the methods for providing job seekers with access to UI program services.
- Dedicated workshops to UI claimants, including the Initial Assistance Workshop (IAW), Personalized Job Search Assistance (PJSA), and the Reemployment Services and Eligibility Assessment (RESEA).

- Established and consistent communication pathways within the Trade Adjustment Assistance (TAA) and California Training Benefits (CTB) programs, to expeditiously adjudicate determination requests for CTB eligibility within the UI program to provide meaningful access to services.

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

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

- ***III.a.2.B — Alignment with Activities outside the Plan Requested Revision — The California State plan should include in this section additional coverage of Registered Apprenticeship, a key component in work-based learning and partnership. The narrative should discuss any future plans to enhance alignment of Registered Apprenticeship with other programs delivered in California’s public workforce system.***

#### Revision Submitted

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, CCCCCO, 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.

- ***III.a.2.C — Coordination, Alignment and Provision of Services to Individuals***  
***Requested Revision — The California State plan does not reference Unemployment Insurance and Senior Community Service Employment Program (SCSEP) nor other national grantees (such as YouthBuild and National Farmworker Job Program). These are important programs serving key populations as identified in II(a)(1)(b); this narrative in this section should be expanded to specifically address and amplify how coordination with these programs will be achieved for the benefit of the client-customer.***

- Revision Submitted

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.

- ***III.b.2 — The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines. Requested Revision — The State plan does not currently address California's process for developing guidelines for its administered one-stop partner programs. In this section, the plan should more fully describe the process for developing guidelines for State-administered one-stop partners and the policy foundation for the development of future plan modifications. The***

***narrative should also address the criteria for "determine equitable and stable methods of funding infrastructure.***

- Revision Submitted

As noted directly above, there is substantial detail on the work conducted by State Plan partners to develop One Stop policy in other areas of the State Plan, for example, in Chapters 4 and 6. We provide more information and narrative below:

State level policy guidance for the AJCC system is developed by the State Board and the Employment Development Department. Through workgroup, ad hoc committees, and discussions with partners and stakeholders, the State Board identifies policy issues, convenes stakeholders to clarify issues, solicits public input, and develops policy recommendations. EDD works with the State Board to turn the recommendations into draft Directives, distribute the draft to the field, solicit and respond to public comment, finalize the policy in a Workforce Services Branch Directive, and monitor compliance with the policy.

The State Board, in partnership with the Employment Development Department sponsored a One-Stop Design Workgroup consisting of representatives of core and strategic partners, local workforce development boards to develop recommendations for implementation of the WIOA version of the America's Job Centers of Californian System. A critical goal of the workgroup was to develop policies that supported an integrated service delivery system and to provide customers a "no wrong door" approach to accessing services through a streamlined intake process that assesses their skills, knowledge and abilities and connects them to relevant services and wrap-around support. To achieve this goal, the workgroup recommended statewide policy guidance and technical assistance on professional development and capacity building for AJCC staff to ensure that they not only understand the specific programs they administer, but also understand all of the programs in the system, and be able to adequately assess their customer's needs, and assist them in identifying their goals, and create their action plan.

The workgroup strongly recommended using customer centered design principles in professional development and capacity building efforts. Staff must be "Coaches" who help people design individual career pathways. Partners will need to work together to provide a "safety-net" to ensure a successful referral/hand-off between organizations, to co-enroll customers to reduce duplication of effort, and in co-funding and leveraging services across organizations.

The One-Stop Design Workgroup also developed a policy recommendation on development of the Memorandum of Understanding for the AJCC system. With input from the workgroup, the State Board and EDD developed an MOU Directive ([http://www.edd.ca.gov/Jobs\\_and\\_Training/pubs/wsd15-12.pdf](http://www.edd.ca.gov/Jobs_and_Training/pubs/wsd15-12.pdf)) to provide policy guidance to the local boards and core partners. Each State level partner reviewed and agreed to the MOU Directive and Sample MOU and has provided guidance to their local counterparts supporting their participation in the MOU process.



EDD and the State Board partnered with the California Workforce Association to conduct three regional trainings on MOUs for the workforce system. Each training had over 100 attendees representing all of the core WIOA partners. These efforts provided a consistent basis for local representatives to negotiate MOUs and Resource Sharing Agreements (RSAs) in their individual one-stop systems. Elements of the MOU will include:

- a description of the one-stop system that represents the shared vision, values, and principles of collaboration between the local partners
- a description of the shared customer, agreed-upon shared services and commitment to sharing the costs of operating the local one-stop system.

A check in with all local boards on the MOU Development process was conducted by EDD on May 31, and Phase 1 of the MOU's are on track for completion by June 30, 2016. The One-Stop Design Workgroup also prioritized guidance on enrollment in basic and individualized career services, customer flow, and streamlining customer intake. This guidance is in development and will be customer-centered, focused on engaging customers and reducing redundant intake processes.

The State's MOU Directive also includes a requirement that local boards develop cost sharing agreements for infrastructure funds by December, 2017. The deadline was extended in order to analyze final regulations from the federal government. The State's approach to infrastructure funds is under development and awaiting final regulations from the federal government.

California State level policies for the AJCC system embraces the principles of Customer Centered Design. The State's policies support placing customers at the center of the design process of the America's Job Center of California to ensure the system is responsive to the needs of employers and job seekers and services provided are the services that are needed by customers. The USDOL/ETA Customer Centered Design (CCD) Challenge has been an opportunity for California's workforce partners and professionals to come together as teams to develop service designs to assist with WIOA implementation. CCD offers local boards and AJCCs the opportunity to step back from their normal business practices to develop solutions with a customer-centered focus. The purpose is to remove focus from laws and regulations-oriented problem solving to human-focused, solutions-oriented practices through a series of prescribed, actionable steps. As part of the State's WIOA Implementation effort, California is supporting the 10 California CCD teams that participated in Round 1 of the CCD Challenge by providing grants to local Workforce Development Boards that sponsored design teams to implement, test, and refine their prototypes. In addition, California has also set aside funding to support CCD Round 2 Design Teams in their efforts to develop prototypes to improve services to job seekers with barriers to employment.

The State Board will develop State Plan policy modifications based on what it learns from working with its partners through WIOA implementation efforts, especially with regard to the ability of Local Boards and their Local and Regional partners being able to carry out the policy vision of this State Plan as outlined in Chapters 3 and 5 discussed elsewhere in this plan.

The State Board will also consider changes to the labor market, performance outcomes, and policy research on best practices and model partnerships as it prepares its State Plan modifications in 2018.

- **III.b.4.B — Assessment of One-Stop Partner Programs**

***Requested Revision — This section of the State Plan should more fully describe the One-Stop assessment process and its conduct cycle, clarifying the difference between California’s efforts in the topic area as distinguished from those conducted in the three year certification requirement. It is not clear from the narrative on how the State will assess its programs yearly in terms of the WIOA requirements.***

- Revision Submitted

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.

- **III.b.4.D — Evaluation**

***Requested Revision — While this section indicates that the State Board has delegated the responsibility for evaluation to the Local Boares, this section should further explain how the results of the evaluations will be used. The section should also be expanded to describe how evaluation and research projects that are undertaken will coordinated with the evaluations provided by the Departments of Labor and Education.***

- Revision Submitted

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.

- ***III.b.5.B.1 — Multi-year grants or contracts***

***Requested Revision — Title II: The State failed to 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. The State failed to describe how it is distributing AEFLA funds within the State. The State does not adequately describe the State's competitive process and identify how many years will be awarded in multi-year grants or contracts. The State does not describe how it will determine demonstrated effectiveness.***

- Revision Submitted

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.

- ***III.b.6.A.2 — Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan. Requested Revision — To further expand upon the State’s description in this section, the narrative should provide additional clarification or examination of the phrase "any efforts." with respect to the integration of data systems. Additional specificity will also benefit the technical assistance discussions between the State and the Federal partners.***

- Revision Submitted

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:
  - SB 1402 (T. Lieu, Chapter 361, Statutes 2012) which requires performance reporting for CCCC 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, CCCC 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.



- 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.
  - Discussion with the California Department of Technology is on-going to scope feasibility of developing a federated state level data sharing solution. The State Board will likely enter into a project management contract with CalTech to shepherd the data-sharing stakeholder process.

Additionally, the State Board is working to build greater capacity for cross-system assessment of the education and workforce systems through its participation with partners EDD, CCCCO, and SBE/CDE in the State Workforce and Education Alignment Project (SWEAP) funded by the National Skills Coalition in order to receive technical assistance for the development of data tools that gives state partners and policymakers better data to assess the extent to which relevant workforce and education programs are having measurable labor market impacts for those receiving services. Data tools being developed through this project include the following:

- the cross-system metrics dashboard required by AB2148 which includes WIOA title I and Title II, ETP incumbent work training, state-approved apprenticeships, community college career technical education, and Trade Adjustment Act
- the community college CTE evaluation data system “LaunchBoard” which may provide the platform for a career pathway evaluator data tool that examines whether people with varying degrees of needs have access to the right programs and range of services to earn credentials and/or move into jobs
- supply and demand reports required annually by SB 118 (T. Lieu, Chapter 361, Statutes 2012) that compare numbers of community college program completers to number of jobs openings in in-demand occupations

To assess the quality, effectiveness and improvement of the core programs, the State Board will continue to meet with the state plan partners on a regular basis to ensure continuing collaboration and communication, overcome competing or inconsistent priorities, and check in on progress towards meeting goals.

- ***III.b.6.B — Assessment of Participants’ Post-Program Success***  
***Requested Revision — This section appears truncated in the portal; some language may have been dropped in the transcription process. This plan section should be updated/edited to fully address the criteria.***

- Revision Submitted

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, CCCCCO, 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)).
- ***VI.a.2.B — Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.***

***Requested Revision — The State Plan needs to describe how the State intends to use the Governor's set aside funding.***

- Revision Submitted

As detailed in Chapter 4, the Board makes significant investments of the Governor's discretionary money into two grant programs: Project SlingShot and the Workforce Accelerator Fund. The State Board has invested over \$20 million in over 80 grants for both of these programs collectively over the last three years.

### **Project SlingShot**

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

regionally-defined workforce and employment problems. The guiding premises of the SlingShot program are as follows:

- Policy impacts on major jobs and employment issues will be greatest if solutions are formulated at the regional level. California is a collection of distinct regional economies; aligning work at the regional level will be more effective than will city, county, district, or state level efforts.
- Income mobility in California is a major policy issue in the state. Policies must accelerate education, employment, and economic development for those Californians in danger of being left out of the state's prosperity.
- Policy and programming should aim at addressing big issues. California's regions face no shortage of vexing workforce challenges. Slingshot grants offer opportunities to take on tough issues that if solved, would meaningfully move the needle on employment.
- Policy should be evidence-based and data-driven. All strategies need to be grounded in effective use of data and metrics.
- Big problems require risk-taking. In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

### **Workforce Accelerator Fund Grants**

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

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

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

The target populations being served by the Accelerator Fund are:

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

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

Additional specificity for WIOA discretionary expenses for program year 2016-2017 follows:

**Employment Development Department (EDD) - \$2.0 million**

Budget is used for the WIOA related administration of the EDD facilities and procurement in America’s Job Centers of California (AJCC); and providing financial, legal, and Equal Employment assistance; and overseeing the proper access and use of WIOA-related information.

**California Unemployment Insurance Appeals Board - \$0.1 million**

Budget is used for the processing of a WIOA related appeal, conducting a prehearing conference and preparing a proposed decision.

### **Comprehensive Services in AJCC's - \$3.5 million**

Budget is used to fund Unemployment Insurance (UI) Branch staff in the AJCCs to do UI activities. Provides a guaranteed minimum of one UI trained staff in one comprehensive center in each local area. UIB Staff will provide in-person guidance to individuals, including individuals identified as having barriers, in filing an UI claim through the various methods, with priority given to utilizing the eApply4UI or UI Online<sup>SM</sup> applications, and direct individuals to the Public Service Program line following established criteria, as appropriate. UIB staff will also provide in-person guidance to individuals regarding the menu of services available in the UI Online<sup>SM</sup> application, EDD's website, and the EDD's Interactive Voice Response system. Funds from this line item will allow EDD to be in compliance with the WIOA requirements contained in WIOA Sections 121(b), (e) and proposed federal regulation 20 CFR 678.305.

### **Audit, Compliance and Fraud Prevention - \$5.5 million**

Budget is used to monitor state and local operations for reporting, compliance, and performance requirements; provide oversight to ensure proper use of information; investigate potential fraudulent activity; and prevent fraud.

### **Labor Market Information Program - \$2.2 million**

Budget is used to analyze and calculate the funding level for each Local Workforce Investment Area based on the WIOA requirements, and to provide planning assistance and training to the Local Workforce Investment Boards and AJCCs.

### **Labor Market Information Support for Local Boards - \$0.6 million**

Budget is used to research and to prepare industry and occupational employment projection reports, publish and create interact supply and demand tools to identify skills gaps in the workforce, and provide WIOA Youth and Adult infographics.

### **Local Program Oversight and Technical Assistance - \$8.8 million**

Budget is used to administer the various federally mandated activities including policy development and dissemination; data collection and reporting; as well as providing technical assistance, project management and oversight of all WIOA programs.

### **Financial Management and Information Technology - \$3.1 million**

Budget is used to manage and maintain the CalJOBS<sup>SM</sup> system; develop and integrate the Eligible Training Provider Listing system; provide technical assistance for the CalJOBS<sup>SM</sup> system; and conducts Feasibility Study Reports to support the upgrading and development of WIOA systems.

### **WIOA Implementation - \$0.6 million**

Budget is used to fund the UI Branch's participation in WIOA Implementation workgroups. Workgroups include: Referral to AJCC's, Meaningful Access, Feedback Loop, Training, and Internal Communication/Organization Change Management.

### **Regional Staff Capacity for State Plan Implementation - \$1.2 million**

Funds from this line-item will support regional staff capacity directed by California Workforce Development Board (CWDB) to organize grantee communities of practice, SlingShot work, sector initiatives and the development of WIOA regional plans as well as coordinate with other regional efforts of state partners including GO-Biz, Career Pathway Trust grantees, community college and adult education consortia.

### **Local Workforce Area Consolidation Grants - \$0.6 million**

Funds from this line-item will support and assist multiple local workforce areas within a planning region carry out activities to facilitate re-designation to a single workforce area. Activities may include development and implementation of regional decision making structures and governance agreements.

### **WIOA Required Program Evaluation - \$1.5 million**

Funds from this line-item will be awarded for research and evaluation of program practices and outcomes from all discretionary and other CWDB and EDD investments. Emphasis is on identifying, disseminating, and promoting effective regional, industry-sector, and local program practices. Funds from this line-item will also be awarded to provide WIOA [SEC. 116(e)] mandated evaluations of WIOA activities.

### **Performance and Participant Data Alignment - \$1.0 million**

Funds from this line-item will support the development and implementation of state-level and local data sharing to allow job seekers to more easily utilize multiple workforce education, training, and employment services without having to unnecessarily duplicate programs or services. A common data sharing system is also required for common WIOA performance reporting to the federal government.

### **CWDB Administration, Policy Development and Program Partner Coordination - \$3.5 million**

Budget is used to perform operational, administrative, policy and program coordination duties for CWDB. The role of the CWDB is to assist the Governor in the development of the State Plan, development and continuous improvement of the statewide workforce system, designation of local areas, review of local plans, development of allocation formulas, preparation of the annual report to the federal Department of Labor, development and continuous improvement of comprehensive state performance measures. In addition, staff duties include support to programmatic and policy initiatives, such as SlingShot and the Workforce Accelerator Fund, and staffing of all special committees. These committees were developed to assist the CWDB by providing recommendations for continuous improvements to California's workforce system. The CWDB also develops and provides public forums to share California workforce system information. The CWDB is federally

mandated as defined in the WIOA. This budget is included in the CWDB's Item 7120-001-0890.

**Regional Workforce Accelerator Program: Focus Ex-Offender and Immigrant Population - \$6.8 million**

Funds from this line-item will be awarded to local programs to test innovations that accelerate employment for populations with significant barriers to employment by more effectively removing barriers and creating improvements in training and job placement. Emphasis is on development of new strategies among related organizations and/or cross-program and services alignment that can improve employment outcomes for formerly incarcerated/ex-offenders and immigrants and others with barriers to employment.

**CalJOBS<sup>SM</sup> - \$1.6 million**

Funds from this line-item will be used to support CalJOBS<sup>SM</sup> improvements, including Spidering, the Mobile App, Document Management and Scanning, a Generic Program Application Module, the VOscan Automated Services Tracking Module, and Customer Relationship Management. These improvements will help increase the number of job postings in the CalJOBS<sup>SM</sup>, improve customers' ability to search and apply for jobs, modernize record keeping operations, enhance employment services tracking efforts, and amplify employer outreach efforts.

**SlingShot - \$4.9 million**

Funds from this line-item will provide assistance to local areas for carrying out the regional planning and service delivery efforts required under WIOA SEC. 106(c)—including support for regional coordination, regional leadership development, and WIOA required regional planning. Funds will be awarded to regional SlingShot workforce coalitions that develop regional leadership for the purpose of organizing and coordinating multiple workforce, education, training, and employment services programs (the supply-side) with businesses in industry sectors that are driving regional employment (demand-side) to achieve greater scale and employment outcomes from existing programs.

**Model Multiple-Employer Industry Sector Programs - \$2.0 million**

Funds from this line-item will be awarded to local workforce areas and regional coalitions to support the development, convening, and implementation of industry or industry sector partnerships. Emphasis is on multiple-employer workforce initiatives that develop career pathways to industry sectors with projected significant job openings or job growth. This line-item will help implement the State Plan goal of income mobility through attainment of industry-valued credentials and apprenticeship- as well as WIOA priority of utilizing on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, or transitional jobs.



### **Technical Assistance and Staff Training - \$5.0 million**

Funds from this line-item will provide assistance (including the development and training of program staff) to State entities and agencies, local areas, and one-stop partners in carrying out the activities described in the WIOA and the State Strategic Workforce Plan. Emphasis is on the development and improvement of client flow and integrated services in the One-Stop system through Customer Centered Design.

### **High Performing Board (State Requirement) - \$1.7 million**

Funds from this line item will provide funding to each of the local workforce boards that have received High-Performance Board status. These funds will be used to engage businesses and workforce partners regionally to develop sector strategies, build regional awareness of effective business engagement practices, and develop strategies to serve priority populations with barriers to employment. These funds will be used to meet the requirement of SB 698 (2011), which requires the Governor to establish, through the State Workforce Board, standards for certification of high-performance local workforce boards and to reserve specified federal discretionary funds for high-performance local workforce boards.

### **Governor's Award for Veterans' Grants - \$5.0 million**

Funds from this line-item will expand upon existing projects that accelerate employment and re-employment strategies for California veterans. Funds will focus on the efforts to transition veterans into high-wage, high-demand occupations to include: healthcare; professional, scientific and technical services; construction; transportation; security; utility and energy sectors; and information technology. This funding will encourage the promotion of veterans as individuals with marketable skills and experience. The intent is to build meaningful and sustainable industry investment and partnership, system innovation, and to develop initiatives that have the best potential to place targeted veterans, including recently separated veterans, into self-sufficient jobs and on pathways to careers.

### **Disability Employment Initiative - \$2.0 million**

Funds from this line-item will be used to design, develop, and implement projects that accelerate employment and re-employment strategies for people with disabilities by creating more effective linkages with California's employer community. These strategies will help increase employer awareness and dispel myths and perceived barriers regarding hiring people with disabilities. These are critical to increasing employment opportunities and outcomes for people with disabilities by working more closely with California's employer community.

- ***VI.b.2 — Describe how the State will incorporate Registered Apprenticeship into its strategy and services.***

***Requested Revision — The California State Plan should describe how it will incorporate Registered Apprenticeship into its strategy and services.***

- Revision Submitted

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, CCCC, 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.

- ***VI.c.2 — Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.***

***Requested Revision — The California State Plan must describe specific strategies to achieve improved outcomes for out-of-school youth and how they will leverage and align core programs in order to serve out-of-school youth.***

As discussed in the State Plan partnership agreements which appear near the end of Appendix 2, the State Plan provides specific detail on California’s approach to “out of school” youth. For example, State Plan partners, including the State Board, Department of Rehabilitation, Department of Social Services, CDE, and the Chancellor’s Office have all agreed as part of the State Plan to work together to provide and coordinate services to youth, including out of school youth, in the following ways:

- Providing individual and joint guidance from their respective agencies to encourage local recruitment and service delivery collaboration efforts between America’s Job Centers of California (AJCCs), County Welfare Departments (CWDs), Local Education Agencies (LEAs), foster care and justice systems for youth entering or exiting partner programs
- Providing support, technical assistance/professional development, and linkages to community based organizations (CBOs) providing services to “out of school youth”
- Agreeing to collaborate to develop a menu of best practices and model partnerships for youth programs utilizing both policy research and information from the field that will be available to Local Boards and their partners
- Communicating both jointly and individually with their local counterparts Local Boards, CWDs, LEAs, community colleges, justice systems, and DOR district offices on the necessity to partner locally to collectively implement WIOA youth policy objectives and program strategies. This communication will occur using individual written guidance, joint letters, and/or when appropriate, relevant policy directives
- Agreeing to engage in collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of out of school youth
- Developing youth awareness of the variety of careers available

- Helping youth explore career options to provide motivation and inform career decision-making.
- Helping youth apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness, knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).
- Helping youth train for employment in a specific field and range of occupations.
- Leveraging local resources to align education, employment, training, and supportive services to provide opportunities for career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, to prepare for youth to enter a career pathway or enrollment in post-secondary education
- Working jointly to identify models of One-Stop partnerships that support youth programs, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. To ensure the WIOA youth vision of supporting an integrated service delivery system and framework, partners and local areas will leverage other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

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

- **VI.c.4 — Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).**  
Requested Revision — WIOA requires that either the state define "requires additional assistance" or if the state doesn't define it then the local area must define it. It is not clear from WDS 15-03 if the local area must choose some, all, or none of these criteria the state lists for the "requires additional assistance" definition. The state plan should clarify what a local area must do and have a definition for "requires additional assistance" in place.
  - Revision Submitted

*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).